

**Scranton SD**

Comprehensive Plan | 2024 - 2027

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
School District		119357402
<b>Address 1</b>		
425 N Washington Ave		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Scranton	PA	18503
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Mr Patrick Laffey		pat.laffey@ssdedu.org
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<b>Single Point of Contact Email</b>		
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<b>Single Point of Contact Phone Number</b>		
570-348-3400 - X 71482		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Robert Gentilezza	Compliance Officer	Administration Building	robert.gentilezza@ssdedu.org
Ann Grebeck	Director of Elementary Ed./ Federal Programs	Administration Building	ann.grebeck@ssdedu.org
Rob DeLuca	Other	Administration Building	robert.deluca@ssdedu.org
Ann Genett	Director of Special Education	Administration Building	ann.genett@ssdedu.org
Pat Laffey	Business Manager	Administration Building	pat.laffey@ssdedu.org
Mina Ardestani	Principal	McNichols Plaza	mina.ardestani@ssdedu.org
Pina Butka	Teacher	Isaac Tripp Elementary	pina.butka@ssdedu.org
Katona Miller	Administrator	STEMM Supervisor	katona.miller@ssdedu.org
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Kellyn Williams	Community Member	Johnson College	knolan@johnson.edu
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## LEA Profile

The Scranton School District is an urban public school district in Northeastern Pennsylvania with a student enrollment of 9,279 as of October 25, 2023. In addition, approximately 833 students who are residents of the district were enrolled in charter schools at this time. The district has a transient population that fluctuates by approximately 85 students per year. As of October 25, 2023, students from the Scranton School District represent 64 countries and 54 languages. Based on information from the October 2023 PIMS report, the district's population is 0.09% American Indian / Alaskan Native, 5.53% Asian, 14.4% African American, 41.02% Hispanic, 7.36% Multi-Racial, 0.26% Native Hawaiian or other Pacific Islander, 31.34% White. 23.73 % of students are classified as special education, 77.86 % are economically disadvantaged, and 11.89% have English Language developmental needs.

## Mission and Vision

### **Mission**

The mission of the Scranton School District is to educate, inspire, and empower students.

### **Vision**

The vision of the Scranton School District is to educate students to their full potential and to prepare them to be successful in all aspects of their lives.

## Educational Values

### **Students**

We believe: - Every student in the district can be successful and must be equipped with the skills necessary to compete in the 21st century workplace in a global society. It is vital to the success of each child; we respect their aspirations and goals. - We must embrace the cultural diversity of our students and promote cultural awareness in education. - We must continue to empower students to focus on continuous improvement as a partner in the educational process.

### **Staff**

We believe: - Staff should surround students with caring and nurturing adults who can build self-esteem, foster ethics and responsibility and must model how to set and achieve goals. - Staff should be engaging, empowering, and encouraging teachers and school leaders to implement instructional strategies that promote exploration and discovery while utilizing differentiated learning and instructional strategies based in research will enhance individual student needs.

### **Administration**

We believe in: - Providing equal opportunities towards learning - Fostering a unified community - Providing equitable resources for all students - Fostering a positive culture for learning - Enhancing social and emotional needs - Making data driven decisions to promote the highest quality of education

### **Parents**

We believe in: - Involvement of all stakeholders is vital to enriching the educational experience and is critical to student success. - Serving as partners to support in the educational process - Investing in collaboration with the school to develop positive school relationships - Seeking resources to develop school activities - Advocating for the betterment of a safe and positive environment for all students

**Community**

We believe in: - Involvement of all stakeholders is vital to enriching the educational experience and is critical to student success - Forming partnerships to enhance all aspects of student development (social, emotional, academic, well rounded opportunities) - Providing awareness of career opportunities within the community - Building capacity to develop programming to develop skills to meet the employment needs of the community.

**Other (Optional)**



## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
13 out of 15 SSD schools increased their proficiency percentages for 2023 in ELA/Literature.	
11 out of 15 SSD schools increased their proficiency percentages for 2023 in Math/Algebra I.	
10 out of 15 SSD schools increased their proficiency percentages for 2023 in Science/Biology.	
2023 graduation 89.8%	
14 out of 17 PSSA/Keystone SSD targets have shown PVAAS growth.	

#### Challenges

Indicator	Comments/Notable Observations
14 out of 15 SSD schools did not meet either the statewide goal/interim target for 2023 in ELA/Literature.	
15 out of 15 SSD schools did not meet either the statewide goal/interim target for 2023 Math/Algebra I.	
Both High Schools in the SSD did not meet the statewide goal for 2023 in Career Readiness.	
13 out of 15 SSD schools did not meet either the statewide goal/interim target for 2023 in Science/Biology.	

### Review of Grade Level(s) and Individual Student Group(s)

#### Strengths

<b>Indicator</b> All subgroups increased their PSSA proficiency percentages in ELA, Math, and Science for 2023. <b>Grade Level(s) and/or Student Group(s)</b> All grade levels 3-8 increased in PSSA proficiency percentages for ELA, Math, and Science.	<b>Comments/Notable Observations</b>
<b>Indicator</b> 10 out of 15 schools increased their proficiency percentages in PSSA Science and Keystone Biology for 2023. <b>Grade Level(s) and/or Student Group(s)</b> 3-8 and Keystone Biology	<b>Comments/Notable Observations</b>
<b>Indicator</b> 10 out of 10 subgroups increased their proficiency percentages in Keystone Literature for 2023 <b>Grade Level(s) and/or Student Group(s)</b> Keystone Literature	<b>Comments/Notable Observations</b>
<b>Indicator</b> 9 out of 10 subgroups increased their proficiency percentages in Keystone Biology for 2023. <b>Grade Level(s) and/or Student Group(s)</b>	<b>Comments/Notable Observations</b>

Keystone Biology	
<b>Indicator</b> 2023 Overall PVAAS summary for 15 total areas of growth targets - 12 areas have shown improvements. <b>Grade Level(s) and/or Student Group(s)</b> Grades 4-8	<b>Comments/Notable Observations</b>

### Challenges

<b>Indicator</b> 2023 PSSA-ELA Proficiency Percentages were all below the state average. <b>Grade Level(s) and/or Student Group(s)</b> Grades 3-8	<b>Comments/Notable Observations</b>
<b>Indicator</b> 2023 PSSA-Math Proficiency Percentages were all below the state average. <b>Grade Level(s) and/or Student Group(s)</b> Grades 3-8	<b>Comments/Notable Observations</b>
<b>Indicator</b> 2023 PSSA-Science Proficiency Percentages were all below the state average. <b>Grade Level(s) and/or Student Group(s)</b> Grades 4 & 8	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> 2023 - All PSSA Math and Algebra subgroup percentage proficiency in Math below 35%. <b>Grade Level(s) and/or Student Group(s)</b> Grades 3-8 and Keystone Algebra 1	<b>Comments/Notable Observations</b>
<b>Indicator</b> 2023 Keystone Biology all 10 are lower than 50%. <b>Grade Level(s) and/or Student Group(s)</b> Keystone Biology	<b>Comments/Notable Observations</b>
<b>Indicator</b> 2023 Keystone Literature was below the state average for proficiency percentage <b>Grade Level(s) and/or Student Group(s)</b> Keystone Literature	<b>Comments/Notable Observations</b>

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

13 out of 15 SSD schools increased their proficiency percentages for 2023 in ELA/Literature.
11 out of 15 SSD schools increased their proficiency percentages for 2023 in Math/Algebra I.
10 out of 15 SSD schools increased their proficiency percentages for 2023 in Science/Biology.
All subgroups increased their PSSA proficiency percentages in ELA, Math, and Science for 2023.
All grade levels 3-8 increased in PSSA proficiency percentages for ELA, Math, and Science.

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

14 out of 15 SSD schools did not meet either the statewide goal/interim target for 2023 in ELA/Literature.
15 out of 15 SSD schools did not meet either the statewide goal/interim target for 2023 Math/Algebra I.
Both High Schools in the SSD did not meet the statewide goal for 2023 in Career Readiness.
13 out of 15 SSD schools did not meet either the statewide goal/interim target for 2023 in Science/Biology.
2023 PSSA - ELA, Math, Science, Biology, Literature, and Algebra 1 Proficiency Percentages were all below the state average.

Local Assessment

## English Language Arts

Data	Comments/Notable Observations
PSSA Keystone	All 15 schools within the Scranton School District did not meet the statewide interim target for 2023 in PSSA ELA & Keystone Literature.
PSSA Keystone	0 out 15 schools within the Scranton School District, met or exceeded the school in-house target for 2023 in ELA and Keystone Literature.
PSSA Keystone	PSSA - ELA - 2023 - 35.6% proficient districtwide Keystone - Literature - 50.2% proficient districtwide

## English Language Arts Summary

### Strengths

The Scranton School District showed significant evidence that the district exceeded the standard for PA academic growth for English Language Arts on the PSSA.
The Scranton School District showed significant evidence that the district exceeded the standard for PA academic growth for Literature on the Keystone Exam.



### Challenges

All schools within the Scranton School District did not meet the statewide interim target for 2023 in PSSA ELA & Keystone Literature.
0 of 15 schools within the Scranton School District, met or exceeded the school in-house target for 2023 in ELA and Keystone Literature.

### Mathematics

Data	Comments/Notable Observations
PSSA Keystone	All 15 schools within the Scranton School District did not meet the statewide interim target for 2023 in PSSA Math & Keystone Algebra I.
PSSA Keystone	0 of 15 schools within the Scranton School District, met or exceeded the school in-house target for 2023 in ELA and Keystone Algebra I.
PSSA Keystone	PSSA - Mathematics - 2023 - 16.2% proficient districtwide    Keystone - Algebra I - 15.7% proficient districtwide

### Mathematics Summary

#### Strengths

The Scranton School District showed significant evidence that the district exceeded the standard for PA academic growth for Math on the PSSA.
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#### Challenges

All 15 schools within the Scranton School District did not meet the statewide interim target for 2023 in PSSA Math & Keystone Algebra I.
0 of 15 schools within the Scranton School District, met or exceeded the school in-house target for 2023 in ELA and Keystone Algebra I.
The Scranton School District had significant evidence that the district did not meet the growth standard in Keystone Algebra I.

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Keystone	13 schools within the Scranton School District, did not meet the statewide interim target for 2023 in PSSA Science & Keystone Biology.
PSSA Keystone	Only 2 of 15 schools within the Scranton School District, met or exceeded the school in-house target for 2023 in Science and Keystone Biology.
PSSA Keystone	PSSA - Science - 48.9 % proficient districtwide    Keystone - Biology - 28.6% proficient districtwide

### Science, Technology, and Engineering Education Summary

#### Strengths

The Scranton School District showed significant evidence that the district exceeded the standard for PA academic growth for Science in grades 4 & 8 on the PSSA.
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#### Challenges

13 schools within the Scranton School District, did not meet the statewide interim target for 2023 in PSSA Science & Keystone Biology.
2 of 15 schools within the Scranton School District, met or exceeded the school in-house target for 2023 in Science and Keystone Biology..
The Scranton School District had significant evidence that the district did not meet the growth standard in Keystone Biology.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Smart Futures program	Scranton High School and West Scranton High School did not meet the statewide goal or interim target
Number of students who met graduation requirements compared with the total enrollment	Both high schools met the interim target for graduation rate
Industry Based Learning	Both high schools met the interim target for industry based learning

### Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
NOCTI (National Occupational Competency Testing Institute) assessment: Career Technology Center Assessments on proficiency	Industry based learning: West Scranton High School UPDATE 10.3% and met the interim target goal for their school. A total of 129 students received their certifications.
NOCTI (National Occupational Competency Testing Institute) assessment: Career Technology Center Assessments on proficiency	Industry based learning: Scranton High School UPDATE 8.9% and met the interim target goal for their school. A total of 155 students received their certifications.

### Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
AP 2-D Art & Design Exam UPDATE	In 2023 100% of the students in the SSD passed the 2-D Art & Design AP Exam.
AP Computer Science A Exam UPDATE	In 2023 11% of the students in the SSD passed the Computer Science A AP Exam.
AP English Literature and Composition Exam Update	In 2023 87% of the students in the SSD passed the English Literature and Composition AP Exam.
AP French Exam Update	In 2023 0% of the students in the SSD passed the French AP Exam.
AP Spanish Language and Culture Exam Update	In 2023 90% of the students in the SSD passed the Spanish Language and Culture AP Exam.

### Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations
AP Environmental Science Exam UPDATE	In 2023 43% of the students in the SSD passed the Environmental Science AP Exam.
AP Biology Exam UPDATE	In 2023 26% of the students in the SSD passed the Biology AP Exam.
AP Chemistry Exam UPDATE	In 2023 11% of the students in the SSD passed the Chemistry AP Exam.
AP Physics 1 Exam Update	In 2023 17% of the students in the SSD passed the Physics 1 AP Exam.

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

## Social Studies (Civics and Government, Economics, Geography, History)

**False** Social Studies (Civics and Government, Economics, Geography, History) Omit

Data	Comments/Notable Observations
AP United States History Exam Update	In 2023 16% of the students in the SSD passed the United States History AP Exam.
AP European History Exam Update	In 2023 45% of the students in the SSD passed the European History AP Exam.
AP United States Government and Politics Update	In 2023 38% of the students in the SSD passed the United States Government and Politics AP Exam.
AP Psychology Exam Update	In 2023 29% of the students in the SSD passed the Psychology AP Exam.

## Articulation Agreements

**False** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

### Partnering Institution

Lackawanna College

### Agreement Type

Dual Credit

### Program/Course Area

Dual Enrollment

### Uploaded Files

SSD Dual Enrollment Agreement (5).docx

LC 2023-24 signed contract.pdf

### Partnering Institution

KeystoneCollege

**Agreement Type**

Dual Credit

**Program/Course Area**

Dual Enrollment

**Uploaded Files**

signed agreement.pdf

**Partnering Institution**

Johnson College

**Agreement Type**

Dual Credit

**Program/Course Area**

Dual Enrollment

**Uploaded Files**

Johnson College-SSD Dual Enrollment agreement signatures .pdf

**Partnering Institution**

PSU Scranton

**Agreement Type**

Dual Credit

**Program/Course Area**

Dual Enrollment

**Uploaded Files**

Dual Credit-Agreement - PSU - SSD (2).pdf



## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Both high schools met the interim target for graduation rate UPDATE
UPDATE Industry based learning: West Scranton 96.3% proficient, exceeding the statewide goal as measured by the NOCTI assessment
In 2023 100% of the students in the SSD passed the 2-D Art & Design AP Exam.
In 2023 87% of the students in the SSD passed the English Literature and Composition AP Exam.
In 2023 90% of the students in the SSD passed the Spanish Language and Culture AP Exam.

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

In 2023 11% of the students in the SSD passed the Computer Science A AP Exam.
In 2023 26% of the students in the SSD passed the Biology AP Exam.
In 2023 38% of the students in the SSD passed the United States Government and Politics AP Exam.
In 2023 29% of the students in the SSD passed the Psychology AP Exam.
In 2023 16% of the students in the SSD passed the United States History AP Exam.

Equity Considerations

### English Learners

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready PA Index and WIDA Access Scores	0 out of 7 qualifying schools did not meet the interim goal/improvement target for EL growth and attainment.
Future Ready PA Index	4 out of 7 schools met the regular attendance performance standard in the EL subgroup.
PSSA	The percentage of English Learners scored proficient or advanced in the following subjects: ELA 9.6%, Math 4.9% & Science 26.7%



Keystone	The percentage of English Learners scored proficient or advanced in the following subjects: Biology 3.8%, Algebra 3.1% & Literature 14.5%
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### Students with Disabilities

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
PSSA	The percentage of students with IEPs scored proficient or advanced in the following subjects: ELA 10.2%, Math 5% & Science 23%
Keystone Exams	The percentage of students with IEPs scored proficient or advanced in the following subjects: Biology 5.6%, Algebra 2.7% & Literature 16.2%

### Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
PSSA	The percentage of Economically Disadvantaged students scored proficient or advanced in the following subjects: ELA 32.2%, Math 13.6% & Science 46%
Keystone Exams	The percentage of Economically Disadvantaged students scored proficient or advanced in the following subjects: Biology 22.4%, Algebra 13.3% & Literature 43.4%

### Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
White	The percentage of White students scored proficient or advanced in the following subjects: ELA 45.6%, Math 24% & Science 59.2% The percentage of White students scored proficient or advanced in the following subjects: Biology 34.7%, Algebra 20.5% & Literature 58.2%
Black	The percentage of Black students scored proficient or advanced in the following subjects: ELA 22.9%, Math 8.8% & Science 31.3% The percentage of Black students scored proficient or advanced in the following subjects: Biology 18.5%, Algebra 7.6% & Literature 50%
Asian	The percentage of Asian students scored proficient or advanced in the following subjects: ELA 48.7%, Math 33% & Science 68.1% The percentage of Asian students scored proficient or advanced in the following subjects: Biology 42.9%, Algebra 29.4% & Literature 55.5%
Hispanic	The percentage of Hispanic students scored proficient or advanced in the following subjects: ELA 30%, Math 10.7% & Science 44.7% The percentage of Hispanic students scored proficient or advanced in the following subjects: Biology 21.7%, Algebra 11.2% & Literature 41.3%
2 or More Races	The percentage of students that consists of 2 or more races scored proficient or advanced in the following subjects: ELA 39.6%, Math 14.5% & Science 48.3% The percentage of students that consists of two or more races scored proficient or advanced in the following subjects: Biology 34.6%, Algebra 19.4% & Literature 53.3%

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

14 out of 17 targets for PVAAS growth have been met for all schools in the SSD.
All student subgroups have shown an increase in proficiency in PSSA for ELA, Math & Science.
All student subgroups have shown an increase in proficiency in the Keystone Literature Exam.
All but one student subgroup has shown an increase in proficiency in the Keystone Biology Exam.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Only 2 out of 10 subgroups have shown an increase in proficiency in the Keystone Algebra Exam.
The 3 PVAAS targets that did not show growth for the SSD were 8th grade math and Algebra I & Biology Keystone Exam

## Designated Schools

### Charles Sumner #18

Priority Challenge	Comments and Notable Observations
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	Participate in PVAAS 1-1 consultation. Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices during district wide professional development days.
Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target Math Federal School Year 21-22 Percent Proficient or Advanced 14.9% Statewide Average 35.7% Statewide 2030 Goal 71.8% Students with disabilities 6.3 Increase academic scores to state-wide average and then to state performance goal	Analysis of school benchmark data to address challenges. Promote participation in Math PD at NEIU. Participate in PVAAS 1-1 consultation.
Regular attendance performance standard was not met by all student groups, including those students with disabilities.	District promotion of: Collaboration, especially between the school, children and youth agency, school personnel, school counselors, and the courts; • Positive educational culture and climate in the school; • Early identification and intervention efforts with measurable outcomes; • Tracking truancy data; and • Sustainability.

### Frances Willard #32

Priority Challenge	Comments and Notable Observations
Regular attendance for all student groups did not meet the statewide goal.	District promotion of: Collaboration, especially between the school, children and youth agency, school personnel, school counselors, and the courts to promote; • Positive educational culture and climate in the school; • Early identification and intervention efforts with measurable outcomes; • Tracking truancy data; and • Sustainability.
Lack of foundational skills in reading. Students must develop proficiency with print concepts, phonological and phonemic awareness, phonics, and fluency skills.	Use of district wide training on Acadience to progress monitor on reading and application of the recommended remediations. Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices and interventions during district wide professional development days.
Lack of SEL resources to support student need	Work in collaboration with the district's Supervisor of Mental Health programs, school counselors, and district mental health professionals to identify supports and resources needed. Continue implementing Character Strong a minimum of once a week in each classroom. Use of Panorama student surveys three times a year to monitor SEL growth. Continue to conduct district wide SEL meetings and participate in NEIU SEL PD monthly throughout the year and promote positive SEL characteristics.

### John Adams #4

Priority Challenge	Comments and Notable Observations
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Large number of students performing below basic on PSSA state assessments	Participate in PVAAS 1-1 consultation. Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices during district wide professional development days.
Parent and family engagement and support	Collaboration, especially between the school principal, PTA, teachers, central level district administrators and community stakeholders to promote and participate in student events and recognitions.

### Isaac Tripp El Sch

Priority Challenge	Comments and Notable Observations
Poor student attendance negatively impacts student achievement.	District promotion of: Collaboration, especially between the school, children and youth agency, school personnel, school counselors, and the courts to promote; • Positive educational culture and climate in the school; • Early identification and intervention efforts with measurable outcomes; • Tracking truancy data; and • Sustainability.
Lack of a school counselor and research based SEL resources to support student behavior.	Work in collaboration with the district's Supervisor of Mental Health programs, school counselors, and district mental health professionals to identify supports and resources needed. Continue implementing Character Strong a minimum of once a week in each classroom. Use of Panorama student surveys three times a year to monitor SEL growth. Continue to conduct district wide SEL meetings and participate in NEIU SEL PD monthly throughout the year and promote positive SEL characteristics.

### John F. Kennedy #7

Priority Challenge	Comments and Notable Observations
Lack of prior knowledge and foundational skill deficit due to Pandemic/COVID related restrictions.	Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices during district wide professional development days.
Prior to the 21-22 school year there was a lack of research based SEL resources and interventions to support student behavior, motivation and interpersonal skills.	Work in collaboration with the district's Supervisor of Mental Health programs, school counselors, and district mental health professionals to identify supports and resources needed. Continue implementing Character Strong a minimum of once a week in each classroom. Use of Panorama student surveys three times a year to monitor SEL growth. Continue to conduct district wide SEL meetings and participate in NEIU SEL PD monthly throughout the year and promote positive SEL characteristics.
Regular attendance for all students along with Black, Hispanic, and students with disabilities did not meet the statewide goal/interim target and did not show an increase in performance from the previous year	District promotion of: Collaboration, especially between the school, children and youth agency, school personnel, school counselors, and the courts to promote; • Positive educational culture and climate in the school; • Early identification and intervention efforts with measurable outcomes; • Tracking truancy data; and • Sustainability.

### John G Whittier #2

Priority Challenge	Comments and Notable Observations
Future Ready Index (ELA achievement) Not met statewide/interim target. Decrease in performance from previous year: Asians: 40.7% to 21.7% Hispanic: 40% to 20% White: 47.4% to 27% Economically Disadvantaged: 44.8% to 19.4% English Language learners: 16.3% to 7.4% Students with Disabilities: 16.7% to 9.7%	Participate in PVAAS 1-1 consultation. Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices during district wide professional development days.

Future Ready Index (Math achievement) Not met statewide/interim target. Decrease in performance from previous year: Asians: 40.7% to 26.1% Hispanic: 9.5% to 15.4% White: 34.6% to 18.9% Students with Disabilities: 8.3% to 6.5%	Promote participation in Math PD at NEIU. Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices during district wide professional development days.
Future Ready Index (Attendance) Not met statewide/interim target. Decrease in performance from previous year: White: IS to 66.7% English Language learners: from IS to 40%	Participate in PVAAS 1-1 consultation. Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices during district wide professional development days.

### McNichols Plaza

Priority Challenge	Comments and Notable Observations
Student regular attendance was 71% (21/22)	District promotion of: Collaboration, especially between the school, children and youth agency, school personnel, school counselors, and the courts to promote; • Positive educational culture and climate in the school; • Early identification and intervention efforts with measurable outcomes; • Tracking truancy data; and • Sustainability.
Math achievement was 14.4% (21/22)	Promote participation in Math PD at NEIU. Participate in PVAAS 1-1 consultation. Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices during district wide professional development days.
Identify and address individual student learning needs	Encourage participation in PD at the NEIU. Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices during district wide professional development days. Implement the tiers of interventions from MTSS to support student needs.
ELA achievement was 22.5% (21/22)	Encourage participation in PD at the NEIU. Participate in PVAAS 1-1 consultation. Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices during district wide professional development days.

### Neil Armstrong #40

Priority Challenge	Comments and Notable Observations
Regular Student Attendance	District promotion of: Collaboration, especially between the school, children and youth agency, school personnel, school counselors, and the courts to promote; • Positive educational culture and climate in the school; • Early identification and intervention efforts with measurable outcomes; • Tracking truancy data; and • Sustainability.
Parent and Family Engagement	Collaboration, especially between the school principal, PTA, teachers, central level district administrators and community stakeholders to promote and participate in student events and recognitions.
More focus on ELA resources for ELD teachers.	District purchased ELD supplemental resources to align with the ELA curriculum with Title III funding.

### Northeast Intrmd Sch

Priority Challenge	Comments and Notable Observations
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91.1% of EL students did not meet the interim goal/improvement target in mathematics/algebra.	Encourage participation in PD at the NEIU. Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices during district wide professional development days.
14.3% of Hispanic students lacked English language growth and attainment	Review district WIDA data with the school to analyze gaps and identify professional learning to target areas of need. Use of districtwide purchased software and supplemental materials for ELL students.

### Scranton HS

Priority Challenge	Comments and Notable Observations
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices during district wide professional development days.
Identify professional learning needs through analysis of a variety of data	Participate in PVAAS 1-1 consultation. Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices during district wide professional development days.

### South Scranton Intrmd Sch

Priority Challenge	Comments and Notable Observations
PSSA growth for ELA, MATH, and SCIENCE PSSAs for the following subgroups: Black, Hispanic, White, Economically disadvantaged, ELL, and students with disabilities	Review data with the school to identify gaps where students underperformed. Encourage participation in PD at the NEIU. Participate in PVAAS 1-1 consultation. Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices during district wide professional development days. Use of districtwide purchased software and supplemental materials for ELL students.
On the PSSA ELA, our Hispanic population showed a decrease of 5.4% of proficient and advanced students. On the PSSA ELA, our Multi-Racial population showed a decrease of 28.4% of proficient and advanced students.	Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices during district wide professional development days.

### West Scranton HS

Priority Challenge	Comments and Notable Observations
Achievement in Math and ELA Combined among students with disabilities and English language learners	Participate in PVAAS 1-1 consultation. Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices during district wide professional development days. Use of districtwide purchased software and supplemental materials for ELL students.
Engaging parents/guardians	District promotion of: Collaboration, especially between the school, children and youth agency, school personnel, school counselors, and the courts to promote; • Positive educational culture and climate in the school; • Early identification and intervention efforts with measurable outcomes; • Tracking truancy data; and • Sustainability.

### West Scranton Intrmd Sch

Priority Challenge	Comments and Notable Observations
In grade 7, 66% of our EL students were basic or below basic in ELA	Participate in PVAAS 1-1 consultation. Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices during district wide professional development days. Use of districtwide purchased software and supplemental materials for ELL students.
In grade 6, 82% of our EL students were basic or below basic in ELA.	Participate in PVAAS 1-1 consultation. Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices during district wide professional development days. Use of districtwide purchased software and supplemental materials for ELL students.

### William Prescott #38

Priority Challenge	Comments and Notable Observations
Covid-related mental health issues, increased absenteeism	Work in collaboration with the district's mental health supervisor and school counselors to identify resources needed to purchase. Conduct district wide SEL meetings throughout the year, promote and participate in student recognition events.
PSSA MATH scores did not meet the state improvement target of 35.7%.	Participate in PVAAS 1-1 consultation. Implementation of districtwide Scranton Succeeds time to promote collaboration around data driven instructional practices during district wide professional development days.

Systemic LEA Challenges
Increase PVAAS growth in Math, ELA, and Science.
Improve regular attendance.
Improve parent engagement



## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Mathematics	To increase Mathematics achievement for the 2024 school year.
Attendance	To improve student attendance.
Technical Education	To build Technical Education pathways curriculum.
Provide Professional Learning	Provide PD on Structured Literacy and Culturally Relevant and Sustaining Education (Common Ground)

## Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Mathematics scores showed an improvement for the 2023 assessments.
Students taking the PSSA who attended the STEMM Academy showed positive gains.
The Scranton School District STEMM Academy is an all day program with pathways in Computer Science, Engineering, and Medicine, located at Scranton High School. Any student in the city of Scranton in grades 7-12 is eligible to take part in the application process, as space is limited.

## Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

To improve regular attendance.
To promote academic improvements in Literacy and Math achievement and growth.
To update the Technical Education Pathways curriculum.

Conditions for Leadership, Teaching, and Learning

## Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

## Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging



Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging
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### Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Emerging

### Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Allocation of resources, materials, and additional staff have been successful in providing support for students and staff.
Consistently focusing on data through implementation of Scranton Succeeds Time and a districtwide intervention and collaborative approach have continued to foster the exchange of successful strategies to promote student success.
Use of local benchmark assessments have shown growth from beginning to end of year data.

### Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

To increase student achievement and growth for Reading and Math on the PSSA and Keystone state assessments.
Retention and recruitment of educators and school leaders.
The addition of instructional coaches would greatly enhance instruction and support practices within the entire district.

Summary of Strengths and Challenges from the Needs Assessment

**Strengths**

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
13 out of 15 SSD schools increased their proficiency percentages for 2023 in ELA/Literature.	False
11 out of 15 SSD schools increased their proficiency percentages for 2023 in Math/Algebra I.	False
10 out of 15 SSD schools increased their proficiency percentages for 2023 in Science/Biology.	False
All subgroups increased their PSSA proficiency percentages in ELA, Math, and Science for 2023.	False
The Scranton School District showed significant evidence that the district exceeded the standard for PA academic growth for English Language Arts on the PSSA.	False
The Scranton School District showed significant evidence that the district exceeded the standard for PA academic growth for Science in grades 4 & 8 on the PSSA.	False
The Scranton School District showed significant evidence that the district exceeded the standard for PA academic growth for Math on the PSSA.	False
Both high schools met the interim target for graduation rate UPDATE	False
UPDATE Industry based learning: West Scranton 96.3% proficient, exceeding the statewide goal as measured by the NOCTI assessment	False
In 2023 100% of the students in the SSD passed the 2-D Art & Design AP Exam.	False
In 2023 87% of the students in the SSD passed the English Literature and Composition AP Exam.	False
All student subgroups has shown an increase in proficiency in PSSA for ELA, Math & Science.	False
All student subgroups has shown an increase in proficiency in the Keystone Literature Exam.	False
All but one student subgroup has shown an increase in proficiency in the Keystone Biology Exam.	False
All grade levels 3-8 increased in PSSA proficiency percentages for ELA, Math, and Science.	False
The Scranton School District showed significant evidence that the district exceeded the standard for PA academic growth for Literature on the Keystone Exam.	False
Consistently focusing on data through implementation of Scranton Succeeds Time and a districtwide intervention and collaborative approach have continued to foster the exchange of successful strategies to promote student success.	False
Use of local benchmark assessments have shown growth from beginning to end of year data.	False
In 2023 90% of the students in the SSD passed the Spanish Language and Culture AP Exam.	False
Mathematics scores showed an improvement for the 2023 assessments.	False
Students taking the PSSA who attended the STEMM Academy showed positive gains.	False



14 out of 17 targets for PVAAS growth have been met for all schools in the SSD.	False
The Scranton School District STEMM Academy is an all day program with pathways in Computer Science, Engineering, and Medicine, located at Scranton High School. Any student in the city of Scranton in grades 7-12 is eligible to take part in the application process, as space is limited.	False
Allocation of resources, materials, and additional staff have been successful in providing support for students and staff.	True

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
14 out of 15 SSD schools did not meet either the statewide goal/interim target for 2023 in ELA/Literature.	False
15 out of 15 SSD schools did not meet either the statewide goal/interim target for 2023 Math/Algebra I.	False
Both High Schools in the SSD did not meet the statewide goal for 2023 in Career Readiness.	False
13 out of 15 SSD schools did not meet either the statewide goal/interim target for 2023 in Science/Biology.	False
2023 PSSA - ELA, Math, Science, Biology, Literature, and Algebra 1 Proficiency Percentages were all below the state average.	False
All 15 schools within the Scranton School District did not meet the statewide interim target for 2023 in PSSA Math & Keystone Algebra I.	False
All schools within the Scranton School District did not meet the statewide interim target for 2023 in PSSA ELA & Keystone Literature.	False
0 of 15 schools within the Scranton School District, met or exceeded the school in-house target for 2023 in ELA and Keystone Literature.	False
13 schools within the Scranton School District, did not meet the statewide interim target for 2023 in PSSA Science & Keystone Biology.	False
To increase student achievement and growth for Reading and Math on the PSSA and Keystone state assessments.	True
2 of 15 schools within the Scranton School District, met or exceeded the school in-house target for 2023 in Science and Keystone Biology..	False
In 2023 11% of the students in the SSD passed the Computer Science A AP Exam.	False
In 2023 26% of the students in the SSD passed the Biology AP Exam.	False
In 2023 38% of the students in the SSD passed the United States Government and Politics AP Exam.	False
In 2023 29% of the students in the SSD passed the Psychology AP Exam.	False
In 2023 16% of the students in the SSD passed the United States History AP Exam.	False
Only 2 out of 10 subgroups have shown an increase in proficiency in the Keystone Algebra Exam.	True
0 of 15 schools within the Scranton School District, met or exceeded the school in-house target for 2023 in ELA and Keystone Algebra I.	False
The Scranton School District had significant evidence that the district did not meet the growth standard in Keystone Algebra I.	False

The Scranton School District had significant evidence that the district did not meet the growth standard in Keystone Biology.	False
The 3 PVAAS targets that did not show growth for the SSD were 8th grade math and Algebra I & Biology Keystone Exam	False
To improve regular attendance.	False
To promote academic improvements in Literacy and Math achievement and growth.	False
Retention and recruitment of educators and school leaders.	False
The addition of instructional coaches would greatly enhance instruction and support practices within the entire district.	False
To update the Technical Education Pathways curriculum.	False

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The Scranton School District as evidence indicates above, growth was positive across the district in a variety of content areas. The challenges noted above show many of the schools fell short in meeting their statewide goal or interim target based on the Future PA Ready Index.

Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
To increase student achievement and growth for Reading and Math on the PSSA and Keystone state assessments.	The district hired Math Interventionists to support students at specific schools. Scranton Succeeds Time has been implemented to track data and create focus groups for intervention and enrichment. Benchmark data is continually analyzed at both the district and building level with administrators and staff to plan. The district is offering professional development through our ER&D program on Thinking Mathematics for our district teachers.	True
Only 2 out of 10 subgroups have shown an increase in proficiency in the Keystone Algebra Exam.		True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Allocation of resources, materials, and additional staff have been successful in providing support for students and staff.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements



	To improve Math achievement, the district will utilize current data to make informed decisions, educate staff, support students, update the community and plan the course of action necessary where all stakeholders are a part of the process.
	To improve achievement of subgroups.

Goal Setting

**Priority: To improve Math achievement, the district will utilize current data to make informed decisions, educate staff, support students, update the community and plan the course of action necessary where all stakeholders are a part of the process.**

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
To increase the number of students meeting the Keystone state projections by 2% or greater. To increase the number of district students moving to the next proficiency level on the PSSA by 2%.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Mathematics		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Analyze past Keystone data to determine the percentage of students that did or did not meet the state projections. To analyze the number of district students moving to the next proficiency level on the PSSA by 2%.	Identify trends in data and implement instructional strategies to increase the percentage of students meeting the state projections.	To increase the number of students meeting the Keystone state projections by 2% or greater. To increase the number of district students moving to the next proficiency level on the PSSA by 2%.

<b>Outcome Category</b>		
Industry-Based Learning		
<b>Measurable Goal Statement (Smart Goal)</b>		
Implement a new Technical Education pathway for high school students to be fully matured over a four year period.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Industry-Based Learning		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Analyze and evaluate our current course selections to develop a new pathway of classes.	Begin curriculum development for new pathway courses for the first phase of implementation.	Implement a new Technical Education pathway for high school students to be fully matured over a four year period.

**Priority: To improve achievement of subgroups.**

<b>Outcome Category</b>
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Regular Attendance		
<b>Measurable Goal Statement (Smart Goal)</b>		
To show an increase in attendance rates by 2% or greater at John F. Kennedy Elementary, John J. Whittier Elementary, McNichols Plaza Elementary, and Neil Armstrong Elementary schools.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Attendance		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Utilize SWPBIS, SAIP, and SEL building level teams through Character Strong and Panorama data surveys to identify areas of concern to implement ideas and encourage and promote regular attendance. Use of rewards, special events, student recognitions and highlight student accomplishments to promote attendance.	Involve families with problem solving ideas to build and promote a positive culture around the importance of regular attendance. Use school counselors and district mental health professionals to listen to roadblocks to support families and work on a plan to increase consistent attendance that they will be willing to try.	To show an increase in attendance rates by 2% or greater at John F. Kennedy Elementary, John J. Whittier Elementary, McNichols Plaza Elementary, and Neil Armstrong Elementary schools.

<b>Outcome Category</b>		
Professional learning		
<b>Measurable Goal Statement (Smart Goal)</b>		
Provide Professional Development to all district educators on Structured Literacy and Culturally Relevant and Sustaining Education (Common Ground).		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Professional Development		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Train 100% of all reading specialists and special education staff through the NEIU followed by providing PD district wide to all educators and administrators with teaching certifications on Structured Literacy.	Train all K-12 district wide educators and administrators on Culturally Relevant and Sustaining Education (Common Ground).	Provide Professional Development to all district educators on Structured Literacy and Culturally Relevant and Sustaining Education (Common Ground).

Action Plan

### Measurable Goals

Mathematics	Industry-Based Learning
Attendance	Professional Development

### Action Plan For: Mathematics

<b>Measurable Goals:</b>
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- To increase the number of students meeting the Keystone state projections by 2% or greater. To increase the number of district students moving to the next proficiency level on the PSSA by 2%.

Action Step		Anticipated Start/Completion Date	
Increase achievement and / or growth on the state assessments.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, teachers, central level administration	curriculum materials	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate an improvement in achievement and or growth compared to the previous year's data.	Principal and teachers will meet during professional development days and building planning days throughout the year to review progress and make data driven decisions.

### Action Plan For: Professional Development

Measurable Goals:
<ul style="list-style-type: none"> <li>Provide Professional Development to all district educators on Structured Literacy and Culturally Relevant and Sustaining Education (Common Ground).</li> </ul>

Action Step		Anticipated Start/Completion Date	
Provide district wide professional Development on Structured Literacy and Common Ground to all educators		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, teachers, central level administration	Presentation materials, Powerpoint, Audio Visual capabilities	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All district educators will gain background knowledge on the two mandates and be able to apply some of the pedagogy into practice.	Principal and teachers will meet during professional development days and building planning days throughout the year to review the new learning to assess successes and challenges.

### Action Plan For: Attendance

Measurable Goals:

- To show an increase in attendance rates by 2% or greater at John F. Kennedy Elementary, John J. Whittier Elementary, McNichols Plaza Elementary, and Neil Armstrong Elementary schools.

Action Step		Anticipated Start/Completion Date	
Improve student attendance by 2% or greater.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, teachers, school counselors, mental health professionals and SEL building level teams	SWPBIS, SEL, Character Strong and Panorama, SAIP documents, data from survey, SEL lessons, school recognition displays, school events, attendance recognitions, celebrations, support for students in need	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student attendance will improve as a result of student recognitions, family events and support put in place.	Ongoing SEL team and building level meetings to check on student data. Promote participation from families, school staff, and district level staff at planned events. To recognize and celebrate students. To collaborate with families, students, and community support to encourage student attendance.

### Action Plan For: Industry Based Learning

Measurable Goals:
<ul style="list-style-type: none"> <li>Implement a new Technical Education pathway for high school students to be fully matured over a four year period.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Create Curriculum for an Industry Based Learning Pathway.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, teachers, members from Technical Educational programs	Technical Education materials to update classrooms, curriculum, trained and highly certified teachers	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Provide more Industry Based Learning opportunities for students to take advantage of.	Principals, teachers, compliance director, and members from Technical Educational programs will revisit programs offered yearly to determine what is working and identify future needs.



## Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Professional Development	Provide district wide professional Development on Structured Literacy and Common Ground to all educators
Attendance	Improve student attendance by 2% or greater.

## Professional Development

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Provide district wide professional Development on Structured Literacy and Common Ground to all educators</li> </ul>		
<b>Audience</b>		
District educators, administrators, and central level administrators		
<b>Topics to be Included</b>		
Structured Literacy		
<b>Evidence of Learning</b>		
Use of techniques in class		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Building Principals	2024-07-01	2027-06-30

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	During PD and building planning data days
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> <li>4a: Reflecting on Teaching</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1c: Setting Instructional Outcomes</li> <li>4d: Participating in a Professional Community</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>4e: Growing and Developing Professionally</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>1e: Designing Coherent Instruction</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

Communications

**Communications Action Steps**

Evidence-based Strategy	Action Steps
Mathematics	Increase achievement and / or growth on the state assessments.
Attendance	Improve student attendance by 2% or greater.

**Instruction to increase Math achievement / and or growth**

Action Step		
Increase achievement and / or growth on the state assessments.		
Audience		
K-12 students		
Topics to be Included		
Math interventions, math supports, PD		
Lead Person/Position	Anticipated Start	Anticipated Completion
Teachers, Principals, NEIU, district level administrators	2024-01-01	2026-06-30

**Communication**

Type of Communication	Frequency
Other	ongoing throughout the year

**Communication**

Type of Communication	Frequency
Presentation	ongoing throughout the year

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date

**SCRANTON SD**

425 N Washington Ave

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

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**CHAPTER 16**

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

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

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

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

The Scranton School District engages in awareness activities via Annual Public Notice advertised in the local newspaper, posted on the district website, posted in all buildings throughout the district, posted at the local library, reflected in school handbooks, and included in publicly-accessible policy.

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

Students residing within the boundaries of the Scranton School District who are thought to be gifted are located through various means. Students are typically brought to the attention of the SSD evaluation team through a referral from a parent/guardian, faculty member(s), guidance counselor, hearing officer, judicial order, or other source with knowledge of exceptionality displayed by the student. It is noted that consent for an evaluation must be provided by the parent or legal guardian before eligibility can be determined. The commencement of the eligibility determination process begins with the evaluation team reviewing existing assessment data (e.g. PSSAs, Keystone Exams, curriculum-driven common assessments, DIBELS, Pearson Reading-My View, or McGraw Hill Math - Realize) and the administration of the Kaufman Brief Intelligence Test (K-BIT). The district team also collects data and input from a variety of sources including parents, teachers, the student, and others who interact with the student on a regular basis. If the initial review of data (screening process) indicates the probability of giftedness, the student is then evaluated by a certified school psychologist for cognitive and achievement testing to support the completion of the Gifted Multidisciplinary Evaluation. It should be noted that the SSD recently purchased and will begin utilizing Study Island as another source of data that will be collected and considered during the screening process.

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

The Scranton School District is committed to identifying and nurturing the exceptional abilities, talents, interests of intellectually-gifted students who require individualized programming designed to meet their unique needs. The District's screening and evaluation process for determining eligibility for gifted programming under Chapter 16 can be initiated by different individuals with a familiarity of the student via a written or oral request made to any employee or administrator of the District (parents may make one request per calendar year). The request for testing is immediately forwarded to the Department of Special Education and a request for consent to evaluate is issued within 10 calendar days by the diagnostician. The District must receive written consent via a signed PTE from the parent/guardian before an evaluation by a certified school psychologist is initiated. The Scranton School District uses multiple criteria to determine eligibility for gifted

programming. Specifically, the District considers criteria that includes IQ score, academic achievement, rate of acquisition/retention, early skill development, and intervening factors that have the potential to mask giftedness. Evaluation tools utilized with the SSD may include, but are not limited to, WISC-V, KABC-II, WIAT-IV, Gifted Rating Scale. In considering whether a student is gifted, the school psychologist reviews collected data. The first data point considered is the full scale intelligence quotient (IQ) that has been determined through the administration of the WISC-V. If the FSIQ score is above 130, the psychologist will not need to examine cognitive ability or achievement any further. If the FSIQ is between 125 and 129, the psychologist would look at achievement results determined through administration of the WIAT-IV. If the student's achievement score is above 125 in any area of mathematics or reading, the student would be considered gifted. The student may qualify for giftedness in one or more areas depending upon the score in each area. Alternatively, if the student's FSIQ is between 125 and 129, the psychologist could consider the General Ability Index (GAI) If the student's GAI is above 130, the student would be considered gifted. If the student's achievement score is above 125 in any area of mathematics or reading, the student would be considered gifted. If the student meets the established criteria, a GIEP is developed and implemented in accordance with 22 Pa. Code Chapter 16. MATRIX: IQ Score 130+ (Individual Assessment) - WISC V Standard Scores 130+ on BOTH (Verbal Comprehension and Perceptual Reasoning) WISC V - Standard Scores 125-129 + Standard Scores 125+ in Reading OR Math (Individual Assessment) WISC V - Standard Scores 125-129 on BOTH (Verbal Comprehension and Perceptual Reasoning) + Standard Scores 125+ in Reading OR Math (Individual Assessment) General Ability Index (GAI) - (as per test guidelines) - 130+ OR 125-129 + Standard Scores 125+ in Reading OR Math (Individual Assessment) The aforementioned criteria for determining giftedness may also include the following data: \*Performance that reflects year or more above grade achievement level in one or more subject areas as measured by norm-referenced and validated achievement tests (WIAT-IV, KTEA-3, and/or benchmarking). \*Acquisition and/or retention of new academic content or skills that is observed or measured to be at an exceptional rate as measured through curriculum- based assessments/benchmarking. \*Demonstrated excellence in achievement, performance, or expertise in one or more academic areas as evidenced through work that includes but is not limited to: portfolios, research, projects, or criterion-referenced team and/or teacher judgment. \*Early and measured use of high level thinking skills, academic creativity, artistic creativity, leadership skills, intense interest in areas of academics, exceptional communication skills, foreign language aptitude, or expertise in the utilization and understanding of technology as reported by the parent or preschool teacher (scores reported from performance on Stanford Binet-5 or WPPSI-4). \*Documented, observed, validated, or assessed evidence that intervening factors such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation may be masking Gifted abilities. If applicable, a nonverbal achievement test would be utilized to measure achievement through the administration of a nonverbal evaluation tool (Wechsler Nonverbal).

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 Gifted program offered through the Scranton School District provides acceleration, enrichment, and/or a combination of both. The continuum of services is based upon research and best practices and includes: differentiated curriculum, curriculum compacting, AP/Honors classes, independent study, cooperative opportunities offered through partnerships with other districts/universities/community businesses, enrichment in content areas, individual learning contracts, mentorships, and field work experience that meets performance level and/or career interests. Enrichment opportunities offered through the SSD include but are not limited to: Flexible ability grouping Independent projects Advanced placement Pre-testing and compacting Full-time cluster grouping Independent study On-line learning Enrichment through co-curricular or extracurricular opportunities in strength areas Acceleration opportunities include but are not limited to: Subject acceleration Grade level advancement Dual enrollment Concurrent enrollment Online courses Early entrance Independent study Mentorships Curriculum pathway exceptions University of Scranton High School Scholars Program Marywood University Momentum Program for High School Scholars

Chief School Administrator

09/24/2021

Date

**SCRANTON SD**

425 N Washington Ave

Professional Development Plan (Act 48) | 2024 - 2027

0571 007 008 009 010 011 012 013 014 015 016 017 018 019 020 021 022 023 024 025 026 027 028 029 030 031 032 033 034 035 036 037 038 039 040 041 042 043 044 045 046 047 048 049 050 051 052 053 054 055 056 057 058 059 060 061 062 063 064 065 066 067 068 069 070 071 072 073 074 075 076 077 078 079 080 081 082 083 084 085 086 087 088 089 090 091 092 093 094 095 096 097 098 099 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500

**ACT 48**

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

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

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

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

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

Exemplary professional education for staff:

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



## PROFILE AND PLAN ESSENTIALS

School District

119357402

425 N Washington Ave, Scranton, PA 18503

Robert Gentilezza

Robert.gentilezza@ssdedu.org

272-235-5524 X 71524

Mr Patrick Laffey

pat.laffey@ssdedu.org

## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Robert Gentilezza	Director of Compliance	Administrator	School Board of Directors
Ann Grebeck	Director of Curriculum and Instruction	Administrator	School Board of Directors
Robert DeLuca	Director of Leadership and Accountability	Administrator	School Board of Directors
Kevin Kearney	Safety and Security Supervisor	Administrator	School Board of Directors
Katona Miller	STEMM Supervisor	Administrator	School Board of Directors
Pina Butka	elementary teacher	Elementary Teacher	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Ann Genett	Director of Special Education	Administrator	School Board of Directors
Maggie Cosgrove	Federal & State Programs Coordinator	Education Specialist	Administration Personnel
Pat Laffey	Business Manager	Administrator	School Board of Directors
Holly Meade	Induction & ER&D Coordinator	Middle School Teacher	Teacher
Lori Stetzar	Teacher	High School Teacher	Administration Personnel
Maria Stanton	parent	Parent of Child Attending	Administration Personnel
Ashley Carroll	teacher	Middle School Teacher	Teacher
Jamie King	teacher	High School Teacher	Administration Personnel
John Coyle	principal	Other	Administration Personnel
Lisa McConologue	principal	Other	Administration Personnel

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

The committee meets approximately ten times a year to review the plan to edit and update it as needed. Subcommittees meet about 2-4 times a year to provide specific input and align measurable goals based on the current status of the district.

# ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

## PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide districtwide professional Development on Structured Literacy and Common Ground to all educators	K-12 teachers, all educators with teaching certifications districtwide	Structured Literacy and Culturally Relevant & Sustaining Education (Common Ground)	Classroom / Colleague discussions and evidence in Practice
<b>Lead Person/Position</b>		<b>Anticipated Timeline</b>	
Director of Curriculum & School Principals		07/01/2024 - 06/30/2027	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	During PD and building planning data days	4d: Participating in a Professional Community  1d: Demonstrating Knowledge of Resources  1c: Setting Instructional Outcomes	Structured Literacy



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

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### LANGUAGE AND LITERACY ACQUISITION

Audience	Topics to be Included	Evidence of Learning
K-12 educators	Literacy and Language Acquisition	Use of classroom strategies
Lead Person/Position	Anticipated Timeline	
Principals / Teachers	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
Professional Learning Community (PLC)	Quarterly	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning	Language and Literacy Acquisition for All Students

## TEACHING DIVERSE LEARNERS IN AN INCLUSIVE SETTING

Audience	Topics to be Included	Evidence of Learning
K-12 teachers / students	SEL - Embracing Social emotional learning to support all learners	Classroom lessons, differentiation, provide special supports
Lead Person/Position		Anticipated Timeline
Teachers, specialists, Principals		07/01/2024 - 06/30/2027

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Daily	1e: Designing Coherent Instruction  4c: Communicating with Families  2b: Establishing a Culture for Learning  3e: Demonstrating Flexibility and Responsiveness  2a: Creating an Environment of Respect and Rapport  1b: Demonstrating Knowledge of Students	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3a: Communicating with Students	
		2c: Managing Classroom Procedures	

## TRAUMA INFORMED CARE

Audience	Topics to be Included	Evidence of Learning
K-12 students / all employees	Trauma Informed Care	Application of techniques

  

Lead Person/Position	Anticipated Timeline
Principal/ teachers	07/01/2024 - 06/30/2027

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Yearly	4e: Growing and Developing Professionally 4f: Showing Professionalism 3c: Engaging Students in Learning	At Least 1-hour of Trauma-informed Care Training for All Staff



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	
		3e: Demonstrating Flexibility and Responsiveness	
		1b: Demonstrating Knowledge of Students	

## PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
K-12 Teachers	Ethics	PD videos in Vector Solutions
Lead Person/Position	Anticipated Timeline	
Principal	07/01/2024 - 06/30/2027	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Yearly	4d: Participating In a Professional Community  2a: Creating an Environment of Respect and Rapport  4e: Growing and Developing Professionally  4f: Showing Professionalism	Professional Ethics

## 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? ( <a href="#">22 Pa Code, Chapter 4</a> )	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? ( <a href="#">Act 82 of 2012</a> ) aka ( <a href="#">22 Pa Code, 19</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	Yes
Does the professional development plan align with educator needs? ( <a href="#">Act 48, Section 2</a> )	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?	2024- 2025
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)? The entire district (all teachers K-12 and administrators) will receive the training in addition to the five required certifications.	
Is the LEA using or planning to implement Structured Literacy (Select One)? Hybrid, Structured Literacy components integrated into reading program.	



## **EVALUATION AND REVIEW**

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

Procedures for the professional education plan: Student Outcomes - Students will benefit from the instructional strategies teachers have learned in professional development Participants' use of new knowledge - Application of new skills during instruction to guide and adjust support and interventions Participants' learning - Reflect on new learning to apply some techniques and reevaluate old practices so they may embrace the new pedagogy Participation reaction - Anticipate excitement mixed with pushback based on grade level and content Organization support and challenge - Principals' support will be key. Challenge - Encouraging secondary teachers and principals embrace components of the new professional learning





## Profile

<b>LEA Type</b>		AUN
School District		119357402
<b>Address 1</b>		
425 N Washington Ave		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Scranton	PA	18503
<b>Chief School Administrator</b>		
Mr Patrick Laffey		
<b>Chief School Administrator Email</b>		
pat.laffey@ssdedu.org		
<b>Educator Induction Plan Coordinator Name</b>		
Holly Meade		
<b>Educator Induction Plan Coordinator Name Email</b>		
holly.meade@ssdedu.org		
<b>Educator Induction Plan Coordinator Phone Number</b>		<b>Extension</b>
570-348-3481		



## Steering Committee

### Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Holly Meade	Induction / ER&D Coordinator	Teacher	Teacher
Rosemary Boland	SFT President	Other	School Board of Directors
Patrick Festa	SFT VP	Other	Teacher
Matthew Loftus	SFT Member	Teacher	Teacher
Andrea Gross	Special Ed. teacher	Teacher	Teacher
Ro Robinson	Art Teacher / ER& D teacher	Teacher	Teacher
Amy Bebe	Math Teacher / ER&D teacher	Teacher	Teacher

## Educator Induction Plan

<p>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?</p> <p><a href="#">(22 Pa Code, 49.16 )</a></p>	Yes
<p>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?</p> <p><a href="#">(22 Pa Code, 49.16 )</a></p>	Yes
<p>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?</p> <p><a href="#">(22 Pa Code, 49.16 )</a></p>	Yes
<p>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?</p> <p><a href="#">(22 Pa Code, 49.16 )</a></p>	Yes
<p>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? <a href="#">(24 P.S. § 11-1138.8 (c)(3)</a> and <a href="#">22 Pa Code, 49.16 )</a></p>	Yes
<p>Does the induction plan:</p> <p>a. Assess the needs of inductees?</p>	Yes
<p>b. Describe how the program will be structured?</p>	Yes
<p>c. Describe what content will be included, along with the delivery format and timeframe?</p>	Yes
<p>d. Include a two-year induction program effective the 2024-2025 school year?</p>	Yes

## Mentors

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
<b>Other</b>	

**Please explain the LEA's process for ensuring their mentors have the above selected characteristics.**

The Scranton School District has established a mentor program which is run by the local site coordinator, who ensures the above characteristics are part of the induction process / plan. There are meetings to introduce all the new teachers with their mentors that the local site coordinator facilitates.

## Needs Assessment

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

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

- **Program Structure**
- **Content Included**
- **Meeting Frequency**
- **Delivery Format**

The LEA in conjunction with the local site coordinator, and Educator Induction Program facilitators provide research based instructional classes using the model from ER&D (Educational Research and Dissemination Program) to cover a variety of topics listed in the Induction Plan. Following these classes the new teachers must demonstrate application of the research along with principal and mentor teacher observation, feedback and journal requirements. The new teacher checklist and log must be completed, along with the mentor and principals each completing a log on their own validating the work. These logs serve as the evaluation for year one and are housed in the HR department. During year two, certified teachers meet with established tenured teachers, administrators, the local site coordinator, and the director of curriculum and instruction to discuss and implement specific educational strategies related to our district curriculum. Monitoring during this year requires completion of a reflection after each presentation. Upon completion of years one and two, new teachers are recognized



publicly at the June board meeting.

## Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

Scranton School District Induction Plan 2\_1\_2024.pdf

### **Selected Observation and Practice Framework(s):**

4f: Showing Professionalism

### **Timeline**

Year 1 Fall

### **Selected Observation and Practice Framework(s):**

1f: Designing Student Assessments

### **Timeline**

Year 1 Fall

Year 2 Fall

### **Selected Observation and Practice Framework(s):**

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

### **Timeline**

Year 1 Fall

### **Selected Observation and Practice Framework(s):**

2b: Establishing a Culture for Learning

2a: Creating an Environment of Respect and Rapport

**Timeline**

Year 1 Spring

Year 2 Spring

**Selected Observation and Practice Framework(s):**

1a: Demonstrating Knowledge of Content and Pedagogy

4a: Reflecting on Teaching

**Timeline**

Year 1 Winter

Year 2 Spring

**Selected Observation and Practice Framework(s):**

3b: Using Questioning and Discussion Techniques

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

**Timeline**

Year 1 Winter

**Selected Observation and Practice Framework(s):**

4c: Communicating with Families

3a: Communicating with Students

1b: Demonstrating Knowledge of Students

**Timeline**

Year 1 Spring

**Selected Observation and Practice Framework(s):**

1f: Designing Student Assessments

4b: Maintaining Accurate Records  
1e: Designing Coherent Instruction  
1b: Demonstrating Knowledge of Students  
3d: Using Assessment in Instruction

**Timeline**

Year 1 Fall

**Selected Observation and Practice Framework(s):**

1c: Setting Instructional Outcomes  
3d: Using Assessment in Instruction  
1f: Designing Student Assessments

**Timeline**

Year 2 Spring

**Selected Observation and Practice Framework(s):**

1d: Demonstrating Knowledge of Resources

**Timeline**

Year 1 Winter

**Selected Observation and Practice Framework(s):**

2d: Managing Student Behavior  
3c: Engaging Students in Learning  
2a: Creating an Environment of Respect and Rapport

**Timeline**

Year 1 Winter

Year 2 Winter



**Selected Observation and Practice Framework(s):**

3a: Communicating with Students

4c: Communicating with Families

4d: Participating in a Professional Community

**Timeline**

Year 2 Spring

**Selected Observation and Practice Framework(s):**

4f: Showing Professionalism

3e: Demonstrating Flexibility and Responsiveness

4e: Growing and Developing Professionally

**Timeline**

Year 1 Fall

Year 2 Fall

**Selected Observation and Practice Framework(s):**

2a: Creating an Environment of Respect and Rapport

3e: Demonstrating Flexibility and Responsiveness

4c: Communicating with Families

1b: Demonstrating Knowledge of Students

**Timeline**

Year 1 Winter

Year 2 Spring

**Selected Observation and Practice Framework(s):**

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

**Timeline**

Year 1 Spring

Year 2 Spring

**Selected Observation and Practice Framework(s):**

**Timeline**

Year 1 Fall

## Evaluation and Monitoring

### Evaluation and Monitoring

The LEA in conjunction with the local site coordinator, and Educator Induction Program facilitators provide research based instructional classes using the model from ER&D (Educational Research and Dissemination Program) to cover a variety of topics listed in the Induction Plan. Following these classes the new teachers must demonstrate application of the research along with principal and mentor teacher observation, feedback and journal requirements. The new teacher checklist and log must be completed, along with the mentor and principals each completing a log on their own validating the work. These logs serve as the evaluation for year one and are housed in the HR department. During year two, certified teachers meet with established tenured teachers, administrators, the local site coordinator, and the director of curriculum and instruction to discuss and implement specific educational strategies related to our district curriculum. Monitoring during this year requires completion of a reflection after each presentation. Upon completion of years one and two, new teachers are recognized publicly at the June board meeting.

## InductionPlan

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.**

## Signatures and Quality Assurance

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

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

Educator Induction Plan Coordinator	Date

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

Chief School Administrator	Date