

Rochester Area SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Public School District		127046903
Address 1		
Rochester Area School District		
Address 2		
540 Reno Street		
City	State	Zip Code
Rochester	PA	15074
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Single Point of Contact Name		
Jane W. Bovalino		
Single Point of Contact Email		
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Ryder Grimm	Student	Student	

LEA Profile

The Rochester Area School District is located in Beaver County, Pennsylvania, along the Ohio River, northwest of Pittsburgh. Rochester, once called the "Hub of Beaver County," is within easy access to the cultural areas in the city of Pittsburgh. While located within the town of Rochester, the school district serves the Borough of Rochester, East Rochester, and Rochester Township. We have a rather unique set-up in that our entire district, kindergarten through grade 12, are all housed in one building, which also includes the district administrative offices. The entire district faculty, staff and administration have the opportunity to collaborate on a daily basis.

The townships served by the school district have undergone significant change over the past several decades, as have many towns in the western Pennsylvania area, with the closing of the steel mills and other manufacturing plants. Because of this, employment opportunities have declined and Rochester, like many other small towns, has undergone a decline of its economic base. Also like many school districts across the state of Pennsylvania, the Rochester Area School District has been forced to lean more on local taxes than state and federal funding.

Over the past several years, Shell has been built a plastics plant in our neighboring community. The plant has brought in some new jobs as it was being built. Many have indicated that after the plant has been in use, the jobs will once again diminish.

As a school district, we must serve our students and work to prepare them for the job market that is coming to our community. Through partnerships with local school districts, the Beaver Valley Intermediate Unit, the Beaver County Career and Technical Center and Community College of Beaver County, we have been working to prepare our students while maintaining costs of programs.

Our district, which has a K through 12 enrollment of approximately 809 students, is housed in a beautifully renovated state-of-the-art facility. We are an Apple one-to-one district and academic and curricular opportunities to our students. In addition, we provide many resources to our students and community including free breakfast, lunch and dinner and mental health services.

A major financial burden our district and taxpayers face is the unfair funding formula used to pay for cyber and brick and mortar charter schools. Approximately 102 students in our district attend charter schools. We are required to transport about 42 of the students. The tuition and the transportation have placed a tremendous burden on the district and our taxpayers.

We have had a large increase in the number of English Learners within the district. People may choose to immigrate and/or relocate for a variety of reasons such as employment opportunities, to escape a violent conflict, environmental factors, educational purposes, or to reunite with family. The Rochester Area School District and surrounding areas have many characteristics that give people a reason to locate here. These are many of the reasons our number of English learners has significantly increased the last two years. Affordable housing for renters and buyers is available within the walking town of Rochester. Employment opportunities in the town and bus lines to Pittsburgh allow for easy commutes. Rochester also has family services and businesses to support people in need. The school district is small and supportive of students and works to meet individual student needs. In fact, this past year, the district hired a full-time English as a Second Language Teacher to improve our support of the students and families of English Learners.

The RASD is made up of three buildings; an elementary school, a middle school and a high school.

Rochester Elementary School serves approximately 353 students in grades kindergarten through fifth grade 54% are male and 46% are female; 6% are Hispanic; 15% Black, 15% Multiracial, and 67% White; 37% are eligible for special education services.

Rochester Middle School serves approximately 173 students in grades six through eight; 57% are male and 43% are female; 1% are Hispanic, 1% are American Indian/Alaskan Native; 14% Black, 10% Multiracial, and 74% White; 27% are eligible for special education services.

Rochester High School serves approximately 228 students in grades nine through twelve; 50% are male and 50% are female; 2% are Hispanic, 1% are Asian; 25% Black, 10% Multiracial, and 64% White; 29% are eligible for special education services.

The district has also seen large increase in enrollment of ESL students....

70% of the students districtwide are eligible for free or reduced meals. The district is part of the Community Eligibility Program (CEP) so all students have the opportunity to eat breakfast, lunch and dinner at no cost.

Besides our academic curriculum, our schools offer a variety other programming.

Our elementary offers the following programs:

Rochester School District K-12 iPad Initiative

Title I Reading Support (K-5)

- Multi-Tiered System of Support (MTSS)
- School-wide Positive Behavior Intervention and Support Program (SWPBIS)

IXL Personalized Learning Platform (Math, Language Arts, Social Studies, and Science)

Heggerty Phonemic Awareness Program (K-2)

Rocket Math Fluency Program

Accelerated Reader

Seesaw Learning Experience Platform

- Sounds Sensible Phonological Awareness and Phonics for Reading Readiness and Remediation (Kindergarten)
- UFLI Foundations: Explicit and Systematic Phonics Program (K-2)

Character Strong Character Education and Social-Emotional Learning (SEL) Curriculum

- Navigate 360 Character Education and Social-Emotional Learning (SEL) Curriculum (Tier II and Tier II)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment (K-2)
- mClass Math Assessment Tool (K-2)
- NWEA Assessment Tool for Math, ELA, and Science (3-5)

After School R.A.M.S. (Reading and Math Support) Tutoring Program

- SPIRE Reading Intervention After School Program

Summer (Reading and Math Support) Tutoring Program - School Wide Positive Behavior Interventions and Supports

Full-day Kindergarten - Kindergarten Readiness Programs

STEAM/Maker Space (K-12)

Power Up Program with Adagio Health

Fresh Fruit and Vegetable Program

Parent Family Engagement Programs

Parent Advisory Committee

Our middle school offers the following programs:

Rochester School District K-12 iPad Initiative

- Multi-Tiered System of Support (MTSS)
- IXL Personalized Learning Platform (Math, Language Arts, Social Studies, and Science)
- Accelerated Reader

LifeSkills Character Education Curriculum

- Character Strong Character Education and Social-Emotional Learning (SEL) Curriculum
- Navigate 360 Character Education and Social-Emotional Learning (SEL) Curriculum (Tier II and Tier II)
- SOAR Learning Study Skills (6-8)
- Classroom Diagnostic Tools (CDT) Assessments
- STEAM/Maker Space (K-12)
- HOUSE School-wide Program
- Student Council
- What's So Cool About Manufacturing

School-wide Positive Behavior Intervention and Support Program (SWPBIS)

Our high school offers the following programs:

Rochester School District K-12 iPad Initiative

- Multi-Tiered System of Support (MTSS)
- School-wide Positive Behavior Interventions and Supports Program (SWPBIS)
- IXL Personalized Learning Platform (Math and Language Arts)
- Character Strong Character Education and Social-Emotional Learning (SEL) Curriculum
- Classroom Diagnostic Tools (CDT)

STEAM/Maker Space (K-12)

Student Council

College in High School Courses
CCBC High School Academies
BC Career and Technology Center

Mission and Vision

Mission

The Rochester Area School District, a K-12 learning community, is committed to developing 21st century skilled citizens, lifelong learners, and critical thinkers through a rigorous curriculum.

Vision

We envision our students making positive contributions to their community by demonstrating the core values of respect, responsibility, and citizenship.

Educational Values

Students

The students in the Rochester Area School District will actively participate in their learning and will strive to be responsible citizens.

Staff

The staff of the Rochester Area School District will work collaboratively to provide a well-rounded education that aligns with the Pennsylvania Department of Education Core Standards. The staff will participate in professional development and share their expertise with their colleagues.

Administration

The Administration of the Rochester Area School District will collaborate with the staff, school board and community to provide a safe environment for our students and staff to work and learn and provide the resources necessary for our staff to educate and for our children to learn.

Parents

The parents of the Rochester Area School District actively participate in their child's academic life and work in partnership with the school staff to ensure our children are learning and growing.

Community

The community of the the Rochester Area School District will support the school district by providing support to ensure the academic, emotional, and extracurricular success of our children.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Rochester Elementary School All Student Group met the standard for demonstrating growth in Math, ELA and Science.	For our elementary school, 74% of students demonstrated growth in ELA, 73% of students demonstrated growth in Math, and 72% of students demonstrated growth in Science.
Rochester Elementary All Student Group met the interim goal/improvement target for the PSSA Science Assessment.	77.4% of students were proficient or advanced on the PSSA Science Assessment.
Rochester Elementary School exceeded the All Student Group on the Career Standards Benchmark.	100% of the elementary students met the College and Career Measures benchmark.
Rochester High School Graduation rate met the state standard.	88.9% of our students graduated in the four-year cohort.
Rochester High School All Student Group met the standard for demonstrating growth in Literature and Algebra.	For our high school, 74% of students demonstrated growth in Literature and 71% of students demonstrated growth in Algebra.
Rochester High School All Student Group exceeded the industry-based learning goal.	24.4% of students scored competent or advanced on the NOCTI/NIMS and 33.3% of students earned an industry recognized credential.

Challenges

Indicator	Comments/Notable Observations
Rochester Elementary All Student Group did not meet the interim goal/improvement target for ELA and Math.	53% of the All Student Group did meet the interim goal/improvement target for ELA and 44.6% met the interim goal/improvement target for Math.
Rochester Elementary, Middle School, and High School All Student Group did not meet the performance standard for Regular Attendance.	62.9% of the students in the Elementary School were not chronically absent, 62.7% of students in the Middle School were not chronically absent, and 58.4% of the High School were not chronically absent.
Rochester Middle School All Students Group did not meet the interim goal/improvement target and standard demonstrating growth for ELA, Math, and Science.	48.3% of middle school students scored proficient in ELA, 20.3% scored proficient in Math, and 34% scored proficient in Science. 50% of middle school students did not demonstrate growth in ELA and Science and 53% of middle school students did not demonstrate growth in Math.
Rochester Middle School and High School All Students Group did not meet the Career Standards Performance Standard.	77.2% of the middle school students met the career performance standard and 81.4% of the high school students met the career performance standard.

Rochester High School All Student Group did not meet the interim goal/improvement target for Literature, Algebra, and Biology.	Only 63.6% of students scored proficient in Literature 9.1% in Algebra, and 31.5% in Biology.
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Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Rochester Elementary School ELA scores met the growth goal. Grade Level(s) and/or Student Group(s) ELA, grades 3, 4, 5	Comments/Notable Observations 74% of the students demonstrated growth.
Indicator Rochester Elementary School Math scores met the growth goal. Grade Level(s) and/or Student Group(s) Math, grades 3,4,5	Comments/Notable Observations 73% of the students demonstrated growth.
Indicator Rochester Elementary Science scores met the state standard. Grade Level(s) and/or Student Group(s) Science, grade 4	Comments/Notable Observations 77.4% of the students scored advanced or proficient on the Science assessment. In addition, 72% showed growth.
Indicator The Economically Disadvantaged subgroup in the Elementary School met the standard for growth in ELA, Math and and Science and increased proficiency in Science. Grade Level(s) and/or Student Group(s) Economically Disadvantaged Subgroup	Comments/Notable Observations The subgroup saw improvement in growth data in ELA: 79%, Math: 76%, and Science: 74%. The subgroup saw improvement in proficiency data in Science: 76.9%.
Indicator Rochester Middle School growth data in math improved for the Economically Disadvantaged subgroup. Grade Level(s) and/or Student Group(s) Math, grades 6, 7, 8	Comments/Notable Observations 76% of the Economically Disadvantaged subgroup in the middle school showed growth in math.
Indicator Rochester High School Economically Disadvantaged subgroup increased proficiency. Grade Level(s) and/or Student Group(s) Literature, grades 10 & 11	Comments/Notable Observations 60.6% of the Economically Disadvantaged subgroup demonstrated proficiency.
Indicator	Comments/Notable Observations

<p>Rochester High School White subgroup met the standard for growth in Literature and Algebra.</p> <p>Grade Level(s) and/or Student Group(s) White subgroup</p>	<p>73% of the White subgroup met the standard for growth in Literature and 74% met the standard for growth in Algebra.</p>
<p>Indicator Rochester High School met the growth goal for Literature.</p> <p>Grade Level(s) and/or Student Group(s) Literature, grades 10 & 11</p>	<p>Comments/Notable Observations 74% of students demonstrated growth.</p>
<p>Indicator Rochester High School met the growth goal for Algebra.</p> <p>Grade Level(s) and/or Student Group(s) Algebra, grades 9, 10, 11</p>	<p>Comments/Notable Observations 71% of students demonstrated growth.</p>

Challenges

<p>Indicator Rochester Elementary Economically Disadvantaged subgroup did not meet the interim goal/improvement target for ELA and Math.</p> <p>Grade Level(s) and/or Student Group(s) Economically Disadvantaged subgroup</p>	<p>Comments/Notable Observations 39% of students met proficiency in Math and 47.5% of students met proficiency in ELA.</p>
<p>Indicator Rochester Elementary Students with Disabilities subgroup did not meet the interim goal/improvement target for Math.</p> <p>Grade Level(s) and/or Student Group(s) Students with Disabilities</p>	<p>Comments/Notable Observations 34% of the students met proficiency in math.</p>
<p>Indicator Rochester Elementary Students with Disabilities subgroup did not meet the Regular Attendance Standard.</p> <p>Grade Level(s) and/or Student Group(s) Students with Disabilities</p>	<p>Comments/Notable Observations 54.9% of students were not chronically absent.</p>
<p>Indicator Rochester Middle School Black subgroup did not meet the interim goal/improvement target for ELA and Math.</p> <p>Grade Level(s) and/or Student Group(s) Black subgroup</p>	<p>Comments/Notable Observations 28% of students demonstrated proficiency in ELA and 4% of students demonstrated proficiency in Math.</p>
<p>Indicator</p>	<p>Comments/Notable Observations</p>

<p>The Middle School Students with Disabilities subgroup did not meet the interim goal/improvement target for ELA, Math, and Science.</p> <p>Grade Level(s) and/or Student Group(s) Students with Disabilities</p>	<p>27.3% of students demonstrated proficiency in ELA, 13% demonstrated proficiency in Math, and 21.1% of students demonstrated proficiency in Science.</p>
<p>Indicator The Middle School White subgroup did not meet the standard for demonstrating growth in ELA, Math, and Science.</p> <p>Grade Level(s) and/or Student Group(s) White subgroup</p>	<p>Comments/Notable Observations 50% of students demonstrated growth in ELA, Math, and Science.</p>
<p>Indicator The High School Economically Disadvantaged subgroup did not meet the interim goal/improvement target for Algebra and Biology.</p> <p>Grade Level(s) and/or Student Group(s) Economically Disadvantaged subgroup</p>	<p>Comments/Notable Observations 3.7% of students demonstrated proficiency in Algebra and 27.3% demonstrated proficiency in Biology.</p>
<p>Indicator The High School Economically Disadvantaged subgroup decreased in growth for Literature, Algebra and Biology.</p> <p>Grade Level(s) and/or Student Group(s) Economically Disadvantaged subgroup</p>	<p>Comments/Notable Observations 68% demonstrated growth in Literature, 68% demonstrated growth in Algebra, and 63% demonstrated growth in Biology.</p>

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.

Rochester Elementary School All Student Group met the standard for demonstrating growth in Math, ELA and Science.
Rochester High School All Student Group met the standard for demonstrating growth in Literature and Algebra.
Rochester High School Graduation rate met the state standard.
Rochester Elementary School exceeded the All Student Group on the Career Standards Benchmark.

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.

Rochester Elementary All Student Group did not meet the interim goal/improvement target for ELA and Math.
Rochester Middle School All Students Group did not meet the interim goal/improvement target and standard demonstrating growth for ELA, Math, and Science.

Rochester High School All Student Group did not meet the interim goal/improvement target for Literature, Algebra, and Biology.

Rochester Elementary, Middle School, and High School All Student Group did not meet the performance standard for Regular Attendance.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA MAPS	51% of students in 3rd grade scored below grade level, 67% of students in 4th grade students scored below grade level, and 64% of 5th grade scored below grade level.
CDT (Middle and High School)	83% of Reading CDT results were red which indicates area of need.

English Language Arts Summary

Strengths

Completion of K-12 ELA Curriculum Maps.
Textbook adoption on a multi-year review/rotation.

Challenges

Mastery of grade-level content/subject coursework.
Differentiating instruction to improve individual student deficits.
Improve student attendance.

Mathematics

Data	Comments/Notable Observations
NWEA MAPS	56% of students in 3rd grade scored below grade level, 64% of students in 4th grade students scored below grade level, and 58% of 5th grade scored below grade level.
CDT (Middle School)	69% of Math CDT results were red which indicates area of need.
CDT (Algebra)	91% of Algebra CDT results were red which indicates area of need.

Mathematics Summary

Strengths

Completion of K-12 Math Curriculum Maps.
Textbook adoption on a multi-year review/rotation.

Challenges

Mastery of grade-level content/subject coursework.
Differentiating instruction to improve individual student deficits.

Improve student attendance.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
NWEA MAPS	59% of students in 4th grade students scored below grade level and 67% of 5th grade scored below grade level.
CDT (Middle School)	64% of Science CDT results were red which indicates area of need.
CDT (Biology)	96% of Reading CDT results were red which indicates area of need.

Science, Technology, and Engineering Education Summary

Strengths

Completion of K-12 Science Curriculum Maps.

Textbook adoption on a multi-year review/rotation.

Challenges

Mastery of grade-level content/subject coursework.

Differentiating instruction to improve individual student deficits.

Improve student attendance.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness Portfolios	Students complete pieces for 339 plan on a regular basis.
Senior Projects	All seniors complete the senior projects and presentations prior to graduation.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

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)

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

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

Community College of Beaver County

Agreement Type

Dual Credit

Program/Course Area

High School Academy and Dual Enrollment Programming Agreement

Uploaded Files

CCBC.pdf

Partnering Institution

Seton Hill University

Agreement Type

Dual Credit

Program/Course Area

College in High School Dual Credit Agreement

Uploaded Files

Seton Hill.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.

Students complete career readiness artifacts on a regular basis.
Students are provided with a variety of career readiness field trips and learning experiences.

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.

Systems to improve record keeping of 339 documentation.
Supporting new students in the completion of all of the 339 documentation and artifacts.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

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

Data	Comments/Notable Observations
PSSA - Elementary	Elementary students with disabilities showed evidence of both an increase in proficiency (41.5%) and growth (78%) on PSSA ELA and an increase in math proficiency (75%) and met the standard for demonstrating growth (75%). Elementary students with disabilities did not meet the Regular Attendance goal (54.9%).
PSSA - Middle	Middle school students with a disability did not meet the interim goal improvement target for ELA (27.3%), Math (13%), and Science (21.1%). Middle School students with disabilities did not meet the Regular Attendance goal (57.4%).
Keystone - High	Students with disabilities at the high school met the standard for growth in Algebra (72%). High School students with disabilities did not meet the Regular Attendance Goal (46.5%).

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA - Elementary	Economically disadvantaged elementary students met the growth standard (74%) and increased proficiency (76.9%) in Science, met the standard for growth in ELA (79%) and Math (76%), but did not meet the proficiency goal in ELA (47.5%) and Math (39%).
PSSA - Middle	Economically disadvantaged middle school students showed growth in Math (76%) and did not meet the growth standard for ELA (50%), and did not meet proficiency in Science (20%). The Economically disadvantaged student group also did not meet the Regular Attendance Goal (56.6%).
Keystone - High	High school economically disadvantaged students evidenced an increase in proficiency in Literature (60.6%). High school economically disadvantaged students did not meet proficiency or demonstrate growth Algebra (3.7% proficient and 68% growth) and Biology (27.3% proficient and 63% growth) and decreased growth in Literature (68%).

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Our elementary and middle school Black subgroup did not meet the interim goal/improvement target for ELA (elementary 38.7% and middle school 28%). The middle school Black subgroup did not meet the interim goal/improvement target for Math (4%).

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.

ELA proficiency and growth, while slightly inconsistent in Middle School, are showing improvements in Elementary and High School.
The Economically Disadvantaged subgroup has demonstrated growth in Math, ELA, and Science.
The Students with Disabilities subgroup has shown improvement in Math at all levels.

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.

Math proficiency are well below state averages.
While showing growth, the Students with Disabilities subgroup has lower performance in proficiency percentages.
The Economically disadvantaged subgroup has low performance in math proficiency.
Science proficiency and growth has decreased in Middle School and High School.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Low performance of students with disabilities subgroup in ELA and Math. Programming review to address the wide range of student needs.
Title 1 Program	Intensive K-2 programming at the elementary reading level and targeted interventions in third through fifth grade.
Student Services	NA
K-12 Guidance Plan (339 Plan)	District striving to incorporate 339 plan across all disciplines.
Technology Plan	RASD is an Apple iPad one-to-one district.
English Language Development Programs	The District is in the initial stages of programming due to the increase in enrollment at all levels.

Strengths

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

Intensive K-2 programming at the elementary reading level.
RASD is an Apple iPad one-to-one district.

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.

Low performance of students with disabilities subgroup in both ELA and Math.
District striving to incorporate 339 plan across all disciplines.

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	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Emerging
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	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Exemplary

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	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

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.

Foster a vision and culture of high expectations for success for all students, educators, and families
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Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

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.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence
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Coordinate and monitor supports aligned with students' and families' needs
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Partner with local businesses, community organizations, and other agencies to meet the needs of the district
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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
Rochester Elementary School All Student Group met the standard for demonstrating growth in Math, ELA and Science.	True
Rochester High School All Student Group met the standard for demonstrating growth in Literature and Algebra.	False
Rochester High School Graduation rate met the state standard.	True
Rochester Elementary School exceeded the All Student Group on the Career Standards Benchmark.	False
Completion of K-12 ELA Curriculum Maps.	True
Textbook adoption on a multi-year review/rotation.	False
Completion of K-12 Science Curriculum Maps.	True
Textbook adoption on a multi-year review/rotation.	False
Students complete career readiness artifacts on a regular basis.	False
Completion of K-12 Math Curriculum Maps.	True
Textbook adoption on a multi-year review/rotation.	False
ELA proficiency and growth, while slightly inconsistent in Middle School, are showing improvements in Elementary and High School.	False
The Economically Disadvantaged subgroup has demonstrated growth in Math, ELA, and Science.	True
Intensive K-2 programming at the elementary reading level.	True
RASD is an Apple iPad one-to-one district.	True
Foster a vision and culture of high expectations for success for all students, educators, and families	True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	False
Students are provided with a variety of career readiness field trips and learning experiences.	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	False
The Students with Disabilities subgroup has shown improvement in Math at all levels.	False

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
Rochester Elementary All Student Group did not meet the interim goal/improvement target for ELA and Math.	True
Rochester Middle School All Students Group did not meet the interim goal/improvement target and standard demonstrating growth for ELA, Math, and Science.	True
Rochester High School All Student Group did not meet the interim goal/improvement target for Literature, Algebra, and Biology.	True
Rochester Elementary, Middle School, and High School All Student Group did not meet the performance standard for Regular Attendance.	True
Mastery of grade-level content/subject coursework.	True
Differentiating instruction to improve individual student deficits.	True
Mastery of grade-level content/subject coursework.	False
Differentiating instruction to improve individual student deficits.	False
Mastery of grade-level content/subject coursework.	False
Systems to improve record keeping of 339 documentation.	True
Improve student attendance.	False
Improve student attendance.	False
Improve student attendance.	False
Supporting new students in the completion of all of the 339 documentation and artifacts.	True
The Economically disadvantaged subgroup has low performance in math proficiency.	False
Differentiating instruction to improve individual student deficits.	False
Math proficiency are well below state averages.	True
While showing growth, the Students with Disabilities subgroup has lower performance in proficiency percentages.	False
Science proficiency and growth has decreased in Middle School and High School.	False
Low performance of students with disabilities subgroup in both ELA and Math.	False
District striving to incorporate 339 plan across all disciplines.	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	True
Coordinate and monitor supports aligned with students' and families' needs	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	False
	False
	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Rochester Elementary All Student Group did not meet the interim goal/improvement target for ELA and Math.		False
Rochester Middle School All Students Group did not meet the interim goal/improvement target and standard demonstrating growth for ELA, Math, and Science.		False
Rochester High School All Student Group did not meet the interim goal/improvement target for Literature, Algebra, and Biology.		False
Mastery of grade-level content/subject coursework.		False
Differentiating instruction to improve individual student deficits.	Continuous improvement on best instructional practices for differentiation in all classrooms. Training and implementation of best practice for differentiation of instruction at all levels.	True
Systems to improve record keeping of 339 documentation.		False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Continuous improvement on instructional practices	True
Math proficiency are well below state averages.		False
Rochester Elementary, Middle School, and High School All Student Group did not meet the performance standard for Regular Attendance.	Involvement of all stakeholders increasing student attendance.	True
Supporting new students in the completion of all of the 339 documentation and artifacts.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Completion of K-12 ELA Curriculum Maps.	Review maps on a continual basis to monitor and adjust instructional practices.
Foster a vision and culture of high expectations for success for all students, educators, and families	Involvement of all stakeholders
The Economically Disadvantaged subgroup has demonstrated growth in Math, ELA, and Science.	

Completion of K-12 Science Curriculum Maps.	Review maps on a continual basis to monitor and adjust instructional practices.
Intensive K-2 programming at the elementary reading level.	Continuous training and implementation of MTSS program.
RASD is an Apple iPad one-to-one district.	
Rochester Elementary School All Student Group met the standard for demonstrating growth in Math, ELA and Science.	
Rochester High School Graduation rate met the state standard.	
Completion of K-12 Math Curriculum Maps.	Review maps on a continual basis to monitor and adjust instructional practices.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	ACADEMIC ACHIEVEMENT Increase student achievement by aligning resources, curriculum and instructional practices and continually monitoring program effectiveness.
	CREATING POSITIVE RELATIONS Continue to improve the internal and external educational relationships within our school community to utilize resources and foster supportive programs and environments that are vital to the success of the district.
	SAFE AND SUPPORTIVE SCHOOLS AND COMMUNITIES Establish district and community support systems that fully ensures the school community understands the importance of attending school on a consistent basis. Identify appropriate supports for families that are often necessary for students to be successful in school.

Goal Setting

Priority: **ACADEMIC ACHIEVEMENT** Increase student achievement by aligning resources, curriculum and instructional practices and continually monitoring program effectiveness.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
The Rochester Area School District will increase student achievement in reading, mathematics and science as evidenced by a 6% increase in PSSA/Keystone proficiency rate and/or the growth standard on the state assessments.		
Measurable Goal Nickname (35 Character Max)		
ACADEMIC ACHIEVEMENT AND GROWTH		
Target Year 1	Target Year 2	Target Year 3
Increase student achievement by 2% as measured by an increase in the percent proficient on the state assessments and/or the growth standard on the state assessments.	Increase student achievement by an additional 2% as measured by an increase in the percent proficient on the state assessments and/or the growth standard on the state assessments.	The Rochester Area School District will increase student achievement in reading, mathematics and science as evidenced by a 6% increase in PSSA/Keystone proficiency rate and/or the growth standard on the state assessments.

Priority: **CREATING POSITIVE RELATIONS** Continue to improve the internal and external educational relationships within our school community to utilize resources and foster supportive programs and environments that are vital to the success of the district.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
COMMUNITY ENGAGEMENT The Rochester Area School District will increase community outreach to increase the number of resources and supportive programs available to our school community to strengthen existing partnerships and develop new relationships.		
Measurable Goal Nickname (35 Character Max)		
COMMUNITY ENGAGEMENT		
Target Year 1	Target Year 2	Target Year 3
Expand the current partnerships in place at each level.	Increase the number of resources and supportive programs within the district.	COMMUNITY ENGAGEMENT The Rochester Area School District will increase community outreach to increase the number of resources and supportive programs available to our school community to strengthen existing partnerships and develop new relationships.

Priority: SAFE AND SUPPORTIVE SCHOOLS AND COMMUNITIES Establish district and community support systems that fully ensures the school community understands the importance of attending school on a consistent basis. Identify appropriate supports for families that are often necessary for students to be successful in school.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
The Rochester Area School District will implement a variety of measures, including School Attendance Improvement Conferences, a Multi-Tiered System of Support, and community resources to provide attendance supports and strategies to ensure a 5% improvement in the regular attendance performance standard.		
Measurable Goal Nickname (35 Character Max)		
SAFE AND SUPPORTIVE SCHOOLS FOR ALL STUDENTS		
Target Year 1	Target Year 2	Target Year 3
Evaluation of current attendance supports and implementation.	Continued training and implementation of attendance supports/programming for students and families.	The Rochester Area School District will implement a variety of measures, including School Attendance Improvement Conferences, a Multi-Tiered System of Support, and community resources to provide attendance supports and strategies to ensure a 5% improvement in the regular attendance performance standard.

Action Plan

Measurable Goals

ACADEMIC ACHIEVEMENT AND GROWTH	COMMUNITY ENGAGEMENT
SAFE AND SUPPORTIVE SCHOOLS FOR ALL STUDENTS	

Action Plan For: K-12 Curriculum Maps

Measurable Goals:
<ul style="list-style-type: none"> The Rochester Area School District will increase student achievement in reading, mathematics and science as evidenced by a 6% increase in PSSA/Keystone proficiency rate and/or the growth standard on the state assessments.

Action Step		Anticipated Start/Completion Date	
Review and revise science curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent, Science Department Chairperson, and Curriculum Coordinator	Current curriculum and resources, SAS website, state standards	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Review and revise math curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent, Math Department Chairperson, and Curriculum Coordinator	Current curriculum and resources, SAS website, state standards	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Review and revise ELA curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent, ELA Department Chairperson, and Curriculum Coordinator	Current curriculum and resources, SAS website, state standards	Yes	Yes
Action Step		Anticipated Start/Completion Date	

Provide ongoing support and professional development on differentiated instruction and effective interventions based on data analysis.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent and Building Principals	Data warehouse and professional development	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Continued updating of curriculum maps to ensure alignment of K-12 curriculum to state standards and improvement in student growth and achievement.	Regular review by department and Curriculum Council. Analysis of student achievement and growth.

Action Plan For: Data Analysis

Measurable Goals:
<ul style="list-style-type: none"> The Rochester Area School District will increase student achievement in reading, mathematics and science as evidenced by a 6% increase in PSSA/Keystone proficiency rate and/or the growth standard on the state assessments. The Rochester Area School District will implement a variety of measures, including School Attendance Improvement Conferences, a Multi-Tiered System of Support, and community resources to provide attendance supports and strategies to ensure a 5% improvement in the regular attendance performance standard.

Action Step	Anticipated Start/Completion Date		
Disaggregate academic growth and performance data from a variety of formative and summative assessments.	2024-07-01	2027-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent, Building Principals, Department Chairpersons, Lead Teachers, Curriculum Coordinator	EdInsight Data warehouse, PVAAS, eMetric, NWEA, CDT, DIBELS, mCLASS, Future Ready Index, SAS	Yes	Yes
Action Step	Anticipated Start/Completion Date		
Disaggregate regular attendance data.	2024-07-01	2027-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent, Building Principals, Department Chairpersons, Lead Teachers, and Counseling Department	EdInsight Data warehouse and Future Ready Index	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Ongoing data analysis at all levels and improvement in student attendance.	Regular review by department, building level and Curriculum Council. Analysis of student achievement, improvement, and growth.

Action Plan For: School and Community Relationships

Measurable Goals:
<ul style="list-style-type: none"> COMMUNITY ENGAGEMENT The Rochester Area School District will increase community outreach to increase the number of resources and supportive programs available to our school community to strengthen existing partnerships and develop new relationships.

Action Step		Anticipated Start/Completion Date	
Identify all current resources and and programs.		2024-07-01	2024-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration, Curriculum Coordinator, and School Counseling Department	Resource/program list	No	Yes
Action Step		Anticipated Start/Completion Date	
Identify needed resources and programs.		2025-01-06	2025-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration, Curriculum Coordinator, and School Counseling Department	PASS Survey and Stakeholder Survey, EdInsights Data Warehouse	No	Yes
Action Step		Anticipated Start/Completion Date	
Coordinate additional resources, programs, and partnerships while maintaining the previous resources, programs and partnerships.		2025-02-03	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration, Curriculum Coordinator, and School Counseling Department	Resource, program, partner information	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
An increase of programs, resources and community partnerships within the district and and improvement on Future Ready Index indicators.	Regular review by school counseling and district level. Analysis of the number of resources, programs, and partnerships.

Action Plan For: MTSS and SWPBIS Program

Measurable Goals:
<ul style="list-style-type: none"> The Rochester Area School District will increase student achievement in reading, mathematics and science as evidenced by a 6% increase in PSSA/Keystone proficiency rate and/or the growth standard on the state assessments. COMMUNITY ENGAGEMENT The Rochester Area School District will increase community outreach to increase the number of resources and supportive programs available to our school community to strengthen existing partnerships and develop new relationships. The Rochester Area School District will implement a variety of measures, including School Attendance Improvement Conferences, a Multi-Tiered System of Support, and community resources to provide attendance supports and strategies to ensure a 5% improvement in the regular attendance performance standard.

Action Step		Anticipated Start/Completion Date	
Continue to maintain a SWPBIS program in all buildings.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principal and SWPBIS Coordinator	Intermediate Unit Support	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Continue to maintain a MTSS program in all buildings.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals, MTSS Coordinator, and Director of Student Services	Data analysis and meeting schedule	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Additional tier level recognition for the SWPBIS programs at each building level and continued implementation of the MTSS program in each building.	Yearly SWPBIS distinction and monthly MTSS meetings.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
K-12 Curriculum Maps	Review and revise science curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.
K-12 Curriculum Maps	Review and revise math curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.
K-12 Curriculum Maps	Review and revise ELA curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.
K-12 Curriculum Maps	Provide ongoing support and professional development on differentiated instruction and effective interventions based on data analysis.
Data Analysis	Disaggregate academic growth and performance data from a variety of formative and summative assessments.
Data Analysis	Disaggregate regular attendance data.
MTSS and SWPBIS Program	Continue to maintain a SWPBIS program in all buildings.
MTSS and SWPBIS Program	Continue to maintain a MTSS program in all buildings.

Science Content Professional Development

Action Step		
<ul style="list-style-type: none"> Review and revise science curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources. 		
Audience		
K-12 Science teachers		
Topics to be Included		
Curriculum, new standards, 3 Dimensional Learning, and Teaching, Phenomena based teaching and learning, and assessment		
Evidence of Learning		
Increase in student growth and achievement		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent, Science Department Chairperson, and Curriculum Coordinator	2024-08-21	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	10-15 hours
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1f: Designing Student Assessments 1e: Designing Coherent Instruction 	

<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3d: Using Assessment in Instruction • 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Math Content Professional Development

Action Step		
<ul style="list-style-type: none"> • Review and revise math curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources. 		
Audience		
K-12 Math Teachers		
Topics to be Included		
Curriculum, instruction, data analysis, and assessment		
Evidence of Learning		
Increase in student growth and achievement		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent, Math Department Chairperson, and Curriculum Coordinator	2024-08-21	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	10-15 hours
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy 	

<ul style="list-style-type: none"> • 1f: Designing Student Assessments • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3d: Using Assessment in Instruction • 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

ELA Content Professional Development

Action Step		
<ul style="list-style-type: none"> • Review and revise ELA curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources. 		
Audience		
K-12 ELA Staff		
Topics to be Included		
Curriculum, instruction, data analysis, and assessment, and structured literacy		
Evidence of Learning		
Increase in student growth and achievement		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent, ELA Department Chairperson, and Curriculum Coordinator	2024-08-21	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	10-15 hours
Observation and Practice Framework Met in this Plan	

<ul style="list-style-type: none"> • 1f: Designing Student Assessments • 1e: Designing Coherent Instruction • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Learning Format

Type of Activities	Frequency
Inservice day	One in-service day
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Attendance

Action Step		
<ul style="list-style-type: none"> • Disaggregate regular attendance data. 		
Audience		
K-12 professional staff		
Topics to be Included		
Data analysis and how to support families with diverse needs to improve attendance.		
Evidence of Learning		
Improvement in regular student attendance.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals and School Counseling Team	2024-08-21	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	10-15 hours
Observation and Practice Framework Met in this Plan	

<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 4d: Participating in a Professional Community • 2a: Creating an Environment of Respect and Rapport • 4b: Maintaining Accurate Records • 4c: Communicating with Families
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Social Based Development Strategies

Action Step		
<ul style="list-style-type: none"> • Continue to maintain a SWPBIS program in all buildings. 		
Audience		
K-12 staff		
Topics to be Included		
Trauma-based Relational Intervention Strategies, SWPBIS strategies, SWPBIS tier professional development, Cultural Competency, Capacity Building on Restorative Practices		
Evidence of Learning		
Integration of coping strategies, behavior supports and tiered interventions		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent	2024-08-21	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Once a year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Learning Format

Type of Activities	Frequency
Workshop(s)	10-15 hours
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3a: Communicating with Students • 4c: Communicating with Families 	

<ul style="list-style-type: none"> • 2a: Creating an Environment of Respect and Rapport • 2c: Managing Classroom Procedures • 3e: Demonstrating Flexibility and Responsiveness • 2d: Managing Student Behavior
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Learning Format

Type of Activities	Frequency
Inservice day	One session
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Threat Assessment

Action Step		
<ul style="list-style-type: none"> • Continue to maintain a MTSS program in all buildings. 		
Audience		
K-12 Staff		
Topics to be Included		
Threat assessment, interventions, prevention		
Evidence of Learning		
Implementation of district and school level threat assessment teams		
Lead Person/Position	Anticipated Start	Anticipated Completion
Threat Assessment Team	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	2 Yearly Workshops (Threat Assessment Team Training and Staff Training)
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Professional Ethics

Action Step		
<ul style="list-style-type: none"> Continue to maintain a MTSS program in all buildings. 		
Audience		
K-12 Staff		
Topics to be Included		
Provide professional development on the professional ethics and framework guidelines that are outlined in school code.		
Evidence of Learning		
Completion of training		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent	2024-08-21	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	One session
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4f: Showing Professionalism 	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

English Learners (ELs) Professional Development

Action Step		
<ul style="list-style-type: none"> Provide ongoing support and professional development on differentiated instruction and effective interventions based on data analysis. 		
Audience		
K-12 Staff		
Topics to be Included		
English Language Development Instruction and Standards, instruction, data analysis, and assessment		
Evidence of Learning		
Increase in student growth and achievement		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent, Director of Student Services, and ESL Teacher	2024-08-21	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Yearly

Observation and Practice Framework Met in this Plan
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
K-12 Curriculum Maps	Review and revise science curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.
K-12 Curriculum Maps	Review and revise math curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.
K-12 Curriculum Maps	Review and revise ELA curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.
K-12 Curriculum Maps	Provide ongoing support and professional development on differentiated instruction and effective interventions based on data analysis.
Data Analysis	Disaggregate academic growth and performance data from a variety of formative and summative assessments.
Data Analysis	Disaggregate regular attendance data.
School and Community Relationships	Identify all current resources and and programs.
School and Community Relationships	Identify needed resources and programs.
School and Community Relationships	Coordinate additional resources, programs, and partnerships while maintaining the previous resources, programs and partnerships.
MTSS and SWPBIS Program	Continue to maintain a SWPBIS program in all buildings.
MTSS and SWPBIS Program	Continue to maintain a MTSS program in all buildings.

Professional Development Overview

Action Step
<ul style="list-style-type: none"> Disaggregate academic growth and performance data from a variety of formative and summative assessments. Review and revise science curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources. Continue to maintain a SWPBIS program in all buildings. Disaggregate regular attendance data. Review and revise math curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources. Continue to maintain a MTSS program in all buildings. Review and revise ELA curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources. Provide ongoing support and professional development on differentiated instruction and effective interventions based on data analysis. Disaggregate academic growth and performance data from a variety of formative and summative assessments. Review and revise science curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.

- Continue to maintain a SWPBIS program in all buildings.
- Review and revise math curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.
- Continue to maintain a MTSS program in all buildings.
- Disaggregate regular attendance data.
- Review and revise ELA curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.
- Provide ongoing support and professional development on differentiated instruction and effective interventions based on data analysis.
- Identify all current resources and and programs.
- Identify needed resources and programs.
- Coordinate additional resources, programs, and partnerships while maintaining the previous resources, programs and partnerships.
- Continue to maintain a SWPBIS program in all buildings.
- Continue to maintain a MTSS program in all buildings.
- Continue to maintain a SWPBIS program in all buildings.
- Continue to maintain a MTSS program in all buildings.

Audience

K-12 Staff

Topics to be Included

Yearly Professional Development Overview provided to staff at beginning of year

Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2024-07-01	2027-06-30

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Presentation	Ongoing

Communication

Type of Communication	Frequency
Presentation	Ongoing

Communication

Type of Communication	Frequency
Presentation	Ongoing

Communication

Type of Communication	Frequency
Brief	Monthly Counseling Team/Faculty Meetings

Professional Development Agendas

Action Step
<ul style="list-style-type: none">• Disaggregate academic growth and performance data from a variety of formative and summative assessments.• Review and revise science curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.• Continue to maintain a SWPBIS program in all buildings.• Disaggregate regular attendance data.• Review and revise math curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.• Continue to maintain a MTSS program in all buildings.• Review and revise ELA curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.• Provide ongoing support and professional development on differentiated instruction and effective interventions based on data analysis.• Disaggregate academic growth and performance data from a variety of formative and summative assessments.• Review and revise science curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.• Continue to maintain a SWPBIS program in all buildings.• Review and revise math curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.• Continue to maintain a MTSS program in all buildings.• Disaggregate regular attendance data.

- Review and revise ELA curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.
- Provide ongoing support and professional development on differentiated instruction and effective interventions based on data analysis.
- Identify all current resources and and programs.
- Identify needed resources and programs.
- Coordinate additional resources, programs, and partnerships while maintaining the previous resources, programs and partnerships.
- Continue to maintain a SWPBIS program in all buildings.
- Continue to maintain a MTSS program in all buildings.
- Continue to maintain a SWPBIS program in all buildings.
- Continue to maintain a MTSS program in all buildings.

Audience

District and Community

Topics to be Included

Meetings, trainings, resources, programs, partnerships, opportunities to collaborate

Lead Person/Position

Administration and School Counseling Team

Anticipated Start

2024-08-21

Anticipated Completion

2027-06-30

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Presentation	Ongoing

Communication

Type of Communication	Frequency
Presentation	Ongoing

Communication

Type of Communication	Frequency
Presentation	Ongoing

Communication

Type of Communication	Frequency
Brief	Monthly Counseling Team/Faculty Meetings

School and Community Relationships Overview

Action Step
<ul style="list-style-type: none">• Disaggregate academic growth and performance data from a variety of formative and summative assessments.• Review and revise science curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.• Continue to maintain a SWPBIS program in all buildings.• Disaggregate regular attendance data.• Review and revise math curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.• Continue to maintain a MTSS program in all buildings.• Review and revise ELA curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.• Provide ongoing support and professional development on differentiated instruction and effective interventions based on data analysis.• Disaggregate academic growth and performance data from a variety of formative and summative assessments.• Review and revise science curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.• Continue to maintain a SWPBIS program in all buildings.• Review and revise math curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.• Continue to maintain a MTSS program in all buildings.• Disaggregate regular attendance data.• Review and revise ELA curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.• Provide ongoing support and professional development on differentiated instruction and effective interventions based on data analysis.• Identify all current resources and and programs.• Identify needed resources and programs.

<ul style="list-style-type: none"> • Coordinate additional resources, programs, and partnerships while maintaining the previous resources, programs and partnerships. • Continue to maintain a SWPBIS program in all buildings. • Continue to maintain a MTSS program in all buildings. • Continue to maintain a SWPBIS program in all buildings. • Continue to maintain a MTSS program in all buildings. 		
Audience		
District and Community		
Topics to be Included		
Meetings, trainings, resources, programs, partnerships, opportunities to collaborate		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration and School Counseling Team	2024-08-21	2027-06-30

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Presentation	Ongoing

Communication

Type of Communication	Frequency
Presentation	Ongoing

Communication

Type of Communication	Frequency
Presentation	Ongoing

Communication

Type of Communication	Frequency
Brief	Monthly Counseling Team/Faculty Meetings

MTSS/SWPBIS

Action Step
<ul style="list-style-type: none">• Disaggregate academic growth and performance data from a variety of formative and summative assessments.• Review and revise science curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.• Continue to maintain a SWPBIS program in all buildings.• Disaggregate regular attendance data.• Review and revise math curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.• Continue to maintain a MTSS program in all buildings.• Review and revise ELA curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.• Provide ongoing support and professional development on differentiated instruction and effective interventions based on data analysis.• Disaggregate academic growth and performance data from a variety of formative and summative assessments.• Review and revise science curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.• Continue to maintain a SWPBIS program in all buildings.• Review and revise math curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.• Continue to maintain a MTSS program in all buildings.• Disaggregate regular attendance data.• Review and revise ELA curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.• Provide ongoing support and professional development on differentiated instruction and effective interventions based on data analysis.• Identify all current resources and and programs.• Identify needed resources and programs.• Coordinate additional resources, programs, and partnerships while maintaining the previous resources, programs and partnerships.• Continue to maintain a SWPBIS program in all buildings.• Continue to maintain a MTSS program in all buildings.• Continue to maintain a SWPBIS program in all buildings.

<ul style="list-style-type: none"> Continue to maintain a MTSS program in all buildings. 		
Audience		
District and Community		
Topics to be Included		
Meetings, trainings, resources, programs, partnerships, opportunities to collaborate		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration and School Counseling Team	2024-08-21	2027-06-30

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Presentation	Ongoing

Communication

Type of Communication	Frequency
Presentation	Ongoing

Communication

Type of Communication	Frequency
Presentation	Ongoing

Communication

Type of Communication	Frequency
Brief	Monthly Counseling Team/Faculty Meetings

MTSS/SWPBIS

Action Step
<ul style="list-style-type: none"> • Disaggregate academic growth and performance data from a variety of formative and summative assessments. • Review and revise science curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources. • Continue to maintain a SWPBIS program in all buildings. • Disaggregate regular attendance data. • Review and revise math curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources. • Continue to maintain a MTSS program in all buildings. • Review and revise ELA curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources. • Provide ongoing support and professional development on differentiated instruction and effective interventions based on data analysis. • Disaggregate academic growth and performance data from a variety of formative and summative assessments. • Review and revise science curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources. • Continue to maintain a SWPBIS program in all buildings. • Review and revise math curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources. • Continue to maintain a MTSS program in all buildings. • Disaggregate regular attendance data. • Review and revise ELA curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources. • Provide ongoing support and professional development on differentiated instruction and effective interventions based on data analysis. • Identify all current resources and and programs. • Identify needed resources and programs. • Coordinate additional resources, programs, and partnerships while maintaining the previous resources, programs and partnerships. • Continue to maintain a SWPBIS program in all buildings. • Continue to maintain a MTSS program in all buildings. • Continue to maintain a SWPBIS program in all buildings. • Continue to maintain a MTSS program in all buildings.
Audience
District and Community
Topics to be Included

Meetings, trainings, resources, programs, partnerships, opportunities to collaborate		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration and School Counseling Team	2024-08-21	2027-06-30

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Brief	Yearly

Communication

Type of Communication	Frequency
Presentation	Ongoing

Communication

Type of Communication	Frequency
Presentation	Ongoing

Communication

Type of Communication	Frequency
Presentation	Ongoing

Communication

Type of Communication	Frequency
Brief	Monthly Counseling Team/Faculty Meetings

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date

ROCHESTER AREA SD

540 Reno St

Academic Standards and Assessment Requirements (Chapter 4) | 2024 - 2027

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)

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

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS

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

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

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

School District

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

Grade Bands	Taught in your School Entity	Student Population Numbers
Pre K - 2	Yes	184
3 - 5	Yes	169
6 - 8	Yes	173
9 - 12	Yes	228
		Total 754

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

PA-Core English Language Arts

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

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

PA-Core Mathematics

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

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

Science and Technology

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

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

Environment and Ecology

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

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

Civics and Government

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

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

Economics

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

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

Geography

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

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

History

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

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

Arts and Humanities

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

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

Health, Safety, and Physical Education

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

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

Family and Consumer Sciences

6-8, 9-12

6-8, 9-12

Reading and Writing for Science and Technical Subjects

3-5, 6-8, 9-12

3-5, 6-8, 9-12

Reading and Writing for History and Social Studies

3-5, 6-8, 9-12

3-5, 6-8, 9-12

Career Education and Work

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

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

ASSURANCES: STANDARDS ALIGNMENT, CURRICULUM, AND PLANNED INSTRUCTION

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

Elementary Grade Level content does not apply.

Secondary Grade Level content does not apply.

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

The RASD utilizes the PA Core/Academic Content Standards as a guide for our curriculum. We have a Curriculum Council that meets monthly throughout the school year. Changes to the curriculum must be approved by Council before being implemented. In addition, we have a seven-year rotation for textbook and curriculum review. This also must be vetted through Council prior to being presented to the Board of Education for review and approval.

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

SAS website PVAAS EdInsight

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

The teachers write and revise curriculum for their areas of concentration. Maps are stored on our shared Google Drive. Instructional materials are distributed to the teachers and maintained in their classrooms. Additional resources are available online, in our K-12 Library, or in our Reading Center. Teachers also have the opportunity to request to purchase additional resources on a yearly basis.

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

- | | |
|--|-----|
| 9. LEA develops/maintains a standard format that includes scope, sequence, and pacing. | Yes |
|--|-----|

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

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

The RASD utilizes a seven-year cycle to review textbooks and curriculum to ensure that curriculum, including supplemental programs, in all content areas meets the needs of our diverse population. Our Curriculum Council reviews all changes or textbook recommendations prior to the review and approval by the Board of Education. Staff review and update curriculum maps on a regular basis. The current rotation information is listed below:
 School Year Review - Curriculum 23-24 - Fine and Practical Arts, Technology/Business, Title, and Life Skills 24-25 - Mathematics (K-5) 25-26 - Mathematics (6-12) 26-27 - Social Studies 27-28 - Science 28-29 - English/Language Arts (K-5) 29-30 - English/Language Arts (6-12) Administration and staff will complete a review of the current curriculum maps and update the information in an electronic curriculum map document for each grade level/content area that will be revised and modified on a yearly basis. The curriculum committee completes a review of the updated curriculum maps for each content area from kindergarten through twelfth grade to ensure that each grade level is aligned to the current state standards. This process, which is ongoing and cyclical, includes the following steps: - an analysis of the proposed curriculum and how it aligns with the state standards, design and development of the curriculum (this includes the instructional strategies and content, with specific focus on the audience, to create a curriculum map) - Implementation - Evaluation

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

ASSURANCES: EDUCATOR EFFECTIVENESS

Act 13

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

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

A. Data Available Classroom Teachers	33
B. Non-Data Available Classroom Teachers	49
C. Non-Teaching Professionals	13
D. Principals	5
Total	100

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

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

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4b: Maintaining Accurate Records	4f: Showing Professionalism

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

Continue providing opportunities to build upon strengths including professional development and collegial collaboration.

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

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1c: Setting Instructional Outcomes	1e: Designing Coherent Instruction	1f: Designing Student Assessments
Domain 2: The Classroom Environment	2e: Organizing Physical Space	2d: Managing Student Behavior	2d: Managing Student Behavior
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3d: Using Assessment in Instruction	3b: Using Questioning and Discussion Techniques

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

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

Professional development in the core areas identified as needs.

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

Goals Set	Comments/Considerations
Provided at the district level	District level PSSA/Keystone, PVAAS growth measures
Provided at the building level	Building level - PSSA/Keystone data, PVAAS growth measures
Individual principal choice	Grade level assessments and projects, PSSA, PVAAS growth measures
Other (state what other is)	None at this time.

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

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Locally Developed School District Rubric	K-12 curriculum assessments	Administered regularly, end of lesson

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
District-Designed Measure & Examination	K-12 curricular and text aligned assessments	Administered at end of unit
Nationally Recognized Standardized Test	ES and MS - PSSA; HS Keystone; HS - PSAT, ACT, SAT, ES - NWEA, DIBELS, MS and HS - CDT	NA
Industry Certification Examination	Based on work at Career and Technical Center	NA
Student Projects Pursuant to Local Requirements	Senior Projects, Portfolios	NA
Student Portfolios Pursuant to Local Requirements	K-12 Portfolio as part of 339 Plan	NA

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

Yes

ASSESSMENT

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

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

Assessment				Type of Assessment	
PSSA				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
Yearly in grades 3-8	No	Yes	Yes	No	
Assessment				Type of Assessment	
Keystone Exams				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
End of Course	No	No	Yes	Yes	
Assessment				Type of Assessment	
End of Year Exams				Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12	
End of school year	No	No	No	Yes	

Assessment
Classroom Diagnostic Tools (CDTs)

Type of Assessment
Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
End of Unit	No	Yes	Yes	Yes

Assessment
DIBELS

Type of Assessment
Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
Three times a year	Yes	No	No	No

Assessment
Teacher Assessments

Type of Assessment
Formative

Frequency or Date Given	K-2	3-5	6-8	9-12
Depends on area	Yes	Yes	Yes	Yes

Assessment
DORA/DOMA

Type of Assessment
Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
Depends on area	Yes	Yes	Yes	Yes

ASSESSMENT (CONTINUED)

EDUCATION AREAS OF CERTIFICATION

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

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

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

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

Benchmark and diagnostic assessment data are uploaded into a data warehouse. Teachers have the ability to review the data and use it to make decisions regarding their daily instruction. The information drives instruction and can improve teaching.

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

SIGNATURE AND QUALITY ASSURANCE

EDUCATION AREAS OF CERTIFICATION

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

Chief School Administrator

Date

Rochester Area SD

Gifted Education Plan Assurances (Chapter 16) | 2024 - 2027

Profile

LEA Type		AUN
Public School District		127046903
Address 1		
Rochester Area School District		
Address 2		
540 Reno Street		
City	State	Zip Code
Rochester	PA	15074
Chief School Administrator		
Jane W. Bovalino		
Chief School Administrator Email		
bovalinoj@rasd.org		
Single Point of Contact Name		
Nathan Leeman		
Single Point of Contact Email		
leemann@rasd.org		
Single Point of Contact Phone	Single Point of Contact Extension	
724-775-7500	1947	

Gifted Education Plan Assurance

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

The Rochester Area School District utilizes a variety of methods to ensure the public is made aware of district gifted education services and programs. We collaborate with the Beaver Valley Intermediate Unit to produce a yearly public notice that is placed in the local newspaper, the Beaver County Times. We post information on our district's website, www.rasd.org. At the beginning of each school year, each family receives a school calendar. The calendar includes the required public notices, including an overview of our gifted services. Students also receive handbooks yearly, which are also online, and include information about our gifted services.

2. Describe your district's screening process for locating students who are thought to be gifted and may need specially designed instruction. Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in screening. If the district uses a matrix/rubric, include the matrix in this section.

To locate students who are thought to be gifted, the RASD utilizes parent referrals, staff referrals, and a district screening process. Parent Referral Parent referrals for an evaluation for gifted services, in written form, can be communicated to any professional staff member. We encourage parents to submit their request in writing to the school principal. Within 10 calendar days of the written request, the special education office will send a packet to the parent through the US Mail containing a "Permission to Evaluate" along with a parent input form. The Permission to Evaluate form must be completed, signed by the parent and returned to the special education office to begin the evaluation process. Once the permission to Evaluate is received, the school psychologist will proceed with the evaluation. Parents may request an evaluation for gifted education at any time, but are limited to one request per year. Staff Referral Staff referrals for gifted multidisciplinary evaluation are made when a student demonstrates characteristics consistent with giftedness and/or academic performance that far exceeds that of other students in the general classroom. When it is determined that a teacher referral should proceed, the special education office will send a "Permission to Evaluate" form to the parent along with a parent input form through the US Mail. The "Permission to Evaluate" form must be completed, signed by the parent and returned for the evaluation to proceed. School District Screening Teacher Referral: Through classroom-based assessments and observations, a teacher may identify that a student has exceptional aptitude for academic achievement and creativity. A teacher would discuss a child's educational progress with his/her parent and recommend that the parent consider using the District's multidisciplinary evaluation process to determine if the child is gifted and in need of specially designed instruction to meet his/her unique learning needs. If the parent agrees, the teacher would request that the multidisciplinary evaluation team review the student's performance data to determine if a more in-depth evaluation is warranted. The multidisciplinary evaluation team is the classroom teacher, the parent/guardian, the school psychologist, the gifted education teacher, and the building principal or the Director of Student Services. A request for a multidisciplinary evaluation may occur one time per school year. Parent Referral: Parents/Guardians may request that the District review their child's school performance to consider a multidisciplinary evaluation to determine if he/she is gifted and in need of specially designed instruction to meet his/her unique learning needs. The performance data will be reviewed at a multidisciplinary team meeting, consisting of the classroom teacher(s), parent/guardian, the school psychologist, the gifted education teacher, and the building principal or the Director of Student Services. If the review of performance data warrants a more in-depth evaluation, the parent may, in writing, request a multidisciplinary evaluation by submitting a letter to the Director of Student Services no more than one time per school year. Screening Process When a teacher or parent refers a student, a multidisciplinary team meeting is held. The team consists of: the classroom teacher(s), the parent(s) or guardian(s), the principal, the school psychologist, the gifted education teacher, and any other pertinent

professional staff. At the meeting the team reviews the child's performance information. The performance information includes: a completed screening matrix, current standardized testing information (PSSA testing, report cards, other curriculum-based assessments), and observations. Based on a review of the information, the team will decide to recommend a multidisciplinary evaluation. If the team decides to proceed with the multidisciplinary evaluation, the paperwork and timelines governing the process, which are outlined in Chapter 16 regulations, will be implemented. The District uses the above screening procedures on a case-by-case basis for all students in the District to find and identify students who are of superior mental ability. In addition, in the spring of their second grade, all students are assessed, using our matrix, to determine who meets the criteria for further assessment using an abbreviated intelligence test. While this is currently the only time an entire class of students is evaluated, District professionals use student performance data on a yearly basis to identify students who may qualify for the gifted education program. Data points used during the screening process and personnel assessing the data include: Teacher- Classroom grade, Standardized tests, NWEA Map Math, NWEA MAP Reading, CDTs, Teacher Input-Rate of Acquisition, Teacher Input - Rate of Retention, PSSA Math, ELA, Science, Keystone Biology, Algebra, English Guidance Counselor-- Classroom grade, Standardized tests, NWEA Map Math, NWEA MAP Reading, CDTs, Teacher Input-Rate of Acquisition, Teacher Input - Rate of Retention, PSSA Math, ELA, Science, Keystone Biology, Algebra, English Director of Student Services- Classroom grade, Standardized tests, NWEA Map Math, NWEA MAP Reading, CDTs, Teacher Input-Rate of Acquisition, Teacher Input - Rate of Retention, PSSA Math, ELA, Science, Keystone Biology, Algebra, English Building Principal- Classroom grade, Standardized tests, NWEA Map Math, NWEA MAP Reading, CDTs, Teacher Input-Rate of Acquisition, Teacher Input - Rate of Retention, PSSA Math, ELA, Science, Keystone Biology, Algebra, English School Psychologist- Classroom grade, Standardized tests, NWEA Map Math, NWEA MAP Reading, CDTs, Teacher Input-Rate of Acquisition, Teacher Input - Rate of Retention, PSSA Math, ELA, Science, Keystone Biology, Algebra, English Individuals involved in the screening and evaluations process include: Teacher-Initial Referral, data analysis Guidance Counselor- Initial referral, screening, data analysis Director of Student Services- Oversees the Referral Process Building Principal-Oversees the Referral Process School Psychologist- Formal Evaluation, data analysis Parent- Initial screening, data source, active participant Student- active participant, data source

3. Describe your district specific process for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in the evaluation process. If the district uses a matrix/rubric for evaluation that is different from the one described in Question 2, include the different matrix in this section.

Results of the screening matrix are reviewed by the building principal, school counselor, Director of Student Services and school psychologist. Once referred, the school psychologist conducts the multi-disciplinary gifted evaluation. Although a student's measured intellectual ability constitutes a central evaluation component towards GATE eligibility determinations, The Pennsylvania Department of Education, as per Chapter 16 laws and regulations, indicates that a student's IQ score may not be the sole criteria for identifying a student as being in need of gifted education. In cases where a student earns a score of 130 or above on an individually administered intelligence test such as, but not limited to the Wechsler Intelligence Scale For Children: Fourth Edition, the student shall automatically be considered as eligible for the GATE program at the Rochester Area School District. When a score two standard deviations above them mean (130) is not achieved as a result of standardized intellectual assessment, the following criteria for mentally gifted will be utilized to determine eligibility/ineligibility for the GATE Program: Evidence that the student is functioning a year or more above grade achievement in one or more subjects An observed or measured rate of acquisition/retention of new academic content or skills that indicates the student is far in advance of his/her same age peers Demonstrated achievement, performance, or expertise in one or more academic areas as evidenced by excellence of products, portfolio, or research, as well as criterion-referenced team

judgment. Early and measured use of high-level thinking skills, academic creativity, leadership skills, intense academic interests, communication skills, foreign language aptitude or technology expertise. Consideration of other factors that may mask gifted ability in the decision-making process. This includes recognition of factors such as English as a second language, learning disability, physical impairment, emotional disability, or social or cultural deprivation. The Rochester Area School District Gifted Matrix is used to determine eligibility for the gifted program. After Initial screening, the school screening team meets to review individual screening results. Two outcomes are possible: The student is referred for a comprehensive evaluation. This is recommended only if: The student's education performance is adversely affected in the general education classroom; or The student may be twice exceptional. A determination is made that the student's needs can be met in the general education classroom. In this case, no comprehensive evaluation is needed, but the school screening team will make written recommendations for necessary enrichment in the general education classroom. Enrichment may be provided by the gifted education teacher; or enrichment may be provided by a general education teacher or staff member. Parents/guardians are then notified of results and recommendations. Step-by-Step Procedures: A student is recommended for a Gifted Evaluation or a parent request and evaluation for Gifted services, Parent or Guardian completes and sign a Permission to Evaluate (PTE). This initiates a Gifted Multidisciplinary Evaluation (GMDE) that is conducted by the Gifted Multidisciplinary Team (GMDT). Upon receipt, the school counselor gathers information on the student including: current assessment data, grades, attendance, teacher evaluations and parent information. The school psychologist schedules and conducts a psychological evaluation. Information collected by the school counselor along with the psychological evaluation is compiled and a Gifted Written Report (GWR) is developed. GMDT is convened to review the GWR and make a recommendation regarding a need for specially designed instruction. The GMDT Team includes: parents and/or guardians, certified school psychologist, current teachers(s), person's familiar with the student's educational experience and performance. Team members may be present at the meeting or they may submit information in writing to the GWR. This process must be completed within 60 days from receipt of signed the Permission to Evaluate. In addition, the District must provide the parents at least 10 days notice prior to the meeting. If the team does find that the student is in need of Gifted Support Services, a Gifted Individualized Education Plan (GIEP) is written within 30 days of the parent receipt of the GWR. A GIEP is a written plan describing the specially designed instruction to be provided to a gifted student. The initial GIEP should be based on the results of the evaluation and should be developed and implemented in accordance with Chapter 16. The Parents will approve the GIEP, and sign a Notice of Recommended Assignment (NORA). If a student is found not to be in need of Gifted Support Services, the student will remain in a regular education placement. The parent will be issued a NORA to approve the recommendation that the student remain in regular education. TIMELINE: Parents have 10 days to return the NORA (5 days to change their minds if they attended the meeting and signed the NORA then). If the NORA is not signed at the meeting or returned within 10 days, the District will send another copy via certified mail. Initial placement for gifted services cannot begin without a signed NORA. Specially designed instruction for students should be varied and be designed to meet the needs of the individual student. These programming options can include but are not limited to: · Centers for Advanced Study (CAS) · Self-Designed or Independent Study · Above Grade Level Texts · Mentorships/Apprenticeships · Pull-out, Small Group Instruction · Grouping with other High-Achieving Students · In class acceleration or compacting · Differentiated Assignments · Self-Selected Projects · Mentoring

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. Describe what acceleration means and how it is applied in each of the grade spans (EL, MS,HS). Describe what enrichment means and how it is applied in EL,MS,HS. (i.e. there are 20 forms of acceleration- which ones are offered in the district and at which grade spans are they offered).

Once it is determined that a student is eligible for gifted support, a meeting is scheduled with the parents and a gifted individual education program

(GIEP) is developed. The gifted support teacher, at least one regular education teacher (usually the teacher who provides instruction in the area of the student's giftedness), the school counselor, building principal, Director of Student Services and school psychologist participate in the GIEP meeting. At the elementary and middle levels (K-8), the students receive pull-out gifted support by the gifted teacher. At the high school level, (9-12), the gifted coordinator meets individually with the gifted students and provides individualized support on a one-to-one basis. The support focuses on the student's area of giftedness and the GIEP team considers the recommendations made in the gifted written report (GWR) to determine whether the student demonstrates a need for enrichment, acceleration, or both. Enrichment and acceleration activities are provided by the gifted support teacher, and are often done in collaboration with the regular education teacher in the student's area of giftedness. These activities often take the place of an assignment or project given by the regular education teacher. This provides the student with an opportunity to display his/her abilities. At the high school level, gifted students are encouraged to participate in college in high school courses. Many additional enrichment opportunities exist in the form of webinars, webcasts, field trips, virtual trips, and debates. In addition, written reflections are incorporated into enrichment activities. Acceleration activities at the high school level are coordinated between the gifted support teacher and the regular education teacher in the student's area of giftedness. Gifted and enrichment opportunities are also evidenced through Academic Games.

5. Look at the district's most recent PIMS October 1 snapshot in field 80. How many students are identified in each area GY (gifted with or without a 504 and receiving services on a GIEP); GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); GX (gifted and does not require specially designed instruction). Provide the numbers for each category in PIMS. Are all the district's gifted students accounted for in PIMS. If not, how are they different and how will you address the discrepancy?

Current PIMS October 1 snapshot numbers: 15 students identified as GY (gifted with or without a 504 and receiving services on a GIEP) 0 students identified as GS (dually exceptional/twice exceptional and receiving receiving services through an IDEA IEP) 0 students identified as GX (gifted and does not require specifically designed instruction) All of the Rochester Area School District's gifted students are accounted for in PIMS.

6. Review the district data for gifted identification proportionality. Is the district identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.

After reviewing the data for the gifted education proportionality, it was determined that the district identification proportionality does reach underrepresented populations as the make-up of the gifted population includes 31% of gifted population are female, 13% of the gifted population are Black, 13% of the gifted population are Multi-Racial, 7% of the gifted population is Hispanic, and 56% of the gifted population is economically disadvantaged. The district has addressed this issue by implementing a K-12 Multi-Tiered Systems of Support (MTSS) program to identify students who both need extra assistance and are also excelling academically. There are two part-time GATE teachers who also teach general education classes, that allow them to not only support the current GATE students, but also provide enrichment opportunities and activities in each building.

7. 22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education. Describe how the district is addressing this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.

In-Service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education on an ongoing basis. Each year, the Director of Student Service identifies appropriate professional development opportunities for staff based using needs assessment information. The training includes, but is not limited to in-house professional development, professional development and training provided by the Beaver Valley Intermediate Unit, SAS Professional Development Center, and PaTTAN. The RASD gifted teachers also participate in

the Beaver County Gifted Consortium which provides training and planning for county, state, and national GATE events.

Training for general education teachers	\$3000
Staff costs	\$47,000
Training for gifted support staff	\$1000
Materials used for project-based learning	\$100
Transportation	\$4,300
Field Trips	\$9,500

Signatures and Quality Assurance

Chief School Administrator	Date

ROCHESTER AREA SD

540 Reno St

Student Services Assurances (Chapter 12) | 2024 - 2027

STUDENT SERVICES ASSURANCES (CHAPTER 12)

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

PROFILE AND PLAN ESSENTIALS

Public School District

127046903

Rochester Area School District 540 Reno Street, Rochester, PA 15074

Jane W. Bovalino

bovalinoj@rasd.org

7247757500 Ext. 1550

Jane W. Bovalino

bovalinoj@rasd.org

STUDENT SERVICES ASSURANCE

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

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

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

Peer Helper Programs

Yes

Safety and Violence Prevention Program

Yes

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

Yes

Purchase of Security-Related Technology

Yes

Student, Staff and Visitor Identification Systems

Yes

Placement of School Resource Officers

Yes

Counseling Services available for all Students

Yes

Internet Web-Based System for the Management of Student Discipline

Yes

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

Other Chapter 12 Requirements	In Compliance? Yes or No
Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))	Yes
Free Education and Attendance (in compliance with § 12.1)	Yes
School Rules (in compliance with § 12.3)	Yes
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)	Yes
Discrimination (in compliance with § 12.4)	Yes
Corporal Punishment (in compliance with § 12.5)	Yes
Exclusion from School, Classes, Hearings (in compliance with § 12.6 , § 12.7 , § 12.8)	Yes
Freedom of Expression (in compliance with § 12.9)	Yes
Confidential Communications (in compliance with § 12.12)	Yes
Searches (in compliance with § 12.14)	Yes
In accordance with 22 Pa. Code 12.41(a) has a plan that includes policies and procedures for emergency care and administration of medication and treatment under The Controlled Substance, Drug, Device, and Cosmetic Act (35 P.S. 780-101-780-144). § 780-101—780-144)	Yes

Other Chapter 12 Requirements**In Compliance? Yes or No**

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Superintendent/CEO Electronic Signature

Date

Rochester Area SD

Induction Plan (Chapter 49) | 2024 - 2027

Profile

LEA Type		AUN
Public School District		127046903
Address 1		
Rochester Area School District		
Address 2		
540 Reno Street		
City	State	Zip Code
Rochester	PA	15074
Chief School Administrator		
Jane W. Bovalino		
Chief School Administrator Email		
bovalinoj@rasd.org		
Educator Induction Plan Coordinator Name		
Jane W. Bovalino		
Educator Induction Plan Coordinator Name Email		
bovalinoj@rasd.org		
Educator Induction Plan Coordinator Phone Number		Extension
724775-7500		1550

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Glory Shychuck	Induction Coordinator	Teacher	Teacher
Jane Bovalino	Superintendent	Administrator	Administration Personnel
Amanda Cwynar	Assistant to the Superintendent	Administrator	Administration Personnel
Michelle Hubbard	Personnel Committee	Other	School Board of Directors
Nathan Leeman	Director of Student Services	Administrator	Administration Personnel
Rose Majors	Curriculum Coordinator/Federal Programs	Teacher	Teacher
Donna Keith	Elementary Teacher	Teacher	Teacher
Brandy Rossi	High School Teacher	Teacher	Teacher
Heather Denes	Reading Specialist	Teacher	Teacher
Elise Gorman	Art/GATE Teacher	Teacher	Teacher
Rachael Cipolla	Elementary Principal	Administrator	Administration Personnel
Michael Damon	MS/HS Principal	Administrator	Administration Personnel
Benita Lambert	School Counselor	Education Specialist	Education Specialist
Jessica Dorian	Middle School Teacher	Teacher	Teacher

Educator Induction Plan

Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes
d. Include a two-year induction program effective the 2024-2025 school year?	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	Yes
<p>Other</p> <p>Mentor Qualifications A mentor is selected by the building principal or administrative team and must meet the following qualifications: Recommended by PDE: Similar certification and assignment Outstanding work performance Models continuous learning and reflection Knowledge of district/school policies, procedures, and resources Ability to work with students and adults Willingness to accept additional responsibility Mentor training or previous experience Compatible schedules so the mentor and inductee can meet regularly Training in use and application of the Standards Aligned System Understanding the levels of Bloom’s Taxonomy and Webb’s Depth of Knowledge Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks Differentiated learning that supports higher order thinking skills and the development of metacognitive skills Developing assessments that are based on standards and eligible content Data analysis training (e.g., Pennsylvania Value Added Assessment System (PVAAS) Ability to write Student Learning Objectives in accordance with Act 82 of 2012 (22 Pa. Code §19.1) Additional qualifications recommended by RASD: Participates in training and other In-Service programs related to the Induction Program Establishes rapport as a helping person Helps new teachers identify the most immediate and pressing needs Helps with ways to organize the classroom Suggests ways to plan for instruction Observes teaching as requested by the beginning teacher and provides helpful feedback Helps with strategies with teaching district curriculum and addressing the Pennsylvania Academic Standards Helps with all aspects of the teaching process Suggests ways to communicate with parents Serves as a sounding board and supportive colleague on a regular basis Provides activities to promote a positive self-concept in the beginning teacher Promotes professionalism in the teaching profession Participates in the evaluation of the Teacher Induction Program Does not have any unsatisfactory ratings on any evaluation Recognized as an excellent teacher Teaches district curriculum and adoptions Works well with children and adults Preferably has had experiences with more than one age group or team of teachers Is well organized Has knowledge of and uses a variety of instructional techniques Has a good grasp of learning theory and of the teaching and learning process Has knowledge of and uses a variety of classroom organizational and managerial techniques Is skilled in working with large groups Is enthusiastic and has a positive attitude Has a desire to serve Mentors provide the following types of support to inductees: Instructional support such as: Classroom management Standards-based instructional planning and implementation Standards-aligned teaching strategies Differentiated instruction and supports for struggling students Observations and conferencing with the beginning teacher Instruction for diverse learners in inclusive settings, including English Learners and students with IEPs Data-informed decision</p>	

making Professional support such as: Information about school policies and procedures Student formative and summative assessments and evaluation Educator Effectiveness in accordance with Act 82 of 2012 (22 Pa. Code §19.1) Information about quality professional development opportunities Personal support such as: Introductions to other faculty and administrators Personal encouragement within the context of a confidential relationship Liaison to referral to other key people and resources

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

Mentors are selected based on their qualifications and willingness to provide support to our inductees. When selecting a mentor, we first work to align the inductee with a colleague who has the same, or similar, certification and teaching schedule. If an inductee/mentor relationship is not beneficial to the two involved, the Induction Coordinator and Administration will work to reassign a more suitable match.

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	Yes
Other Overview of District including mission, shared values, priority goals, map, tour, community demographics. Second year goals Harry Wong, "First Days of School" PA Code of Professional Practice and Conduct for Educators Level II requirements RASD Differentiated Supervision Plan	

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 Rochester Area School District believes that the New Teacher Induction/Teacher Mentoring Process is a cooperative agreement between peers in which new members of the teaching profession are provided ongoing assistance and support by one or more skilled and experienced teachers. This relationship should be collegial in nature, and all experiences should be directed toward the development of and refinement of the knowledge, skills, and dispositions necessary for effective learning. This process is expected to be mutually beneficial for all parties involved and to result in improved instructional practice and professional performance. Mission The mission of the RASD Induction Program is to provide an overview and introduction of the district and to increase the beginning teacher's knowledge and improve his/her teaching skills. Components Participants in the Induction Program include first year teachers, long-term substitutes who are hired for a position for 45 days or more, and educational specialists. The Induction Program will be a two-year program. Newly employed professional personnel with prior school teaching experience will be required to participate in an induction program. Participation and completion of the program is mandatory to receive an Instructional Level II certificate. Year 1 consists of the following components: Summer Induction Days Monthly Induction Meetings with Induction Coordinator (during school year) Mentor/Inductee Classroom Guidance and observation opportunities Mandated Trainings Computer Technology Training (includes CSIU Grading, EdInsight, Act 48, CSIU Absence Requests, email, etc.) End of Year Evaluation of Induction Program Year 2 consists of the following components: Two meetings with Induction Coordinator (September and May) Monthly meetings with the Assistant to the Superintendent (during the school

year) Mandated Trainings Maintenance of a Professional Portfolio (following Danielson guidelines) End of Year Evaluation of Induction Program At the conclusion of the second year of the Induction Program, participants will receive a Certificate of Completion. This certificate is required to apply for a Level II teaching certificate in the state of Pennsylvania.

Educator Induction Plan Topic Areas

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

Induction Manual Updated, December 2023.docx.pdf

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 3 Winter

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

3b: Using Questioning and Discussion Techniques

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

2d: Managing Student Behavior

2a: Creating an Environment of Respect and Rapport

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

2b: Establishing a Culture for Learning

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Selected Observation and Practice Framework(s):

2e: Organizing Physical Space

3c: Engaging Students in Learning

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 2 Fall

Selected Observation and Practice Framework(s):

4c: Communicating with Families

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Winter

Selected Observation and Practice Framework(s):

4b: Maintaining Accurate Records

3d: Using Assessment in Instruction

1c: Setting Instructional Outcomes

Timeline

Year 2 Fall

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

2d: Managing Student Behavior
3e: Demonstrating Flexibility and Responsiveness
2c: Managing Classroom Procedures

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

4c: Communicating with Families
3a: Communicating with Students

Timeline

Year 1 Spring

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Winter

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally
4c: Communicating with Families

Timeline

Year 2 Spring

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Fall

Evaluation and Monitoring

Evaluation and Monitoring

Our induction program is a two-year program. During the first year, the mentor and the inductee work closely together and both complete an end-of-year evaluation. The second year is focused primarily on the inductee and the professional portfolio. The inductee completes an end-of-year evaluation. In addition, the administrators and teachers review the scope and sequence of the plan and make recommendations. Data obtained from these surveys and evaluations are used to modify the plan moving forward.

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

ROCHESTER AREA SD

540 Reno St

Professional Development Plan (Act 48) | 2024 - 2027

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

Public School District

127046903

Rochester Area School District 540 Reno Street, Rochester, PA 15074

Jane W. Bovalino

bovalinoj@rasd.org

7247757500 X 1550

Jane W. Bovalino

bovalinoj@rasd.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Rose Majors	Curriculum Coordinator/Federal Programs Coordinator	Elementary Teacher	Teacher
Nathan Leeman	Director of Student Services	Administrator	Administration Personnel
Amanda Cwynar	Assistant to the Superintendent	Administrator	Administration Personnel
Rachael Cipolla	Elementary Principal	Administrator	Administration Personnel
Holly Wilkins	Parent	Parent of Child Attending	School Board of Directors
Bob Gill	Business Owner	Local Business	School Board of Directors

Name	Title	Committee Role	Appointed By
		Representative	
Brandy Rossi	Biology Teacher	High School Teacher	Teacher
Jane Bovalino	Superintendent	Administrator	Administration Personnel
Jessica Dorian	MS Social Studies Teacher	Middle School Teacher	Teacher
Jill Gilarno	Speech Teacher	K-12 Teacher	Teacher
Heather Denes	Title I Teacher	Elementary Teacher	Teacher
Lori Anthony	Kindergarten Teacher	Elementary Teacher	Teacher
Elise Gorman	Art/GATE Teacher	Elementary Teacher	Teacher
Glory Shychuck	Math/GATE Teacher	High School Teacher	Teacher
Megan Mouas	School Counselor	Education Specialist	Education Specialist
Michael Damon	MS/HS Principal	Administrator	Administration Personnel
Pam Gill	Retired Federal Programs Coordinator/Community Member	Community Member	School Board of Directors
Nicole Tomasko	ELA Teacher	Elementary Teacher	Teacher

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT

ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

This committee is incorporated into our district Curriculum Council. Council meets monthly September through May of every year. The committee receives and reviews the evaluations from the professional development sessions as well as the data from the professional development needs assessment. The subcommittees include Department Chairperson, Lead Teacher, and Parent Advisory Council. Committee members provide updates and receive to the subcommittees monthly at their respective meetings.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

SCIENCE CONTENT PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Review and revise science curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.	K-12 Science teachers	Curriculum, new standards, 3 Dimensional Learning, and Teaching, Phenomena based teaching and learning, and assessment	Increase in student growth and achievement
Lead Person/Position			Anticipated Timeline
Assistant to the Superintendent, Science Department Chairperson, and Curriculum Coordinator			08/21/2024 - 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)	10-15 hours	1c: Setting Instructional Outcomes 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students	
Inservice day	Monthly	3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction	Teaching Diverse Learners in Inclusive Settings

MATH CONTENT PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Review and revise math curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.	K-12 Math Teachers	Curriculum, instruction, data analysis, and assessment	Increase in student growth and achievement
Lead Person/Position			Anticipated Timeline
Assistant to the Superintendent, Math Department Chairperson, and Curriculum Coordinator			08/21/2024 - 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)	10-15 hours	1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes	Teaching Diverse Learners in Inclusive Settings
Inservice day	Monthly	3d: Using Assessment in Instruction 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings

ELA CONTENT PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Review and revise ELA curriculum maps to ensure alignment to standards, proper pacing and inclusion of resources.	K-12 ELA Staff	Curriculum, instruction, data analysis, and assessment, and structured literacy	Increase in student growth and achievement
Lead Person/Position			Anticipated Timeline
Assistant to the Superintendent, ELA Department Chairperson, and Curriculum Coordinator			08/21/2024 - 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)	10-15 hours	1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in Inclusive Settings
Inservice day	One in-service	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
	day	1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction	

ATTENDANCE

Action Step	Audience	Topics to be Included	Evidence of Learning
Disaggregate regular attendance data.	K-12 professional staff	Data analysis and how to support families with diverse needs to improve attendance.	Improvement in regular student attendance.
Lead Person/Position		Anticipated Timeline	
Building Principals and School Counseling Team		08/21/2024 - 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)	10-15 hours	1b: Demonstrating Knowledge of Students 4d: Participating in a Professional Community 4c: Communicating with Families 4b: Maintaining Accurate Records 2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in Inclusive Settings

SOCIAL BASED DEVELOPMENT STRATEGIES

Action Step	Audience	Topics to be Included	Evidence of Learning
Continue to maintain a SWPBIS program in all buildings.	K-12 staff	Trauma-based Relational Intervention Strategies, SWPBIS strategies, SWPBIS tier professional development, Cultural Competency, Capacity Building on Restorative Practices	Integration of coping strategies, behavior supports and tiered interventions
Lead Person/Position		Anticipated Timeline	
Assistant to the Superintendent		08/21/2024 - 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
Inservice day	Once a year	4e: Growing and Developing Professionally	At Least 1-hour of Trauma-informed Care Training for All Staff
Workshop(s)	10-15 hours	3a: Communicating with Students 4c: Communicating with Families 3e: Demonstrating Flexibility and	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Responsiveness 2c: Managing Classroom Procedures 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior	
Inservice day	One session	4e: Growing and Developing Professionally	Common Ground: Culturally Relevant Sustaining Education

THREAT ASSESSMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Continue to maintain a MTSS program in all buildings.	K-12 Staff	Threat assessment, interventions, prevention	Implementation of district and school level threat assessment teams
Lead Person/Position		Anticipated Timeline	
Threat Assessment Team		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)	2 Yearly Workshops (Threat Assessment Team Training and Staff Training)		

PROFESSIONAL ETHICS

Action Step	Audience	Topics to be Included	Evidence of Learning
Continue to maintain a MTSS program in all buildings.	K-12 Staff	Provide professional development on the professional ethics and framework guidelines that are outlined in school code.	Completion of training
Lead Person/Position		Anticipated Timeline	
Assistant to the Superintendent		08/21/2024 - 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
Inservice day	One session	4f: Showing Professionalism	Professional Ethics

ENGLISH LEARNERS (ELS) PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide ongoing support and professional development on differentiated instruction and effective interventions based on data analysis.	K-12 Staff	English Language Development Instruction and Standards, instruction, data analysis, and assessment	Increase in student growth and achievement
Lead Person/Position			Anticipated Timeline
Assistant to the Superintendent, Director of Student Services, and ESL Teacher			08/21/2024 - 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
Inservice day	Yearly		Language and Literacy Acquisition for All Students

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

Professional Education Plan Guidelines

Yes/No

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

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

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

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

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

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)?

All K-12 Professional Staff will receive the Structured Literacy Training

Is the LEA using or planning to implement Structured Literacy (Select One)?

Hybrid, Structured Literacy components integrated into reading program.

EVALUATION AND REVIEW

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

Following all professional development activities, staff complete an online evaluation of the activity. They are encouraged to provide feedback on the session and comments on program effectiveness. The PD evaluations are shared with the facilitator of the session, reviewed by the PD Committee and shared with our district's Curriculum Council. As suggestions are made, the Professional Education Plan may be revised at the end of every school year as it is reviewed using this data. In addition, at times we revise the plan to include newly implemented mandatory trainings. Once the Team revises the Plan, it is shared with the various stakeholders.

PROFESSIONAL EDUCATION PLAN ASSURANCES

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

Professional Education Committee Chairperson:

Date

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

Superintendent or Chief Administrative Officer:

Date