

MT LEBANON SD

7 Horsman Dr

Comprehensive Plan | 2023 - 2026

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MISSION STATEMENT

To Provide the Best Education Possible for Each and Every Student. As defined by its constituents, students, staff, parents and community, the mission of the Mt. Lebanon School District is to provide the best education possible in a fiscally responsible manner. This means operating within the constraints of local, state, and federal resources and limitations. Additionally, the Mt. Lebanon School District provides the best education possible for each individual student and every student collectively. Mt. Lebanon School District constituents will know this mission has been accomplished when the strategic plan goals have been achieved.

VISION STATEMENT

A relentless pursuit of excellence. In order to achieve our mission, the District must pursue organizational excellence. The Mt. Lebanon School District uses criteria recognized throughout the nation as the best measure for defining organizational excellence and manages the performance of the school district by aligning to the strategic plan goals and by deploying and continually improving all systems and processes.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The core values set the stage for providing the best education possible for Mt. Lebanon students. Core values are a system of beliefs and behaviors that an organization exhibits on a day to day basis. They guide all processes and conditions in the District. By the District's commitment to continuous improvement at all levels of the organization and the meticulous attention to quality processes in management of the District, the Mt. Lebanon School District remains a provider of exemplary public education. The District's Core Values, which are found in School Board Policy AE, are as follows: High Expectations for All Respect, Honesty, and Integrity Student Centered Learning Teamwork and Collaboration Continuous Improvement Data-Informed Decisions Value Stakeholder Contributions

STAFF

The core values set the stage for providing the best education possible for Mt. Lebanon students. Core values are a system of beliefs and behaviors that an organization exhibits on a day to day basis. They guide all processes and conditions in the District. By the District's commitment to continuous improvement at all levels of the organization and the meticulous attention to quality processes in management of the District, the Mt. Lebanon School District remains a provider of exemplary public education. The District's Core Values, which are found in School Board Policy AE, are as follows: High Expectations for All Respect, Honesty, and Integrity Student Centered Learning Teamwork and Collaboration Continuous Improvement Data-Informed Decisions Value Stakeholder Contributions

ADMINISTRATION

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PARENTS

The core values set the stage for providing the best education possible for Mt. Lebanon students. Core values are a system of beliefs and behaviors that an organization exhibits on a day to day basis. They guide all processes and conditions in the District. By the District's commitment to continuous improvement at all levels of the organization and the meticulous attention to quality processes in management of the District, the Mt. Lebanon School District remains a provider of exemplary public education. The District's Core Values, which are found in School Board Policy AE, are as follows: High Expectations for All Respect, Honesty, and Integrity Student Centered Learning Teamwork and Collaboration Continuous Improvement Data-Informed Decisions Value Stakeholder Contributions

COMMUNITY

The core values set the stage for providing the best education possible for Mt. Lebanon students. Core values are a system of beliefs and behaviors that an organization exhibits on a day to day basis. They guide all processes and conditions in the District. By the District's commitment to continuous improvement at all levels of the organization and the meticulous attention to quality processes in management of the District, the Mt. Lebanon School District remains a provider of exemplary public education. The District's Core Values, which are found in School Board Policy AE, are as follows: High Expectations for All Respect, Honesty, and Integrity Student Centered Learning Teamwork and Collaboration Continuous Improvement Data-Informed Decisions Value Stakeholder Contributions

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Tina Raspanti	Staff Member	Mt. Lebanon High School
Jodi Dunlap	Staff Member	Mt. Lebanon High School
Emily Kirkham	Staff Member	Jefferson/Mellon Middle School
Louise Marino	Staff Member	Mellon Middle School
Kim Robbins	Staff Member	Washington Elementary School
Jen Lomardo	Staff Member	How Elementary School
Mike Houck	Staff Member	District Educational Specialist
Tina Beer	Staff Member	District Educational Specialist
Casey Bowles	Staff Member	High School School Counselor
Heather Rehrig	Staff Member	District School Psychologist
Heather Doyle	Administrator	Director of Special Education
Chris Stengel	Administrator	Director of Technology
Katie Caste	Parent	Parent
Lisa Silverman	Parent	Parent
Jen Curran	Parent	Parent
Chris Dee	Parent	Parent

Name	Position	Building/Group
Jason Baer	Parent	Parent (Co-Chair)
Bethann Lloyd	Parent	Parent (Co-Chair)
Ellen Giarrusso	Parent	Parent
Ron Davis	Administrator	Assistant Superintendent for Secondary Education
Aaron Lauth	Community Member	Chief of Police
Rachna Jain	Parent	Parent
Marybeth Irvin	Administrator	Assistant Superintendent for Elementary Education
Cissy Bowman	Administrator	Director of Communications
Marie Reese	Community Member	Community Member
Noah Evans	Community Member	Faith-Based Representative
Alex Greenbaum	Community Member	Faith-Based Representative
Keith McGill	Community Member	Municipal Manager
Robyn Vittek	Community Member	Community Librarian
Rob Gardner	Parent	Parent
Timothy J. Steinhauer	Administrator	Superintendent of Schools
Stephanie Fedro-Byrom	Parent	Parent
Nick Sohyda	Community Member	Fire Chief
Kelly Donis	Student	Mt. Lebanon High School

Name	Position	Building/Group
Ben Canan	Administrator	Mellon Middle School Assistant Principal
Hugh Beal	Board Member	Mt. Lebanon School District
Ron Kitsko	Administrator	Lincoln Elementary School Principal
Marissa Joseph	Student	Mt. Lebanon High School
Sarah Olbrich	Board Member	Mt. Lebanon School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Removing barriers to learning and fostering a sense of belonging promotes a safe, welcoming, and inclusive school.	School Safety School climate and culture
Consistent implementation of effective social & emotional well-being practices across all classrooms in each school prepares students for increasingly complex life and work environments in the 21st century.	Social emotional learning Social emotional learning
Consistent implementation of a rigorous, well aligned to the standards curriculum across all schools for all students that is developmentally appropriate and engaging for all students is essential to maintaining the District's standards of academic excellence.	Rigorous Courses of Study Section Rigorous Courses of Study Section
Consistent implementation of effective instructional practices across all classrooms in each school prepares students for increasingly complex life and work environments in the 21st century.	Regular Attendance Other Wellness

ACTION PLAN AND STEPS

Evidence-based Strategy

Common Assessments within Grade/Subject

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)			
PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).			
PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)	2023-08-28 - 2026-06-30	Corresponding Principals and Department Chairs/Elementary Facilitators in the	How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: http://effectivestrategies.wiki.caiu.org/Assessment	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		various content areas.	

Anticipated Outcome

Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006)

Monitoring/Evaluation

Annual K-12 PASS Survey.

Evidence-based Strategy

Student-Focused Learning

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

PASS Survey Factor 9:

Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.

When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).

PASS Survey Factor 7:

Measures students'

When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).

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

confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Standards-based education creates high expectations for all students and provides a consistent guide for the evaluation of student work. A core set of standards-based concepts and competencies form the basis of what all students should learn.	2023-08-28 - 2026-06-30	Corresponding Principals and Department Chairs/Elementary Facilitators in the various content areas.	Standards-aligned curriculum

Anticipated Outcome

Being standards-based means that every teacher, in every classroom, every day employs effective pedagogical strategies focused on achieving student mastery of the District's standards.

Monitoring/Evaluation

Annual K-12 PASS Survey.

Evidence-based Strategy

ACT/SAT Preparation

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

**PASS Survey Factor 9:
Measures students'**

When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).

perceptions of the

appropriateness of the

level of difficulty of work

they are asked to

complete.

**PASS Survey Factor 7:
Measures students'**

When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).

confidence in

approaching and dealing

with learning and

perseverance when

presented with

challenging tasks, and

includes associated

feelings such as "high"

anxiety element.

Action Step

Test preparation programs—sometimes referred to as test coaching programs—have been implemented with the goal of increasing student scores on college entrance tests.

2023-08-28 -
2026-06-30

Director of Adult and Continuing Education.

Materials/Resources/Supports Needed

ACT-SAT Test Prep and
Coaching Materials.

Anticipated Outcome

(a) familiarize students with the format of the test; (b) introduce general test-taking strategies (e.g., get a good night's sleep); (c) introduce specific test-taking strategies (e.g., whether the test penalizes incorrect answers, and what this means for whether or not one should guess an answer if it is not known); and (d) specific drills (e.g., practice factoring polynomial expressions).

Monitoring/Evaluation

Annual K-12 PASS Survey. Improved ACT/SAT results.

Evidence-based Strategy

Differentiated Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).
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PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).
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Measurable Goal Statement (Smart Goal)

Goal Nickname

challenging tasks, and includes associated feelings such as "high" anxiety element.

Action Step

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

Anticipated Start/Completion

2023-08-28 - 2026-06-30

Lead Person/Position

Corresponding Principals and Department Chairs/Elementary Facilitators in the various content areas.

Materials/Resources/Supports Needed

Tomlinson's "What is Differentiated Instruction."

Anticipated Outcome

A better trained professional staff to deliver instruction in a manner that meets the needs of all learners.

Monitoring/Evaluation

Annual K-12 PASS Survey.

Evidence-based Strategy

PSSA Preparation

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)		
PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).		
PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Pennsylvania System of School Assessment (PSSA) includes assessments in English Language Arts and Mathematics which are taken by students in grades 3, 4, 5, 6, 7 and 8. Students in grades 4 and 8 are administered the Science PSSA. The English Language Arts and Mathematics PSSAs include items that are consistent with the Assessment Anchors/Eligible Content aligned to the Pennsylvania Core Standards in English Language Arts and Mathematics. The Science PSSA includes items that are aligned to the Assessment Anchors/Eligible Content aligned to the Pennsylvania Academic Standards for Science, Technology, Environment and Ecology.	2023-08-28 - 2026-06-30	Corresponding Principals and Department Chairs/Elementary Facilitators in the tested content areas.	SAS Released Testing Items; Teacher developed review materials.

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

Improved standardized test results.

Monitoring/Evaluation

Annual K-12 PASS Survey. PSSA Results

Evidence-based Strategy

Keystone Exam Preparation

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).
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PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).
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Measurable Goal Statement (Smart Goal)

Goal Nickname

presented with challenging tasks, and includes associated feelings such as "high" anxiety element.

Action Step

The Keystone Exams are end-of-course assessments designed to assess proficiency in three subjects: Algebra I, Literature and Biology. The Keystone Exams are one component of Pennsylvania's system of high school graduation requirements. Keystone Exams will help school districts guide students toward meeting state standards.

Anticipated Start/Completion

2023-08-28 - 2026-06-30

Lead Person/Position

Corresponding Principals and Department Chairs/Elementary Facilitators in the tested content areas.

Materials/Resources/Supports Needed

SAS Released Testing Items; Teacher developed review materials.

Anticipated Outcome

Improved standardized test results.

Monitoring/Evaluation

Annual K-12 PASS Survey. Keystone Exam Results.

Evidence-based Strategy

Understanding by Design

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)			
PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).			
PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction.	2023-08-28 - 2026-06-30	Corresponding Principals and Department Chairs/Elementary Facilitators in the various content areas.	UBD training materials. Atlas	
Anticipated Outcome				
Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends.				

Monitoring/Evaluation

Annual K-12 PASS Survey.

Evidence-based Strategy

Problem Solving Skill Building Programs

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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PASS Survey Factor 8: Measures students' attitudes to attendance at school	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).
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PASS Survey Factor 6: Measures students' attitudes and responses to work in general.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).
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PASS Survey Factor 4: Measures students' perceptions of their behavior and attitude in learning situations (including metacognitive skills).	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Explore a number problem solving skill building programs that have a variety of effects on achievement and behavior. (Source: http://ies.ed.gov/ncee/wwc/sitesearch.aspx?Search=Problem+Solving+Programs&website=NCEE%2FWWC&x=6&y=9)	2023-08-28 - 2026-06-30	Corresponding Principals and Department Chairs/Elementary Facilitators in the various content areas.	WWC Resources (see link)

Anticipated Outcome

Enhanced problem solving skills by students, K-12.

Monitoring/Evaluation

Annual K-12 PASS Survey.

Evidence-based Strategy

Universal Design for Learning

Measurable Goals

Goal Nickname Measurable Goal Statement (Smart Goal)

PASS Survey Factor 2: Measures students' views of how positive and successful they feel in their specific capabilities as learners.

When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).

PASS Survey Factor 3: Measures the impact of

When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).

Measurable Goal Statement (Smart Goal)

Goal Nickname

their learning on their concept of self more generally.

PASS Survey Factor 8:
Measures students' attitudes to attendance at school

When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).

PASS Survey Factor 6:
Measures students' attitudes and responses to work in general.

When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).

PASS Survey Factor 4:
Measures students' perceptions of their behavior and attitude in learning situations (including metacognitive skills).

When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).

PASS Survey Factor 9:
Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.

When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).

PASS Survey Factor 7:
Measures students'

When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).

Measurable Goal Statement (Smart Goal)

Goal Nickname

confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.

Action Step

Universal Design for Learning (UDL) is an approach to designing curriculum and learning experiences so that all students can be successful.

Anticipated Start/Completion

2023-08-28 - 2026-06-30

Lead Person/Position

Corresponding Principals and Department Chairs/Elementary Facilitators in the various content areas.

Materials/Resources/Supports Needed

CAST

Anticipated Outcome

Universally-designed environments have features that minimize or remove barriers and allow access for all possible users.

Monitoring/Evaluation

Annual K-12 PASS Survey.

Evidence-based Strategy

Formative Assessments for a Differentiated Classroom

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)			
PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).			
PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007).	2023-08-28 - 2026-06-30	Corresponding Principals and Department Chairs/Elementary Facilitators in the various content areas.	Examples of Formative Assessments, i.e., 25 Quick Formative Assessments (resource)	
Anticipated Outcome				

While assessments are always crucial to the teaching and learning process, nowhere are they more important than in a differentiated classroom, where students of all levels of readiness sit side by side.

Monitoring/Evaluation

Annual K-12 PASS Survey.

Evidence-based Strategy

Project-Problem Based Learning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Goal 1	
Goal 2	
Goal 3	
Goal 4	
Goal 5	
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Goal 100	

PASS Survey Factor 8:
Measures students' attitudes to attendance school

When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).

PASS Survey Factor 6:
Measures students' attitudes and responses to work in general.

When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).

PASS Survey Factor 4:
Measures students' perceptions of their behavior and attitude in learning situations (including metacognitive skills).

When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students regularly experience authentic learning activities designed to answer a question, solve a problem, or develop something that reflects the kinds of issues and situations found outside of class. Students are engaged in higher order cognitive learning through the study of concepts and principles of a discipline.	2023-08-28 - 2026-06-30	Corresponding Principals and Department Chairs/Elementary Facilitators in the various content areas.	Rigorous K-12 curriculum w/higher order cognitive skills embedded.

Anticipated Outcome Students apply critical thinking and problem- solving skills, communication, and creativity in all subject areas. Students become capable of taking what was learned in one situation and apply it to new situations, learning for transfer.
Monitoring/Evaluation Annual K-12 PASS Survey.

Evidence-based Strategy "Always On Learning" (Technology Intergation)
Measurable Goals Goal Nickname Measurable Goal Statement (Smart Goal)

PASS Survey Factor 2:	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction
Measures students' views of how positive and successful they feel in their specific capabilities	with their school experience" (Students/Cohorts in the 31st – 100th percentile).

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

as learners.

PASS Survey Factor 3: When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction
Measures the impact of with their school experience" (Students/Cohorts in the 31st – 100th percentile).

their learning on their
concept of self more
generally.

PASS Survey Factor 8: When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction
Measures students' with their school experience" (Students/Cohorts in the 31st – 100th percentile).

attitudes to attendance at
school

PASS Survey Factor 6: When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction
Measures students' with their school experience" (Students/Cohorts in the 31st – 100th percentile).

attitudes and responses
to work in general.

PASS Survey Factor 4: When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction
Measures students' with their school experience" (Students/Cohorts in the 31st – 100th percentile).

perceptions of their
behavior and attitude in
learning situations
(including metacognitive
skills).

PASS Survey Factor 5: When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction
Measures students' with their school experience" (Students/Cohorts in the 31st – 100th percentile).

perceptions of their
relationships with
teachers.

PASS Survey Factor 9: When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction

Goal Nickname	Measurable Goal Statement (Smart Goal)			
Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.	with their school experience" (Students/Cohorts in the 31st – 100th percentile).			
PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Mt. Lebanon utilizes state-of-the-art technology that creates collaborative, engaging, relevant, and personalized learning experiences for all learners regardless of background, language, or disability and extends the access of this technology to parents and community members.	2023-08-28 - 2026-06-30	Director of Technology	Learning Management System - Schoology.	
Anticipated Outcome				
Mt. Lebanon students demonstrate the knowledge of and practice the accepted norms, rules, and laws of being a digital citizen, especially those norms, rules, and laws related to social networking sites. Students become more sophisticated information producers, as well as information consumers; learning activities become more self-directed; and opportunities for collaboration are expanded.				

Monitoring/Evaluation

Annual K-12 PASS Survey.

Evidence-based Strategy				
Anti-Drug/Anti-Violence Programs				
Measurable Goals				
Goal Nickname	Measurable Goal Statement (Smart Goal)			
PASS Survey Factor 1: Measuring students' sense of well-being, safety, and comfort in school.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).			
PASS Survey Factor 5: Measures students' perceptions of their relationships with teachers.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Olweus Program. Middle School Advisory Program. Middle School Natural Helpers Program. Link Crew Program. Too Good for Violence promotes character values, social-emotional skills, and healthy beliefs of elementary and middle school students.	2023-08-28 - 2026-06-30	K-12 Building Principals	Student Training Materials - Olweus, Natural Helps, Link Crew, Too Good for Violence	

Anticipated Outcome					
Training programs for students in the areas of anti-drug and anti-violence.					
Monitoring/Evaluation					
Annual K-12 PASS Survey.					
Evidence-based Strategy					
Character and Social Skills Building Programs					
Measurable Goals					
Goal Nickname	Measurable Goal Statement (Smart Goal)				
PASS Survey Factor 5: Measures students' perceptions of their relationships with teachers.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).				
PASS Survey Factor 1: Measuring students' sense of well-being, safety, and comfort in school.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).				
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed		
Social skills training is not a specific curriculum, but rather a collection of practices that	2023-08-28 -	Corresponding	Project 13 - a set of		

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
utilize a behavioral approach to teaching school children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations.	2026-06-30	Principals and Department Chairs/Elementary Facilitators in School Counseling.	practices compiled by the faculty to address social skill needs.

Anticipated Outcome

Skill development and reinforcement in classrooms, K-12.

Monitoring/Evaluation

Annual K-12 PASS Survey.

Evidence-based Strategy

Culturally Competent Mental Health Services

Measurable Goals

Goal Nickname Measurable Goal Statement (Smart Goal)

PASS Survey Factor 5: Measures students' perceptions of their relationships with teachers. When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).

PASS Survey Factor 1: Measuring students' When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).

Goal Nickname	Measurable Goal Statement (Smart Goal)
sense of well-being, safety, and comfort in school.	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Specifically culturally competent mental health services are policies and practices that enable school personnel to effectively address the social, behavioral, and mental health needs of students from diverse cultures.	2023-08-28 - 2026-06-30	Corresponding Principals and Department Chairs/Elementary Facilitators in School Counseling.	Resource: Culturally Competent Mental Health Services in Schools: Tips for Teachers

Anticipated Outcome
A School Counseling group trained in culturally responsive mental health supports.

Monitoring/Evaluation
Completion of professional development offering(s). Annual K-12 PASS Survey.

Evidence-based Strategy
Mental Health Professional Development

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
PASS Survey Factor 5: Measures students'	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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PASS Survey Factor 5: Measures students' perceptions of their relationships with teachers.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).
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PASS Survey Factor 1: Measuring students' sense of well-being, safety, and comfort in school.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).
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Action Step

Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Utilization of CASEL's Social and Emotional Learning framework, as well as tenants of Mindfulness.	2023-08-28 - 2026-06-30 Assistant Superintendents for Elementary and Secondary Education	CASEL's Framework; Principals & Department Chairs/Elementary Facilitators who lead the process.
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Anticipated Outcome

Project 13 - Students, every year in every grade level, will have the CASEL competencies taught and/or reinforced.

Monitoring/Evaluation

Principals & Department Chairs/Elementary Facilitators who lead the process will coach and evaluate the progress through the observation tools. Annual K-12 PASS Survey.

Evidence-based Strategy

Curriculum Mapping

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).
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PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.	When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile).
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Ensure course content is appropriately mapped. A curriculum map is a working document that illustrates exactly what is taking place in classrooms.	2023-08-28 - 2026-06-30	Assistant Superintendents for Elementary and Secondary Education	Atlas; Principals & Department Chairs/Elementary Facilitators who lead the process.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Anticipated Outcome Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities.			
Monitoring/Evaluation Principals & Department Chairs/Elementary Facilitators who lead the process will coach and evaluate the progress through the observation tools. Annual K-12 PASS Survey.			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.)	Common Assessments within Grade/Subject	Effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)	08/28/2023 - 06/30/2026
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.)	Differentiated Instruction	Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.	08/28/2023 - 06/30/2026
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.)	Understanding by Design	The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction.	08/28/2023 - 06/30/2026
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 2: Measures students' views of how positive and successful they feel in their specific capabilities as learners.)	Universal Design for Learning	Universal Design for Learning (UDL) is an approach to designing curriculum and learning experiences so that all students can be successful.	08/28/2023 - 06/30/2026
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 3: Measures the impact of their learning on their concept of self more generally.)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 8: Measures students' attitudes to attendance at school)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 6: Measures students' attitudes and responses to work in general.)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 4: Measures students' perceptions of their behavior and attitude in learning situations (including metacognitive skills).)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.)			
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 2: Measures students' views of how positive and successful they feel in their specific capabilities as learners.)	"Always On Learning" (Technology Intergration)	Mt. Lebanon utilizes state-of-the-art technology that creates collaborative, engaging, relevant, and personalized learning experiences for all learners regardless of background, language, or disability and extends the access of this technology to parents and community members.	08/28/2023 - 06/30/2026
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 3: Measures the impact of their learning on their concept of self more generally.)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 8: Measures students' attitudes to attendance at school)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 6: Measures students' attitudes and responses to work in general.)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 4: Measures students' perceptions of their behavior and attitude in learning situations (including metacognitive skills).)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 5: Measures students' perceptions of their relationships with teachers.)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work			

	Action Plan Name	Professional Development Step	Anticipated Timeline
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Measurable Goals

they are asked to complete.)

When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 5: Measures students' perceptions of their relationships with teachers.)	Mental Health	Mental Health	08/28/2023
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 1: Measuring students' sense of well-being, safety, and comfort in school.)	Professional Development	First Aid is the help offered to a person developing a mental health problem or experiencing a mental health crisis. The first aid is given until appropriate treatment and support are received or until the crisis resolves.	06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 5: Measures students' perceptions of their relationships with teachers.)	CASEL's SEL Framework	Utilization of CASEL's Social and Emotional Learning framework, as well as tenants of Mindfulness.	08/28/2023 - 06/30/2026
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 1: Measuring students' sense of well-being, safety, and comfort in school.)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.)	Curriculum Mapping	Ensure course content is appropriately mapped. A curriculum map is a working document that illustrates exactly what is taking place in classrooms.	08/28/2023 - 06/30/2026
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.)	Common Assessments within Grade/Subject	Effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)	08/28/2023 - 06/30/2026
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.)			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

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

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

K-12 curriculum is rigorous, well-aligned to the standards, developmentally appropriate, and engaging for students.

Instructional resources, including the use of technology where appropriate, support, supplement, and complement the curriculum.

Teaching methodologies are research-based and differentiated to meet the needs of all students.

K-12 curriculum is rigorous, well-aligned to the standards, developmentally appropriate, and engaging for students.

Instructional resources, including the use of technology where appropriate, support, supplement, and complement the curriculum.

Teaching methodologies are research-based and differentiated to meet the needs of all students.

Curriculum Mapping - A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities.

Curriculum Mapping - A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content

Challenges

Provide appropriate interventions to ensure all students meet their academic goals.

Continued emphasis on research based instructional strategies, particularly in English Language Arts.

Ensure a safe and welcoming learning environment for all students to support academic growth and social and emotional well-being.

Provide appropriate interventions to ensure all students meet their academic goals.

Continued emphasis on research based instructional strategies, particularly in Mathematics.

Student mastery of expanding and increasingly complex standards in reading and language arts, mathematics, the sciences, world languages, social sciences, physical and mental health, and practical and fine arts is essential to maintain the District's standard of excellence. Related is the need to provide a balance of experiences in academics, athletics, and the arts.

Ensure a safe and welcoming learning environment for all students to support academic growth and social and emotional well-being.

Student mastery of expanding and increasingly complex standards in reading and language arts, mathematics, the sciences, world languages, social sciences, physical and mental health, and practical and fine arts is essential to maintain the District's standard of excellence. Related is the need to provide a balance of experiences in academics, athletics, and the arts.

Strengths

that will be covered, skills students will demonstrate if they understand the content, assessments, and activities.

K-12 curriculum is rigorous, well-aligned to the standards, developmentally appropriate, and engaging for students.

Instructional resources, including the use of technology where appropriate, support, supplement, and complement the curriculum.

Teaching methodologies are research-based and differentiated to meet the needs of all students.

Curriculum Mapping - A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities.

The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends.

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

Universal Design for Learning (UDL) is an approach to designing curriculum and learning experiences so that all students can be successful. It originated from the concept of Universal Design found in architecture. Universally-

Challenges

Provide appropriate interventions to ensure all students meet their academic goals.

Continued emphasis on research based instructional strategies, particularly in Science.

Ensure a safe and welcoming learning environment for all students to support academic growth and social and emotional well-being.

Student mastery of expanding and increasingly complex standards in reading and language arts, mathematics, the sciences, world languages, social sciences, physical and mental health, and practical and fine arts is essential to maintain the District's standard of excellence. Related is the need to provide a balance of experiences in academics, athletics, and the arts.

Disaggregated Data - As a core value, data informed decisions, are viewed as an integral component of all processes and the Strategic Plan. Data is used as part of the Plan, Do, Study, Act (PDSA) cycle with the emphasis being on continuous improvement. The administration and staff use data to develop individual, grade level, departmental, building level, and district level improvement plans.

For students to learn and demonstrate their knowledge, skills, and abilities, the District must foster a safe, welcoming, and inclusive environment in each of its schools.

There is a complementary set of skills to the standards that separate students who are prepared for increasingly complex life and work environments in the 21st century, from those who are not. An education that develops the skills of analysis, critical thinking, problem solving, creativity, communication, global awareness and collaboration is essential to prepare students for the future.

Strengths

designed environments have features that minimize or remove barriers and allow access for all possible users.

Standards-based education creates high expectations for all students and provides a consistent guide for the evaluation of student work. A core set of standards-based concepts and competencies form the basis of what all students should learn.

Frequent measures of student achievement, using a variety of assessments, ensure multiple opportunities for students to demonstrate mastery.

Common Assessments within Grade/Subject

Student-focused learning environment puts students first: their needs, abilities, interests, and learning styles are central when making decisions about what to learn and how to learn it. Students are active and responsible participants in their own learning.

Students achieve proficiency in the District curriculum standards and develop an appreciation for the practical and fine arts.

Students acquire the knowledge to be able to make good health and physical activity decisions and set life-long wellness priorities.

Students apply critical thinking and problem-solving skills, communication, and creativity in all subject areas.

Foster a vision and culture of high expectations for success for all students, educators, and families

Ensure effective, standards-aligned curriculum and assessment

Establish and maintain a focused system for continuous improvement and

Challenges

Mastery of standards and a complementary set of skills are best achieved in a thriving and compassionate community of students and adults whose performance and well-being are fostered by an intentional focus on evidence-based Social and Emotional Learning.

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers (Diversify the teacher and leader workforce.)

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities (District relies heavily on the local tax base to achieve the funding priorities of the District.)

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction (District recently implemented a learning management system, and leveraging its potential to improve the delivery of instruction is a goal for the District.)

Provide appropriate interventions to ensure all students meet their academic goals.

Continued emphasis on research based instructional strategies, particularly in English Language Arts.

Continued emphasis on research based instructional strategies, particularly in Math.

Ensure a safe and welcoming learning environment for all students to support academic growth and social and emotional well-being.

An area of growth for the district is to continue to increase the percentage of students with IEPs receiving special education inside the regular/general education classroom for 80% or more of the school day.

Strengths

ensure organizational coherence

Coordinate and monitor supports aligned with students' and families' needs

The various available metrics continue to illustrate exceptional academic performance by our students on their standardized assessments and as relative to our District Comparator group.

K-12 curriculum is rigorous, well-aligned to the standards, developmentally appropriate, and engaging for students.

Instructional resources, including the use of technology where appropriate, support, supplement, and complement the curriculum.

Teaching methodologies are research-based and differentiated to meet the needs of all students.

Academic performance remains strong with an increasingly diverse student population.

The Mt. Lebanon School District ensures that children with disabilities are educated in the least restrictive environment by adhering to the evaluation, IEP, and placement procedures outlined in the IDEA and Pennsylvania Chapter 14, Special Education Programs and Services.

The Title I Reading Program has the following programs available to use depending upon students' specific skill needs: Foundations, Reading Mastery, Just Words, Read Naturally, Language!, Lexia, Vocabulary Surge.

The Mt. Lebanon K-12 counseling department continues to build the skills, knowledge and attitudes necessary for our children to become healthy, productive adults.

Challenges

Technology devices play a role in the collaboration process, and with the District investment in a Learning Management System (Schoology), collaboration between faculty, students, and families should increase as individuals become more accustomed to the tool.

Strengths

Teachers are using technology to enable and enhance student learning.

The goal of the AIU ESL Program is to assist each district in meeting the demands of its diverse population and to help the district and its English Learners build on the success of their first language with their newly acquired English language.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Provide appropriate interventions to ensure all students meet their academic goals.		
Continued emphasis on research based instructional strategies, particularly in English Language Arts.		
Ensure a safe and welcoming learning environment for all students to support academic growth and social and emotional well-being.	Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.	✓
Student mastery of expanding and increasingly complex standards in reading and language arts, mathematics, the sciences, world languages, social sciences, physical and mental health, and practical and fine arts is essential to maintain the District's standard of excellence. Related is the need to provide a balance of experiences in academics, athletics, and the arts.	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	✓
There is a complementary set of skills to the standards that separate students who are prepared for increasingly complex life and work environments in the 21st century, from those who are not. An education that develops the skills of analysis, critical thinking, problem solving, creativity, communication, global awareness and collaboration is essential to prepare students for the future.	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school to address the need for a complementary set of skills to be successful in the 21st century.	✓
Mastery of standards and a complementary set of skills are best achieved in a thriving and compassionate community of students and adults whose performance and well-being are fostered by an intentional focus on evidence-based Social and Emotional Learning.	Establish a district system that fully ensures barriers to student learning are addressed by fostering an intentional focus on evidence-based Social and Emotional Learning.	✓
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers (Diversify the teacher and leader workforce.)		

ADDENDUM B: ACTION PLAN

Action Plan: Common Assessments within Grade/Subject

Action Steps

Anticipated Start/Completion Date

Effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/www/pdf/practice_guides/dddm_pg_092909.pdf?)

08/28/2023 - 06/30/2026

Monitoring/Evaluation

Anticipated Output

Annual K-12 PASS Survey.

Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006)

Material/Resources/Supports Needed

How We Can Achieve Unprecedented Improvements in Teaching and Learning, Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

PD Step

yes

Comm Step

yes

Action Plan: ACT/SAT Preparation

Action Steps

Anticipated Start/Completion Date

Test preparation programs—sometimes referred to as test coaching programs—have been implemented with the goal of increasing student scores on college entrance tests.

08/28/2023 - 06/30/2026

Monitoring/Evaluation

Anticipated Output

Annual K-12 PASS Survey. Improved ACT/SAT results.

(a) familiarize students with the format of the test; (b) introduce general test-taking strategies (e.g., get a good night's sleep); (c) introduce specific test-taking strategies (e.g., whether the test penalizes incorrect answers, and what this means for whether or not one should guess an answer if it is not known); and (d) specific drills (e.g., practice factoring polynomial expressions).

Material/Resources/Supports Needed

Comm Step

ACT-SAT Test Prep and Coaching Materials.

PD Step

no

no

Action Plan: Differentiated Instruction

Action Steps	Anticipated Start/Completion Date	
Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.	08/28/2023 - 06/30/2026	
Monitoring/Evaluation	Anticipated Output	
Annual K-12 PASS Survey.	A better trained professional staff to deliver instruction in a manner that meets the needs of all learners.	
Material/Resources/Supports Needed	PD Step	Comm Step
Tomlinson's "What is Differentiated Instruction."	yes	no

Action Plan: PSSA Preparation

Action Steps		Anticipated Start/Completion Date
Pennsylvania System of School Assessment (PSSA) includes assessments in English Language Arts and Mathematics which are taken by students in grades 3, 4, 5, 6, 7 and 8. Students in grades 4 and 8 are administered the Science PSSA. The English Language Arts and Mathematics PSSAs include items that are consistent with the Assessment Anchors/Eligible Content aligned to the Pennsylvania Core Standards in English Language Arts and Mathematics. The Science PSSA includes items that are aligned to the Assessment Anchors/Eligible Content aligned to the Pennsylvania Academic Standards for Science, Technology, Environment and Ecology.		08/28/2023 - 06/30/2026
Monitoring/Evaluation		Anticipated Output
Annual K-12 PASS Survey, PSSA Results		Improved standardized test results.
Material/Resources/Supports Needed		PD StepComm Step
SAS Released Testing Items; Teacher developed review materials.		no no

Action Plan: Understanding by Design

Action Steps		Anticipated Start/Completion Date
The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction.		08/28/2023 - 06/30/2026
Monitoring/Evaluation		Anticipated Output
Annual K-12 PASS Survey.		Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends.
Material/Resources/Supports Needed		PD StepComm Step
UBD training materials. Atlas		yesno

Action Plan: Universal Design for Learning

Action Steps	Anticipated Start/Completion Date
Universal Design for Learning (UDL) is an approach to designing curriculum and learning experiences so that all students can be successful.	08/28/2023 - 06/30/2026
Monitoring/Evaluation	Anticipated Output
Annual K-12 PASS Survey.	Universally-designed environments have features that minimize or remove barriers and allow access for all possible users.
Material/Resources/Supports Needed	PD StepComm Step
CAST	yesno

Action Plan: Formative Assessments for a Differentiated Classroom

Action Steps		Anticipated Start/Completion Date	
Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007).		08/28/2023 - 06/30/2026	
Monitoring/Evaluation		Anticipated Output	
Annual K-12 PASS Survey.		While assessments are always crucial to the teaching and learning process, nowhere are they more important than in a differentiated classroom, where students of all levels of readiness sit side by side.	
Material/Resources/Supports Needed		PD Step	Comm Step
Examples of Formative Assessments, i.e., 25 Quick Formative Assessments (resource)		no	no

Action Plan: Project-Problem Based Learning

Action Steps		Anticipated Start/Completion Date
Students regularly experience authentic learning activities designed to answer a question, solve a problem, or develop something that reflects the kinds of issues and situations found outside of class. Students are engaged in higher order cognitive learning through the study of concepts and principles of a discipline.		08/28/2023 - 06/30/2026
Monitoring/Evaluation		Anticipated Output
Annual K-12 PASS Survey.		Students apply critical thinking and problem- solving skills, communication, and creativity in all subject areas. Students become capable of taking what was learned in one situation and apply it to new situations, learning for transfer.
Material/Resources/Supports Needed		PD StepComm Step
Rigorous K-12 curriculum w/higher order cognitive skills embedded.		no no

Action Plan: "Always On Learning" (Technology Intergation)

Action Steps		Anticipated Start/Completion Date	
Mt. Lebanon utilizes state-of-the-art technology that creates collaborative, engaging, relevant, and personalized learning experiences for all learners regardless of background, language, or disability and extends the access of this technology to parents and community members.		08/28/2023 - 06/30/2026	
Monitoring/Evaluation		Anticipated Output	
Annual K-12 PASS Survey.		Mt. Lebanon students demonstrate the knowledge of and practice the accepted norms, rules, and laws of being a digital citizen, especially those norms, rules, and laws related to social networking sites. Students become more sophisticated information producers, as well as information consumers; learning activities become more self-directed; and opportunities for collaboration are expanded.	
Material/Resources/Supports Needed		PD Step	Comm Step
Learning Management System - Schoology.		yes	no

Action Plan: Anti-Drug/Anti-Violence Programs

Action Steps		Anticipated Start/Completion Date	
Olweus Program. Middle School Advisory Program. Middle School Natural Helpers Program. Link Crew Program. Too Good for Violence promotes character values, social-emotional skills, and healthy beliefs of elementary and middle school students.		08/28/2023 - 06/30/2026	
Monitoring/Evaluation		Anticipated Output	
Annual K-12 PASS Survey.		Training programs for students in the areas of anti-drug and anti-violence.	
Material/Resources/Supports Needed		PD Step	Comm Step
Student Training Materials - Olweus, Natural Helps, Link Crew, Too Good for Violence		no	no

Action Plan: Character and Social Skills Building Programs

Action Steps		Anticipated Start/Completion Date	
Social skills training is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching school children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations.		08/28/2023 - 06/30/2026	
Monitoring/Evaluation		Anticipated Output	
Annual K-12 PASS Survey.		Skill development and reinforcement in classrooms, K-12.	
Material/Resources/Supports Needed		PD Step	Comm Step
Project 13 - a set of practices compiled by the faculty to address social skill needs.		no	no

Action Plan: Mental Health Professional Development

Action Steps		Anticipated Start/Completion Date	
Mental Health First Aid is the help offered to a person developing a mental health problem or experiencing a mental health crisis. The first aid is given until appropriate treatment and support are received or until the crisis resolves.		08/28/2023 - 06/30/2026	
Monitoring/Evaluation		Anticipated Output	
Completion of professional development offering(s). Annual K-12 PASS Survey.		A School Counseling group trained in Mental Health First Aid	
Material/Resources/Supports Needed		PD Step	Comm Step
MFA Materials;		yes	no

Action Plan: CASEL's SEL Framework

Action Steps	Anticipated Start/Completion Date
Utilization of CASEL's Social and Emotional Learning framework, as well as tenants of Mindfulness.	08/28/2023 - 06/30/2026
Monitoring/Evaluation	Anticipated Output
Principals & Department Chairs/Elementary Facilitators who lead the process will coach and evaluate the progress through the observation tools. Annual K-12 PASS Survey.	Project 13 - Students, every year in every grade level, will have the CASEL competencies taught and/or reinforced.
Material/Resources/Supports Needed	PD StepComm Step
CASEL's Framework; Principals & Department Chairs/Elementary Facilitators who lead the process.	yesno

Action Plan: Curriculum Mapping

Action Steps	Anticipated Start/Completion Date
Ensure course content is appropriately mapped. A curriculum map is a working document that illustrates exactly what is taking place in classrooms.	08/28/2023 - 06/30/2026
Monitoring/Evaluation	Anticipated Output
Principals & Department Chairs/Elementary Facilitators who lead the process will coach and evaluate the progress through the observation tools. Annual K-12 PASS Survey.	Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities.
Material/Resources/Supports Needed	PD StepComm Step
Atlas; Principals & Department Chairs/Elementary Facilitators who lead the process.	yesno

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.)	Common Assessments within Grade/Subject	Effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)	08/28/2023 - 06/30/2026
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.)	Differentiated Instruction	Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.	08/28/2023 - 06/30/2026
When surveying the students using the PASS Survey			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.) When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.)	Understanding by Design	The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction.	08/28/2023 - 06/30/2026
When surveying the students using the PASS Survey tool, each building will maintain student results that	Universal Design for	Universal Design for Learning (UDL) is an approach to designing curriculum and learning experiences so that all students can be	08/28/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 2: Measures students' views of how positive and successful they feel in their specific capabilities as learners.)	Learning	successful.	06/30/2026
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 3: Measures the impact of their learning on their concept of self more generally.)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 8: Measures students' attitudes to attendance at school)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 6: Measures students' attitudes and responses to work in general.)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 4: Measures students' perceptions of their behavior and attitude in learning situations (including metacognitive skills).) When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.) When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 2: Measures students' views of how positive and successful they feel in their specific capabilities as learners.)	"Always On Learning" (Technology Intergration)	Mt. Lebanon utilizes state-of-the-art technology that creates collaborative, engaging, relevant, and personalized learning experiences for all learners regardless of background, language, or disability and extends the access of this technology to parents and community members.	08/28/2023 - 06/30/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 3: Measures the impact of their learning on their concept of self more generally.)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 8: Measures students' attitudes to attendance at school)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 6: Measures students' attitudes and responses to work in general.)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 4: Measures students' perceptions of their behavior and attitude in learning situations (including metacognitive skills).)			
When surveying the students using the PASS Survey			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 5: Measures students' perceptions of their relationships with teachers.) When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.) When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 5: Measures students' perceptions of their relationships with teachers.)	Mental Health Professional Development	Mental Health First Aid is the help offered to a person developing a mental health problem or experiencing a mental health crisis. The first aid is given until appropriate treatment and support are received or until the crisis resolves.	08/28/2023 - 06/30/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 1: Measuring students' sense of well-being, safety, and comfort in school.)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 1: Measuring students' sense of well-being, safety, and comfort in school.)	CASEL's SEL Framework	Utilization of CASEL's Social and Emotional Learning framework, as well as tenants of Mindfulness.	08/28/2023 - 06/30/2026
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 5: Measures students' perceptions of their relationships with teachers.)			
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.)	Curriculum Mapping	Ensure course content is appropriately mapped. A curriculum map is a working document that illustrates exactly what is taking place in classrooms.	08/28/2023 - 06/30/2026
When surveying the students using the PASS Survey			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Common Assessments for Grade/Subjects	Teachers	Creating valid, reliable assessments, data analysis and disaggregation
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Creation and use of common assessments, results and data discussed at grade level/department meetings	07/01/2024 - 06/30/2026	Assistant Superintendents

Danielson Framework Component Met in this Plan:

4b: Maintaining Accurate Records

1f: Designing Student Assessments

1e: Designing Coherent Instruction

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1c: Setting Instructional Outcomes

4b: Maintaining Accurate Records

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

4a: Reflecting on Teaching

1f: Designing Student Assessments

2c: Managing Classroom Procedures

1a: Demonstrating Knowledge of Content and Pedagogy

3d: Using Assessment in Instruction

1c: Setting Instructional Outcomes

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Teaching Diverse Learners in Inclusive Settings

Structured Literacy

Professional Development Step	Audience	Topics of Prof. Dev
Differentiated Instruction	Teachers, Administrators	Developing learning experiences and activities that meet the needs of a wide variety of students of varying background, prerequisite knowledge, skills and abilities.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson plans and classroom observations	07/01/2024 - 06/30/2026	Assistant Superintendents

Danielson Framework Component Met in this Plan:

- 3c: Engaging Students in Learning
- 1d: Demonstrating Knowledge of Resources
- 1b: Demonstrating Knowledge of Students
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1e: Designing Coherent Instruction
- 1e: Designing Coherent Instruction
- 3c: Engaging Students in Learning
- 1d: Demonstrating Knowledge of Resources
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 3c: Engaging Students in Learning
- 1b: Demonstrating Knowledge of Students
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction

This Step meets the Requirements of State Required Trainings:

- Teaching Diverse Learners in Inclusive Settings
- Language and Literacy Acquisition for All Students
- Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Understanding by Design	Teachers, Department Chairs and Facilitators, Administrators	Designing coherent instruction aligned to standards.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson plans and classroom observations	06/07/2024 - 06/20/2026	Assistant Superintendent
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
1f: Designing Student Assessments	Common Ground: Culturally Relevant Sustaining Education	
1e: Designing Coherent Instruction	Teaching Diverse Learners in Inclusive Settings	
1c: Setting Instructional Outcomes		
1d: Demonstrating Knowledge of Resources		
1d: Demonstrating Knowledge of Resources		
1e: Designing Coherent Instruction		
1c: Setting Instructional Outcomes		
1f: Designing Student Assessments		
Professional Development Step	Audience	Topics of Prof. Dev
Universal Design for Learning	Teachers	Curriculum Design strategies so that all students have the opportunity to succeed.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student achievement data	07/01/2024 - 06/30/2026	Assistant Superintendent
Danielson Framework Component Met in this Plan: 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy		
This Step meets the Requirements of State Required Trainings: Teaching Diverse Learners in Inclusive Settings		
Professional Development Step	Audience	Topics of Prof. Dev
Technology Integration	Teachers, administrators, support staff	How to leverage technology tools to meet student needs, communicate with families, monitor and assess student learning
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Data on use of tech tools, observations, self reports	07/01/2024 - 06/30/2026	Assistant Superintendents, Director of Tech

Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
2b: Establishing a Culture for Learning	Teaching Diverse Learners in Inclusive Settings Professional Ethics		
4b: Maintaining Accurate Records			
3a: Communicating with Students			
3c: Engaging Students in Learning			
1d: Demonstrating Knowledge of Resources			
4a: Reflecting on Teaching			
4c: Communicating with Families			
3e: Demonstrating Flexibility and Responsiveness			
Professional Development Step	Audience	Topics of Prof. Dev	
Mental Health Professional Development	Teachers, support professionals, administrators	Mental health first aid, Trauma informed supports to student	
Evidence of Learning	Anticipated Timeframe	Lead Person/Position	
SAP referrals, team meeting data, student/family feedback, PASS survey	07/01/2024 - 06/30/2026	Assistant Superintendents	

Danielson Framework Component Met in this Plan:

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

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in Inclusive Settings

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 9: Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.)	Common Assessments within Grade/Subject	Effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)	2023-08-28 - 2026-06-30
When surveying the students using the PASS Survey tool, each building will maintain student results that indicate a "High satisfaction with their school experience" (Students/Cohorts in the 31st – 100th percentile). (PASS Survey Factor 7: Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as "high" anxiety element.)			

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Student Outcomes Report	Mt Lebanon Community	Student achievement from K-12 on assessments including PSSA, PASA, Keystone Exams, SAT, ACT, AP exams and SEL measures
Anticipated Timeframe	Frequency	Delivery Method
07/01/2024 - 06/30/2026	yearly	Presentation Posting on district website Newsletter
Lead Person/Position		
Assistant Superintendents		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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Academic Standards and Assessment Requirements (Chapter 4) | 2023 - 2026

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)

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

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS

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

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

1. Identify your school entity type from the drop-down list:		
School District		
2. Identify the grade bands taught in your school entity and enter student population numbers:		
Grade Bands	Taught in your School Entity	Student Population Numbers
Pre K - 2	Yes	1167
3 - 5	Yes	1220
6 - 8	Yes	1250
9 - 12	Yes	1841
Total		5478

Chapter 4
Curriculum and Instruction Requirements

Written Curriculum Framework **Taught within the Grade Span**

PA-Core English Language Arts

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

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

PA-Core Mathematics

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

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

Science and Technology

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

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

Environment and Ecology

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

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

Civics and Government

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

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

Economics

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

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

Geography

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

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

History

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

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

Arts and Humanities

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

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

Health, Safety, and Physical Education

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

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

Family and Consumer Sciences

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

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

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, CURRICULUM, AND PLANNED INSTRUCTION

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

☐ Elementary Grade Level content does not apply.

☐ Secondary Grade Level content does not apply.

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

Curriculum planning is viewed as a continuous process of design, implementation, and refinement. The framework for the District's work is Understanding by Design as articulated by Wiggins and McTighe. The District utilizes an electronic mapping and alignment system, Atlas, to articulate the desired results, assessment evidence, and learning plans. The District has regularly scheduled grade level and department professional meetings. At these meetings, as well as during professional development days, teachers discuss curriculum, instruction, and assessment procedures and reach consensus on any adjustments that are needed. Teacher, curriculum leaders and building supervisors participate in these discussions. Additionally, the District uses a Curriculum Council process at the secondary level. Curriculum revision occurs as a result of curriculum leaders concluding that a change needs to be made in order to improve student learning. Their conclusion is based upon a variety of inputs: The District's Strategic Plan, external mandates, professional staff recommendations, valid research in the discipline, standardized test results, and internal and external program evaluations. Relatively minor revisions to courses (e.g., deletion, addition or revision of units) occur regularly under the direction of each supervisor with support from the building principal(s.) Larger changes (new courses, substantial revisions to existing course structures or sequences, changes in course levels, textbook adoptions, program changes including deletion of courses) require supervisors to follow a prescribed process based upon the District's curriculum policy (IF) and administrative procedure. All major changes listed above, with the exception of textbook adoptions, are the purview of curriculum council. Considerable discussion with staff must occur as the need for curriculum revision is considered. In addition it is advisable for members of the public to be involved, as appropriate, in curriculum revision discussions. Curriculum Council Composition

The composition of the council is as follows. The Council is chaired by the appropriate principal and comprised of the assistant superintendent, supervisors, the appropriate counselors, and a MLEA-appointed teacher. Council Process and Timelines Once the conclusion to make major changes is made, regardless of when the incentive to begin the revision occurred, the following key events must be observed. Spring Curriculum Council At these meetings (held separately for middle schools and high school), supervisors present a rationale for change and an outline of the proposal. ALL NEW COURSES AND RECOMMENDATIONS FOR COURSE DELETIONS MUST BE PRESENTED AT THIS TIME. Requests are outlined on the Course Proposal form. Council offers recommendations and reactions to the proposal. Although not a decision-making body, Council recommends: a) acceptance of the proposal and endorsement of the supervisor's continuation of the project, b) revisions based upon potential pitfalls and endorsement of the continuation with revision, or c) rejection of the proposal totally (normally because of its potentially negative impact on other programs). After the spring curriculum council meets, the principal(s) meets with the assistant superintendent and guidance supervisor to review the proposals. The principal then sends his/her recommendations to the assistant superintendent for approval. If approved, the assistant superintendent sends the recommendations to the superintendent for final approval. The following dispositions may be made: Tentative Approval – Changes and recommendations will be offered. More information may be required. It is expected that the proposal will be discussed again at the fall Council meeting. Rejection Once approved by the assistant superintendent and the superintendent, the principal distributes summary minutes to all council members. Course Proposal form is returned to the appropriate supervisor with the disposition and comments. Fall Curriculum Council: All course additions/deletions/modifications must be reviewed at both the spring and fall curriculum councils. Consequently, at these meetings, supervisors provide a brief update on the course(s) that were approved in the spring AND present updated information on these courses tentatively. In order to discuss courses that received tentative approval, information must be resubmitted on the Course Proposal form. This must include the original rationale for the change (as presented in the spring) and present a more in-depth overview of the proposed course content. Council will recommend: a) acceptance of the proposal and supports that it be presented for approval, b) suggestions for additional revisions based upon potential pitfalls and indicate the proposal (with those changes) be submitted for approval, c) rejection of the proposal by recommending that it not be presented for approval. (In the last case, the principal and assistant superintendent may choose to take the proposal forward, making clear to the superintendent that it lacks the endorsement of the Council.) After the fall curriculum meeting, the principal(s) meets with the assistant superintendent and guidance supervisor to review the proposals. The principal then sends his/her recommendations to the assistant superintendent for approval. If approved, the assistant superintendent sends the recommendations to the superintendent for final approval. Once approved, the principal distributes summary minutes to all council members. Course Proposal form is returned to the appropriate supervisor with the disposition and comments. The elementary program accomplished the procedures for measurement of mastery of objectives with the implementation of a standards-based report card in the 2015-2016 school year.

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

High quality, aligned instructional materials and resources are ensured through the curriculum development process whereby instructional staff are

identifying and obtaining the aligned supports to deliver their curriculum. The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends. Universal Design for Learning (UDL) is an approach to designing curriculum and learning experiences so that all students can be successful. It originated from the concept of Universal Design found in architecture. Universally-designed environments have features that minimize or remove barriers and allow access for all possible users. The Standards Aligned System (SAS) is a valuable tool in the development of curriculum. The ASCA model is implemented to address the school counselor standards. Career standards are explicitly addressed in the guidance department. Content teachers discuss relevant careers to the course of study being taught. Olweus is adopted and implemented to address school climate and interpersonal skill standards. The District has embarked on a Social and Emotional Learning journey to advance CASEL's (Collaborative for Academic, Social and Emotional Learning) framework that incorporates Mindfulness as one strategy to achieve more emotionally balanced students.

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

The District utilizes an electronic mapping and alignment system, Atlas, to articulate the curriculum as described in the UbD framework.

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

9. LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
10. Essential content is developed from PA Core/Academic Content Standards.	Yes
11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.	Yes
12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.	Yes
13. Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
14. Course objectives to be achieved by all students are identified.	Yes
15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.	Yes

16. Describe your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)

The District will review and revise curriculum as proposed and approved during Curriculum Council. Additionally, the District will continue to review and revise curriculum in alignment with our Student Academic Outcomes Report (student performance on various standardized assessments). For example, there has been a focus on Advanced Placement results that fall below the national mean, PSAT, SAT, and ACT readiness, and student performance on state standardized tests (PSSA and Keystone Exams).

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

Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan? No

ASSURANCES: EDUCATOR EFFECTIVENESS

Act 13

☐ Check if Act 13 is NOT used in educator evaluations (Charter/Cyber Charter Schools only).

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

A. Data Available Classroom Teachers	25
B. Non-Data Available Classroom Teachers	60
C. Non-Teaching Professionals	11
D. Principals	4
Total	100

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

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

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibilities	4c: Communicating with Families	4f: Showing Professionalism	4d: Participating in a Professional Community

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

1. High quality, aligned instructional materials and resources are ensured through the curriculum development process whereby instructional staff are identifying and obtaining the aligned supports to deliver their curriculum. 2. The District has embarked on a Social and Emotional Learning journey to advance CASEL's (Collaborative for Academic, Social and Emotional Learning) framework that incorporates Mindfulness as one strategy to achieve more emotionally balanced students. 3. SAS materials and resources, particularly as it relates to the Keystone Exams, are integrated into each ELA and math classroom. 4. The ASCA model is implemented to address the school counselor standards. 5. PDE 339 Plan developed, approved, and implemented. 6. The tenants of a Professional Learning Community are embedded within the District culture. 7. The District provides faculty with access to student data through various tools and resources (raw data, Emetrics, PVAAS, Eidex). 8. The Districts provides a needs-based professional development plan so as to develop specific individual skills in the areas of curriculum, instruction, assessment, interventions, standards and management.

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
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Domain 1: Planning and Preparation	1f: Designing Student Assessments	1f: Designing Student Assessments
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2c: Managing Classroom Procedures
Domain 3: Instruction	3d: Using Assessment in Instruction	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4e: Growing and Developing Professionally

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

1. Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. 2. The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: A) focus on teaching and assessing for understanding and learning transfer, and B) design curriculum "backward" from those ends. 3. The teaching staff will master the delivery of instruction as described by the TEH handbook and rubric. 4. Students become capable of taking what was learned in one situation and apply it to new situations, learning for transfer. 5. Students regularly experience authentic learning activities designed to answer a question, solve a problem, or develop something that reflects the kinds of issues and situations found outside of class. 6. Students are engaged in higher order cognitive learning through the study of concepts and principles of a discipline. 7. Mt. Lebanon utilizes state-of-the-art technology that creates collaborative, engaging, relevant, and personalized learning experiences for all learners regardless of background, language, or disability and extends the access of this technology to parents and community members. 8. Mt. Lebanon students demonstrate the knowledge of and practice the accepted norms, rules, and laws of being a digital citizen, especially those norms, rules, and laws related to social networking sites. 9. Specifically culturally competent mental health services are policies and practices that enable school personnel to effectively address the social, behavioral, and mental health needs of students from diverse cultures. 10. Mental Health First Aid is the help offered to a person developing a mental health problem or experiencing a mental health crisis. The first aid is given until appropriate treatment and support are received or until the crisis resolves.

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

Goals Set	Comments/Considerations
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Provided at the district level	The District utilizes a variety of systems to collect, analyze, and disseminate data efficiently and effectively for use by building-based instructional leaders and teams. The process originates each summer with the PSSA/Keystone Exam raw data file provided by the Department of Education. Assistant Superintendents and Principals organize the raw data files into grade level, subject-area, and eventually teacher data. This data is cross verified when Emetrics, PVAAS, and Eidex sites are populated with data. Additionally, the College Board site and/or District/building-level paper reports are used to understand Advanced Placement, PSAT, SAT, and ACT data. In addition to assessment data, various cultural data pieces are considered when forming principal performance goals, e.g., Alumni survey data, attitudinal survey data, and/or anecdotal feedback from stakeholder groups.
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Provided at the building level	Each school in the District is expected to develop Building Level Actions plans to address student achievement. In addition to building level plans that address issues of educational processes, content delivery and/or student motivation, each building level administrator is expected to develop goals relative to proficiency on the state assessments. Multiple data points are considered when developing these goals, including but not limited to student course grades, prior performance results on summative assessments, benchmarking assessments, and diagnostic assessments.
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Individual principal choice	As a core value, data informed decisions are viewed as an integral component of all processes and the Strategic Plan. Local data is used as part of the Plan, Do, Study, Act (PDSA) cycle with the emphasis being on continuous improvement. The building-level administration and staff use data to develop individual goals and improvement plans.
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Other (state what other is)	
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7. Under Act 13, classroom teachers are required to utilize LEA Selected Measures to develop the Student Performance Measures and possibly the IEP

Goals Progress Measures. List student assessments examples each grade/content area will use to develop LEA Selected Measures.

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Locally Developed School District Rubric	K-12: Health & Physical Education	Fitness Grams
District-Designed Measure & Examination	K-12 - All Content Areas	Teacher developed content-based common assessments, textbook assessments, research papers, science lab reports, and performance assessments.
Nationally Recognized Standardized Test	1) Grades 9-12: College Board Advanced Placement Exams 2) Grades 11-12 Math & ELA 3) Grades 11-12 Math, Science, ELA 4) Grades 3-8 Math, Science, ELA 5) Grade 8 - Algebra 6) Grade 10 Biology 7) Grade 10 ELA	1) Biology; AB Calculus; BC Calculus; Chemistry; Comp Science A; Language; Literature; Geoscience; European History; French; German; Music Theory ; Physics 1 ; Physics: E&M; Physics: Mechanics; Psychology; Spanish; Statistics; Studio Art : 2D; U.S. Government; U.S. History; Human Geography 2) SAT 3) ACT 4) PSSA 5) Keystone Exams 6) Keystone Exams 7) Keystone Exams
Industry Certification Examination	Grades 9-12: Health & Physical Education	CPR/AED Certification

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Student Projects Pursuant to Local Requirements	1) K-12: ELA 2) K-12 School Counseling	1) Student writing portfolios 2) Career Unit Self-Reflections
Student Portfolios Pursuant to Local Requirements	Grade 11 - 12: Health & Physical Education	Health Portfolio/Project

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 EIA, Math, and Science	Summative			
Frequency or Date Given				
Annually	K-2	3-5	6-8	9-12
	No	Yes	Yes	No
Assessment	Type of Assessment			
Keystone Exam - Algebra 1	Summative			
Frequency or Date Given				
Annually	K-2	3-5	6-8	9-12
	No	No	Yes	No
Assessment	Type of Assessment			
Keystone Exam - ELA and Biology	Summative			
Frequency or Date Given				
Annually	K-2	3-5	6-8	9-12
	No	No	No	Yes

Assessment Semester Exams				Type of Assessment Summative	
Frequency or Date Given 1x per Semester	K-2 No	3-5 No	6-8 No	9-12 Yes	
Assessment Final Exams			Type of Assessment Summative		
Frequency or Date Given Annually	K-2 No	3-5 No	6-8 Yes	9-12 Yes	
Assessment Career Unit Self-Reflections			Type of Assessment Summative		
Frequency or Date Given By Unit	K-2 No	3-5 No	6-8 Yes	9-12 Yes	
Assessment Student Writing Portfolios			Type of Assessment Summative		
Frequency or Date Given Annually	K-2 Yes	3-5 Yes	6-8 Yes	9-12 Yes	
Assessment Advanced Placement Results			Type of Assessment Summative		
Frequency or Date Given Annually	K-2 No	3-5 No	6-8 No	9-12 Yes	

Assessment SAT/ACT Results			Type of Assessment Summative
Frequency or Date Given Annually	K-2 No	3-5 No	6-8 No 9-12 Yes
Assessment PSAT			Type of Assessment Summative
Frequency or Date Given Annually	K-2 No	3-5 No	6-8 No 9-12 Yes
Assessment Olweus Survey			Type of Assessment Summative
Frequency or Date Given Annually	K-2 Yes	3-5 Yes	6-8 Yes 9-12 No
Assessment Research Papers			Type of Assessment Summative
Frequency or Date Given Each Semester	K-2 No	3-5 No	6-8 No 9-12 Yes
Assessment Basic Facts Assessment C			Type of Assessment Summative
Frequency or Date Given	K-2	3-5	6-8 9-12

Annually	Yes	Yes	No	No
Assessment			Type of Assessment	
Science Lab Reports			Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
By Unit	Yes	Yes	Yes	Yes
Assessment			Type of Assessment	
School College and Ability Test and Curriculum-Based Assessment			Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Annually	No	Yes	No	No
Assessment			Type of Assessment	
Fitness Grams			Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
Annually	Yes	Yes	Yes	Yes
Assessment			Type of Assessment	
Measure of Academic Progress (MAP)			Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
3x per year	Yes	Yes	No	No
Assessment			Type of Assessment	
AIMSweb Reading			Benchmark	

Frequency or Date Given 3x per year	K-2 Yes	3-5 Yes	6-8 Yes	9-12 No
Assessment AIMSWeb Math			Type of Assessment Benchmark	
Frequency or Date Given 3x per year	K-2 Yes	3-5 No	6-8 No	9-12 No
Assessment Common Art Assessment - Grade 5			Type of Assessment Benchmark	
Frequency or Date Given Annually	K-2 No	3-5 Yes	6-8 No	9-12 No
Assessment Common Vocal Musical Assessment - Grade 3			Type of Assessment	
Frequency or Date Given Annually	K-2 No	3-5 Yes	6-8 No	9-12 No
Assessment Classroom Diagnostic Tools (CDT)			Type of Assessment Benchmark	
Frequency or Date Given 2x per year	K-2 No	3-5 No	6-8 Yes	9-12 Yes
Assessment Study Island			Type of Assessment Summative	

Frequency or Date Given Annually	K-2 No	3-5 Yes	6-8 Yes	9-12 No
Assessment Classroom Assessments			Type of Assessment Formative	
Frequency or Date Given By Unit	K-2 Yes	3-5 Yes	6-8 Yes	9-12 Yes
Assessment Observation of Student Performance			Type of Assessment Formative	
Frequency or Date Given Daily	K-2 Yes	3-5 Yes	6-8 Yes	9-12 Yes
Assessment Anticipatory Sets			Type of Assessment Formative	
Frequency or Date Given Daily	K-2 Yes	3-5 Yes	6-8 Yes	9-12 Yes
Assessment Journaling			Type of Assessment Formative	
Frequency or Date Given By Unit	K-2 Yes	3-5 Yes	6-8 Yes	9-12 Yes
Assessment Basic Fact Assessment A and B			Type of Assessment Formative	

Frequency or Date Given Quarterly	K-2 Yes	3-5 Yes	6-8 No	9-12 No
Assessment TOWRE	Type of Assessment Diagnostic			
Frequency or Date Given As Needed	K-2 Yes	3-5 Yes	6-8 Yes	9-12 No
Assessment GORT	Type of Assessment Diagnostic			
Frequency or Date Given As Needed	K-2 Yes	3-5 Yes	6-8 Yes	9-12 No
Assessment Key Math	Type of Assessment Diagnostic			
Frequency or Date Given As Needed	K-2 Yes	3-5 Yes	6-8 No	9-12 No
Assessment Language Live	Type of Assessment Diagnostic			
Frequency or Date Given As Needed	K-2 No	3-5 No	6-8 Yes	9-12 Yes

ASSESSMENT (CONTINUED)

EDUCATION AREAS OF CERTIFICATION

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

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

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

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

The District has regularly scheduled grade level and department professional meetings. At these meetings, as well as during professional development days, teachers discuss assessment procedures and reach consensus on types of assessments to be used throughout the year. Building supervisors participate in these discussions. The measures are recorded in the electronic curriculum mapping system, Atlas. These assessments are then used as the basis for monitoring student progress, adjusting instruction based on student growth, and assigning grades for report cards if appropriate.

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

SIGNATURE AND QUALITY ASSURANCE

EDUCATION AREAS OF CERTIFICATION

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

Timothy J. Steinhauer
Chief School Administrator

02/02/2023
Date

MT LEBANON SD

7 Horsman Dr

Student Services Assurances (Chapter 12) | 2023 - 2026



STUDENT SERVICES ASSURANCES (CHAPTER 12)

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

PROFILE AND PLAN ESSENTIALS

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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
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Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § 13-1303-A1)	Yes
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School-wide Positive Behavioral Programs	Yes
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Bullying Prevention Program	Yes
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Conflict Resolution or Dispute Management	Yes
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Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Peer Helper Programs	Yes
Safety and Violence Prevention Program	Yes
Comprehensive School Safety and Violence Prevention Plans (Article XIII-B of the School Code)	Yes
Purchase of Security-Related Technology	Yes
Student, Staff and Visitor Identification Systems	Yes
Placement of School Resource Officers	Yes
Counseling Services available for all Students	Yes
Internet Web-Based System for the Management of Student Discipline	Yes

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

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

Other Chapter 12 Requirements

In Compliance? Yes or No

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

Yes

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

Yes

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

Yes

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

Yes

Acceptable Use Policy for Technology Resources 24 P.S. § 4604

Yes

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

Timothy J. Steinhauer
Superintendent/CEO Electronic Signature

01/23/2023

Date

MT LEBANON SD

7 Horsman Dr

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

CHAPTER 16

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

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

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

1. Describe your district's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).
The District's website includes notices to the public regarding gifted education services and programs offered in addition to screening and identification of students for gifted services. The notice includes a description of gifted education services available and how to request that the district initiate screening or evaluation activities. Additionally, information regarding commonly used terms, contact information for gifted coordinators and the director of special education, the multidisciplinary evaluation process, a notice of parent rights, and parent resources are available on the district website. An annual notice is posted in the Pittsburgh Post Gazette through the Allegheny Intermediate Unit, informing the public of the gifted services available to students and the identification of students. A notice is also published in Mt. Lebanon Magazine. The district conducts introduction to gifted information sessions for families at the elementary, middle, and high school levels each school year. During these sessions, gifted coordinators present information on gifted services available to students, how students are identified, and the resources available to gifted students and their families.
2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.
Ongoing Identification Parents and teachers may request that a child is screened or evaluated to determine eligibility for gifted services at any time. Parents are directed to put their request in writing to the building principal. Teacher requests are forwarded to the appropriate gifted coordinator, who will meet with the teacher to review data. Universal Screening In the spring of each school year, the Measures of Academic Progress (MAP) scores for students in second and fourth grade from the fall and winter administration periods are reviewed by District school psychologists. Students with scores within the top 5% of the District in reading, the top 5% of the District in math, or the top 10% of the District in reading and math progress from Phase I of screening to Phase II. In May, children who came through Phase I of screening are administered the Otis-Lennon School Ability Test (OLSAT). Students earning a score of 125 or above on the OLSAT are referred for a multidisciplinary gifted evaluation. At the secondary level, gifted coordinators review data from state testing and other measures of academic performance and methodically contact teachers regarding unidentified students who may be gifted and in need of specially designed instruction. Multidisciplinary Evaluation A multidisciplinary gifted evaluation is completed if parents submit a request evaluation or if the student is thought to be gifted because the District's screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level that exceeds that of other students in the general education classroom. Once the District has received signed Permission to Evaluate consent form from a parent or guardian, a student multidisciplinary evaluation will be completed by the gifted multidisciplinary team (GMDT). The GMDT will be formed based on the student's needs and shall be comprised of

the following team members: -The student's parent(s) or guardian(s) -A certified school psychologist -Persons familiar with the student's educational experience and performance -One or more of the student's current teachers -Persons trained in the appropriate evaluation techniques -When possible, persons familiar with the student's cultural background The GMDT shall prepare a written report that brings together the information and findings from the evaluation or reevaluation concerning the student's educational needs and strengths. The report must make recommendations as to whether the student is gifted and in need of specially designed instruction, 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. The initial evaluation shall be completed, and a copy of the evaluation report be presented to the parents no later than 60 calendar days after the District receives written parent consent for the evaluation to be completed, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term may not be counted. If the GMDT determines that a student meets the criteria of being mentally gifted while demonstrating the need for specially designed instruction, a gifted individualized education plan (GIEP) will be developed within 30 calendar days after issuing a GMDT's written report.

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

Students are found to be eligible for gifted services due to meeting the definition of being mentally gifted and also showing a need for specially designed instruction as required by Chapter 16 regulations. The multiple criteria used for gifted identification are reflected in a matrix including intellectual ability, academic achievement, teacher and parent/guardian ratings on the Scales for Identifying Gifted Students (SIGS), and teacher rating of acquisition and retention that is used in conjunction with evaluation results to determine if students are both mentally gifted and in need of specially designed instruction. To qualify for gifted services, a student must receive at least nine (9) points out of 12 possible points on the matrix. Intellectual ability, as measured by Full Scale IQ (FSIQ) or General Ability Index (GAI) standard score on an individually administered assessment, is a portion of the criteria used to determine eligibility for gifted services. Students receive six points on the gifted identification matrix for an FSIQ or GAI of 130 or above and four points for an FSIQ or GAI of 129 or below if the standard error of measurement surrounding the student's obtained score includes 130 or above. At the elementary level, academic achievement is measured by Measures of Academic Progress (MAP) in reading and math, PSSA results, or an individually administered norm-referenced assessment of academic achievement. At the secondary level, academic achievement is measured by student GPA or PSSA/Keystone results. Students receive three points for academic achievement if their MAP scores fall at or above the 98th percentile

nationally for his/her/their grade level on two out of the three most recent MAP assessments; if the most recent PSSA/Keystone scores fall at or above the 98th percentile; or if the student performs at the 95th percentile or above in applied aspects of reading, math, or writing on a norm-referenced assessment of achievement. Students at the secondary level can also receive the three points for academic achievement if their weighted GPA is 3.8 or above in all core academic subject areas. Students receive one point for the teacher rating of the Scales for Identifying Gifted Students (SIGS) if 50% of the teachers' ratings fall at or above the cut score of 120. Students receive one point for the parent/guardian rating of the Scales for Identifying Gifted Students (SIGS) if 50% of the ratings fall at or above the cut score of 120. A student receives one point for teacher rating of acquisition and retention if the teachers' overall ratings indicate that the student's rate of acquisition and rate of retention are above average in four of the five academic areas or if the teachers' overall ratings indicate that the student's rate of acquisition and rate of retention are significantly above their peers in the suspected area of giftedness.

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

The Mt. Lebanon School District provides for mentally gifted students using the conceptual framework of continuous progress through the district's mainstream curriculum. This extensive curriculum includes options and alternatives created and refined to provide opportunities for differing groups of children. Through the challenging, comprehensive curriculum, the education of mentally gifted students in Mt. Lebanon supports the district's mission of providing the best education possible for each and every student. The central consideration for the education of mentally gifted students is to provide them with appropriate educational opportunities commensurate with their capabilities as learners. With this basic philosophy, the Mt. Lebanon School District is committed to the education of its mentally gifted students, primarily within the regular classroom setting. This district's firm belief is that a high level of challenge can and is provided in the regular classroom environment. This delivery system not only meets the needs of gifted learners but also addresses the learning needs of the many high-achieving students attending our schools. To support this philosophy, the Mt. Lebanon School District employs a gifted coordinator at the elementary, middle, and high school levels to provide supportive interventions in the regular class through consultation with staff members regarding the design and monitoring of appropriate high-level educational opportunities for students. It is each gifted coordinator's responsibility to help make available differentiated learning materials and resources, professional development opportunities, and research/evidenced-based teaching recommendations. Through this approach, opportunities are provided to enable students to explore identified areas of focus and to develop high levels of thinking through: -Enrichment activities designed to increase the depth and/or breadth of the student's learning experiences through differentiated assignments, independent study, alternative learning

projects, and higher-level instructional materials. -Acceleration to enable a student to complete the program in less time or at an earlier age than usual. -Special groupings involve placing students in instructional groups and classes according to significant factors such as ability, interest, achievement, or instructional purpose. -Specialized study opportunities extend the curriculum by providing offerings that appeal to individual student interests and capabilities. A staff development program provided for teachers K-12 focuses on the characteristics and needs of gifted students, best practices, current literature, and research in the field. The regular education staff is also kept informed through this staff development process of the Pennsylvania state mandates and procedures pertaining to gifted education. Gifted Specially Designed Instruction Through data collection and review, the team identifies the subject(s) in which the student demonstrates exceptional strengths and a need for challenge beyond the regular curriculum. The subject area teachers and gifted coordinator offer specific options and examples. Students and parents provide input regarding goals to be included within the Gifted Education Plan (GIEP). Enrichment is provided within the class and beyond the class. Specially designed instruction for gifted students is individualized, involves higher-level thinking, and facilitates the student's movement toward self-direction and self-motivation. It is embedded in the current curriculum under study, aligned to learner needs, and should not be "more of the same" or "in addition to." Subject area teachers develop and implement specially designed instruction. Examples of specially designed instruction include tiered assignments or projects, alternate assignments or projects, modified rubrics, compacting (evidence of mastery), clustering, and higher level questioning. There exist no specific classes for gifted students only. Rather, individualized specially designed instruction to provide additional challenge is created for students when the regular curriculum, including Honors and AP courses, is not sufficient for their learning needs. Gifted Support provides a variety of higher-level enrichment, including competitions and career exploration. Examples include Linguistic, Math, and Writing Competitions, Apprenticeship Programs, Novel Writing, Guest Speakers, Cadaver Labs, Observe Open Heart Surgery, and Workshops in Engineering, Architecture, and Art. Acceleration Students with high ability and interest and high acquisition and retention rates may accelerate through the content of a specific class or classes. Upon demonstration of mastery, they may enroll in the next level course, continue in the current course and study higher level content in the same field, or pursue an independent study. Grade-level acceleration is considered for students as appropriate.

Timothy J. Steinhauer
Chief School Administrator

01/23/2023
Date

MT LEBANON SD

7 Horsman Dr

Professional Development Plan (Act 48) | 2023 - 2026

ACT 48

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

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

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

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

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

Exemplary professional education for staff:

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

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Marybeth Irvin	Assistant Superintendent	Marybeth Irvin	School Board of Directors
Ronald Davis	Assistant Superintendent	Ronald Davis	School Board of Directors
Ronald Kitsko	Principal	Ronald Kitsko	Administration Personnel
Tina Tolkacevic	Teacher	Tina Tolkacevic	Teacher
Chris Stengel	Director of Technology	Chris Stengel	Administration Personnel
Tina Raspanti	Teacher	Tina Raspanti	Teacher
Emily Kirkham	Teacher	Emily Kirkham	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 meets formally as needed but smaller sub committees, including meetings that include other stakeholders meet at least yearly. This includes elementary, middle level and high school teams, as well as departments (particularly K-12 departments such as world language, fine arts, etc). Professional development plans are designed to support district/superintendent and department/program goals. In addition, a Teacher Conference Approval Committee, consisting of 3 administrators and 3 teachers, meets 3 times per year to approve professional

learning requests from outside providers. Finally, principals and central administration work with teachers and other staff to approve professional learning that involves college credit, which is paid for by the District.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

COMMON ASSESSMENTS FOR GRADE/SUBJECTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Ensure course content is appropriately mapped. A curriculum map is a working document that illustrates exactly what is taking place in classrooms.	Teachers	Creating valid, reliable assessments, data analysis and disaggregation	Creation and use of common assessments, results and data discussed at grade level/department meetings

Lead Person/Position

Anticipated Timeline

Assistant Superintendents

07/01/2024 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	yearly	4a: Reflecting on Teaching	Language and Literacy Acquisition for All Students
		4b: Maintaining Accurate Records	
		1c: Setting Instructional Outcomes	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		1f: Designing Student Assessments	
		1e: Designing Coherent Instruction	
Inservice day	yearly	1c: Setting Instructional Outcomes	Teaching Diverse Learners in Inclusive Settings
		1f: Designing Student Assessments	
		4a: Reflecting on Teaching	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		1e: Designing Coherent Instruction	
		4b: Maintaining Accurate Records	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly	1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy
		1c: Setting Instructional Outcomes	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3d: Using Assessment in Instruction	
		2c: Managing Classroom Procedures	

DIFFERENTIATED INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction.	Teachers, Administrators	Developing learning experiences and activities that meet the needs of a wide variety of students of varying background, prerequisite knowledge, skills and abilities.	Lesson plans and classroom observations
Lead Person/Position	Anticipated Timeline		
Assistant Superintendents	07/01/2024 - 06/30/2026		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	yearly	1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly	1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students
Inservice day	yearly	1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1a: Demonstrating Knowledge of Content and Pedagogy	
		1e: Designing Coherent Instruction	
		3c: Engaging Students in Learning	
		1d: Demonstrating Knowledge of Resources	

UNDERSTANDING BY DESIGN

Action Step	Audience	Topics to be Included	Evidence of Learning
The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction.	Teachers, Department Chairs and Facilitators, Administrators	Designing coherent instruction aligned to standards.	Lesson plans and classroom observations

Lead Person/Position
Assistant Superintendent

Anticipated Timeline
06/07/2024 - 06/20/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly	1c: Setting Instructional Outcomes	Common Ground: Culturally Relevant Sustaining Education
		1d: Demonstrating Knowledge of Resources	
		1e: Designing Coherent Instruction	
		1f: Designing Student Assessments	
Inservice day	yearly	1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in Inclusive Settings
		1e: Designing Coherent Instruction	
		1c: Setting Instructional Outcomes	
		1f: Designing Student Assessments	

UNIVERSAL DESIGN FOR LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Universal Design for Learning (UDL) is an approach to designing curriculum and learning experiences so that all students can be successful.	Teachers	Curriculum Design strategies so that all students have the opportunity to succeed.	Student achievement data
Anticipated Timeline			
Assistant Superintendent	07/01/2024 - 06/30/2026		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Lesson studies	yearly	3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction	Teaching Diverse Learners in Inclusive Settings

TECHNOLOGY INTEGRATION

Action Step	Audience	Topics to be Included	Evidence of Learning
Mt. Lebanon utilizes state-of-the-art technology that creates collaborative, engaging, relevant, and personalized learning experiences for all learners regardless of background, language, or disability and extends the access of this technology to parents and community members.	Teachers, administrators, support staff	How to leverage technology tools to meet student needs, communicate with families, monitor and assess student learning	Data on use of tech tools, observations, self reports
Lead Person/Position			
Assistant Superintendents, Director of Tech		Anticipated Timeline	
		07/01/2024 - 06/30/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly	4b: Maintaining Accurate Records	Teaching Diverse Learners in Inclusive Settings
2b: Establishing a Culture for			

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Learning	
		3a: Communicating with Students	
		1d: Demonstrating Knowledge of Resources	
		3c: Engaging Students in Learning	

Independent study	yearly	4a: Reflecting on Teaching	Professional Ethics
		4c: Communicating with Families	
		3e: Demonstrating Flexibility and Responsiveness	

MENTAL HEALTH PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Mental Health First Aid is the help offered to a person developing a mental health problem or experiencing a mental health crisis. The first aid is given	Teachers, support	Mental health first aid, Trauma	SAP referrals, team meeting data,

Action Step	Audience	Topics to be Included	Evidence of Learning
until appropriate treatment and support are received or until the crisis resolves.	professionals, administrators	informed supports to student	student/family feedback, PASS survey
Lead Person/Position			
Anticipated Timeline			
Assistant Superintendents	07/01/2024 - 06/30/2026		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	yearly	3a: Communicating with Students 4c: Communicating with Families 2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 2d: Managing Student Behavior 2a: Creating an Environment of Respect and Rapport	At Least 1-hour of Trauma-informed Care Training for All Staff

CASEL'S SEL FRAMEWORK

Action Step	Audience	Topics to be Included	Evidence of Learning
Utilization of CASEL's Social and Emotional Learning framework, as well as tenants of Mindfulness.	All faculty and staff	Utilization of the framework in all instruction, implementation of an SEL curriculum in grades K-5, PBIS in grades 6-8	Lesson plans, observations, PASS data
Lead Person/Position	Anticipated Timeline		
Assistant Superintendents	07/01/2024 - 06/30/2026		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly	2b: Establishing a Culture for Learning	Teaching Diverse Learners in Inclusive Settings
		2c: Managing Classroom Procedures	
		2d: Managing Student Behavior	

Type of Activities

Frequency

**Danielson Framework Component
Met in this Plan**

**This Step Meets the Requirements of
State Required Trainings**

- 2a: Creating an Environment of Respect and Rapport
- 1d: Demonstrating Knowledge of Resources
- 1b: Demonstrating Knowledge of Students

Inservice day

yearly

Teaching Diverse Learners in
Inclusive Settings

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 1b: Demonstrating Knowledge of Students
- 1d: Demonstrating Knowledge of Resources

CURRICULUM MAPPING

Action Step	Audience	Topics to be Included	Evidence of Learning
Ensure course content is appropriately mapped. A curriculum map is a working document that illustrates exactly what is taking place in classrooms.	Teachers, administrators	K-12 scope and sequence maps for core subjects	Creation of maps
Lead Person/Position			
Assistant Superintendents			
Anticipated Timeline			
07/01/2025 - 06/30/2026			

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	monthly	1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction	Teaching Diverse Learners in Inclusive Settings

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines

Yes/No

Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? [\(22 Pa Code, Chapter 4\)](#) Yes

Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? [\(Act 82 of 2012\) aka \(22 Pa Code, 19\)](#) Yes

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

Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? [\(Act 48, Section 1205.1\)](#) Yes

Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? [\(Act 48, Section 1205.1\)](#) Yes

Was the professional education plan approved by the professional education committee and the board of the school entity? [\(22 pa Code, 49.16\)](#) Yes

Does the professional development plan align with educator needs? [\(Act 48, Section 2\)](#) Yes

Do the implementation steps cover at least a three-year implementation horizon? Yes

Professional Education Plan Guidelines

Yes/No

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

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

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

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

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

2022-
2023

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?
building principals

Is the LEA using or planning to implement Structured Literacy (Select One)?
Yes, full implementation.

EVALUATION AND REVIEW

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

The professional development plan is annually reviewed by groups of administrators and teachers. These groups include the Elementary Principals, the Secondary Principals, the Elementary Curriculum Council and the Secondary Curriculum Council. The ECC consists of two teachers who represent each grade level of instruction K-5, as well as teacher representative for the encore (special) classes and our support specialists (reading specialist, IST and special education). SCC is similarly structured with curriculum department chairs and other teacher leaders. Both of the councils are chaired by administrators. At the end of each school year and/or early in the summer, these groups meet to discuss outcomes including student achievement, measures of learning, reviews of program evaluations. Changes or adjustments to the plan moving forward are proposed at this time. Upon further review by administration, following the release of student data (PSSAs and Keystone) results in additional recommendations. Following this analysis, plans for the next school year commence.

MT LEBANON SD

7 Horsman Dr

Induction Plan (Chapter 49) | 2023 - 2026

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

Mt. Lebanon School District
103026402
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412-344-2027 Ext.

Timothy J. Steinhauer, Ed.D.
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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
Marybeth Ivin	Assistant Superintendent	Administrator	Administration Personnel
Ronald Davis	Assistant Superintendent	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Brook Webb	Principal	Administrator	Administration Personnel
Gina Mahouski	Principal	Administrator	Administration Personnel
Theresa Mitchell	Principal	Administrator	Administration Personnel
Danielle Crossey	Teacher	Teacher	Teacher
Regina Sandora	Teacher	Teacher	Teacher
Bridget Jones	Teacher	Teacher	Teacher

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
Will 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 be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (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 for the duration of the induction program? (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

Plan requirements

Yes/No

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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.

Principals and department chairs/lead teachers select mentors based upon their interest, experience and background, and teacher pedagogy from the pool of teachers in their home buildings.

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)	No
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**

Formal induction is a 3 day workshop with various sessions led by administrators and teachers. The sessions are hands on, discussion and include technology tools. Mentors are also a part of these workshops. Following the formal program, inductees, mentors and administrators meet weekly at the building level. In addition, there are approximately 8 other sessions (bi-weekly) on specific topics such as gifted, special education, communicating with families, etc. These sessions are in person and online. Inductees keep a log of all meetings and workshops, write reflections, and continue to meet regularly with their mentors throughout the year.

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**

- 4b: Maintaining Accurate Records
- 4a: Reflecting on Teaching
- 4e: Growing and Developing Professionally
- 4d: Participating in a Professional Community
- 4c: Communicating with Families
- 4f: Showing Professionalism
- Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s) **Timeline**

- 3d: Using Assessment in Instruction
- 1b: Demonstrating Knowledge of
- Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall, Year 1 Summer, Year 3 Winter

Selected Danielson Framework(s)	Timeline
Students	
1c: Setting Instructional Outcomes	
1a: Demonstrating Knowledge of Content and Pedagogy	
1f: Designing Student Assessments	

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction	Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring, Year 1 Spring,
3e: Demonstrating Flexibility and Responsiveness	Year 3 Fall, Year 2 Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer
1a: Demonstrating Knowledge of Content and Pedagogy	
3a: Communicating with Students	
2b: Establishing a Culture for Learning	
3c: Engaging Students in Learning	
1c: Setting Instructional Outcomes	

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures	Year 1 Fall, Year 1 Winter
2d: Managing Student Behavior	
2b: Establishing a Culture for Learning	
2e: Organizing Physical Space	
3a: Communicating with Students	
1b: Demonstrating Knowledge of Students	

STANDARDS/CURRICULUM

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

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline

Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning	Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring
2e: Organizing Physical Space	
1d: Demonstrating Knowledge of Resources	
3d: Using Assessment in Instruction	

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students	Year 1 Fall, Year 1 Winter, Year 1 Spring
1c: Setting Instructional Outcomes	
1f: Designing Student Assessments	
3a: Communicating with Students	
4b: Maintaining Accurate Records	
4c: Communicating with Families	

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
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- 1f: Designing Student Assessments
- 1b: Demonstrating Knowledge of Students
- 3c: Engaging Students in Learning
- 3a: Communicating with Students
- 1c: Setting Instructional Outcomes

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

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

- 1f: Designing Student Assessments
- 1b: Demonstrating Knowledge of Students
- 4b: Maintaining Accurate Records
- 2c: Managing Classroom Procedures
- 3d: Using Assessment in Instruction

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

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

- 1a: Demonstrating Knowledge of

Year 1 Spring, Year 1 Fall, Year 1 Winter

Selected Danielson Framework(s)	Timeline
Content and Pedagogy	
1d: Demonstrating Knowledge of Resources	
1e: Designing Coherent Instruction	
2e: Organizing Physical Space	
3c: Engaging Students in Learning	

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2a: Creating an Environment of Respect and Rapport	Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring, Year 1 Summer, Year 3 Winter, Year 1 Spring, Year 3 Fall, Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring
4b: Maintaining Accurate Records	
1b: Demonstrating Knowledge of Students	
3c: Engaging Students in Learning	
2d: Managing Student Behavior	
2c: Managing Classroom Procedures	
3a: Communicating with Students	
2e: Organizing Physical Space	

PARENTAL AND/OR COMMUNITY INVOLVEMENT

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

OTHER

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

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

Because we have three experienced teachers on the induction team every year, we gain feedback from their perspective. We also survey all inductees at the end of the formal sessions to find out what was most valuable and what areas need to be improved. Finally, part of our mentor training calls for their feedback on the process.

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.

Marybeth D. Irvin

Educator Induction Plan Coordinator

12/06/2023

Date

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

Timothy J. Steinhauer

Chief School Administrator

06/01/2023

Date

