

PENNRIDGE SD

1200 N 5th St

Comprehensive Plan | 2022 – 2025

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LEA Profile

The Pennridge area is approximately 30 miles north of Philadelphia in Bucks County, Southeast PA. The school encompasses about 95 square miles with a total population of nearly 48,000. Eight municipalities comprise the Pennridge School District: the boroughs of Dublin, Perkasie, Sellersville and Silverdale, and the townships of Bedminster, East Rockhill, Hilltown and West Rockhill.

Mission and Vision

Mission

Pennridge School District strives to provide all students with a well-rounded educational experience where they acquire the 21st century skills necessary for a successful future.

Vision

Academic- Based on student achievement data, the Pennridge School District will adjust curriculum and emphasis, instructional strategies, and student supports to ensure that students meet or exceed required levels of proficiency. Growth- Based on community and student demographic trends, the Pennridge School District will develop and monitor plans to accommodate future student growth. Technology- The Pennridge School District will utilize a range of technologies to support instruction in all content areas, the information management of the district, and communications with the community. Special Population- Based on student needs and population trends, the Pennridge School District will continue the process of monitoring resources dedicated to programs that support students with special learning needs: special education students, gifted education students, and ELL students. The district will strive to offer all students access to the curriculum in the least restrictive environment appropriate to their individual needs.

Educational Value Statements

Students

Every individual has worth and deserves dignity. All students must achieve fundamental/basic academic skills. All students should be able to communicate effectively. All students should be able to effectively integrate decision-making, problem-solving, and information analysis to become life-long learners. High expectations for staff and students promotes excellence.

Staff

It is the joint responsibility of staff, parents and community to provide an educational environment that will enable all individuals to realize their potential. High expectations for staff and students promote excellence. Every individual has worth and deserves dignity.

Administration

It is the joint responsibility of staff, parents and community to provide an educational environment that will enable all individuals to realize their potential. High expectations for staff and students promote excellence. Every individual has worth and deserves dignity.

Parents

It is the joint responsibility of staff, parents and community to provide an educational environment that will enable all individuals to realize their potential. High expectations for staff and students promote excellence. Every individual has worth and deserves dignity.

Community

It is the joint responsibility of staff, parents and community to provide an educational environment that will enable all individuals to realize their potential. High expectations for staff and students promote excellence. Every individual has worth and deserves dignity.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
All schools are currently meeting the career standards benchmark set forth through the state.	Yes
75.7% of Pennridge HS students are meeting grade level expectations on Literature Keystone	Yes
67.2% of Pennridge students are meeting grade level expectations on Keystone Algebra	No
We continue to significantly score above the statewide average in PSSA ELA data and on Keystone English/Literature.	Yes
The % of students advanced on statewide assessments continue to outpace the statewide average.	Yes
The percentage of proficient students on the Algebra 1 Keystone is significantly above the statewide average and within 5% points of the 2030 statewide goal.	Yes
All elementary schools score above the statewide average with two of them scoring above the 2030 goal.	Yes
Biology Keystone scores at PHS are above the statewide average as are the percentage of students earning advanced	Yes
On average, middle school learners scored proficiently above the statewide average.	No
All elementary schools are scoring both above the statewide average and the 2030 goal.	No
We have made gains in closing gaps based on analysis of prior data within our subgroups identified above yet they still represent opportunities to grow supports and effectiveness in programming and interventions.	Yes

All secondary teachers have been provided ongoing professional learning sessions led by Drs. Heidi-Hayes Jacobs and Bena Kalick on curriculum design and mapping. The district purchased an online tool, "Atlas Rubicon" for the development of K12 curriculum that allows teachers to collaborate and gives administrators a visual map of when and what is to be taught to whom throughout the school year.	Yes
The district's instructional model for supporting teachers include a special education instructional coach and six general education instructional coaches whose primary responsibilities include direct support to teachers and students in classrooms. They model instructional "Best" practices and offer a significant number of professional learning sessions in-person, as well as via "Zoom", and they offer them after school and in the evenings when teachers are more available to attend.	Yes
The district instituted College and Career Pathways during the 2021-22 school year and will be expanding from an Arts/Communication Pathway to "Future Teachers" and Science Pathways during the implementation of the Comprehensive Plan. Meetings with business leaders were held over the past two years to help build a strong school/community relationship.	Yes
All school use the theme, TAKESPRIDE, as a vehicle to support SEL initiatives. Additionally, Penn South Middle School added a PBIS system during the 2021-22 school year. This will be extended to Penn Central Middle School during the implementation of the Comprehensive Plan.	No
The recruitment and hiring of high-quality staff and administrators has been a focus of the Superintendent and Human Resource Department with support from administration over the past four years and will be maintained throughout the implementation of the next Comprehensive Plan.	Yes

Challenges

Challenge	Consideration In Plan
In grades 6-12 a disproportionate amount of our hispanic subgroup population is not meeting grade level standards in ELA, Mathematics, and Science.	Yes
In grades 6-12 a disproportionate amount of our economically disadvantaged subgroup population is not meeting grade level standards in ELA, Mathematics, and Science.	Yes
In grades 6-12 a disproportionate amount of our special education subgroup population is not meeting grade level standards in ELA, Mathematics, and Science.	Yes
College and Career Pathways has been implemented as a pilot group but should scale with continued focus on student driven and authentic real world learning experiences.	No

College and Career Pathways should continue to explore measures of success and continue to evaluate success based on those indicators.	No
Continued development of collaboratively designed curriculum for increased transparency and accessibility for teachers and the community.	Yes
The middle schools have varied data indicating potential inequities and inconsistencies in instructional approached.	No
The % of advanced learners on Keystone ELA/Literature is below the statewide average indicating there is additional growth potentials at the upper range of performance	No
Disparities exist between the three middle school programs regarding achievement on PSSA Mathematics assessments.	No
The percentage of advanced students in the middle school PSSA mathematics assessment are below the statewide average indicating an opportunity for growth at the upper ranges.	No
Biology Keystone scores are below the 2030 goal.	No
Discrepancies exist between the three middle schools in their PSSA Science data in 8th grade.	No
We must continue to provide additional academic and social emotional supports to our emerging English Learning populations.	No
We must continue to provide additional academic and social emotional supports to our learners with identified disabilities as there are discrepancies in achievement data.	No
We must continue to provide additional academic and social emotional supports for our learners identified as being economically disadvantaged as there are discrepancies in achievement data.	No
We must continue to seek and improve effective strategies to provide additional academic and social emotional supports for our Hispanic students who represent discrepancies in achievement data.	No
All building administrators and central office supervisors will use the "Atlas" system of curriculum design and mapping as a tool to support staff in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous standards-aligned instruction.	Yes
The expansion of College and Career Pathways will greatly impact the district's progress in achieving long-term goals.	Yes
All students are not on grade-level for reading by grade three.	Yes
As part of our Special Education plan analysis we have identified a need that supports the monitoring of students with IEP's to ensure that they are in the Least Restrictive Environment.	Yes
As part of our needs analysis, we determined that we need to more closely monitor the growth of our identified ELL population.	Yes

In review of our technology plan, several areas of growth rose to the forefront including improving and maintaining access and reliability of our network and infrastructure.	Yes
Although we will more formally review our K-12 Guidance plan in subsequent years, we identified several areas of growth including the further development of Pathways at the SHS and continued development of business relationships and partnerships to support the Pathways.	Yes

Most Notable Observations/Patterns

Many of our "initiatives" are interrelated and interconnected in providing our learners safe environments to learn and thrive. The ability to achieve, the ability to develop their own path into the world beyond school, and the ability to embrace and use technology safely for learning all have the student at the center.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
All schools are currently meeting the career standards benchmark set forth through the state.	
75.7% of Pennridge HS students are meeting grade level expectations on Literature Keystone	
We continue to significantly score above the statewide average in PSSA ELA data and on Keystone English/Literature.	
The % of students advanced on statewide assessments continue to outpace the statewide average.	
The percentage of proficient students on the Algebra 1 Keystone is significantly above the statewide average and within 5% points of the 2030 statewide goal.	
All elementary schools score above the statewide average with two of them scoring above the 2030 goal.	
Biology Keystone scores at PHS are above the statewide average as are the percentage of students earning advanced	
We have made gains in closing gaps based on analysis of prior data within our subgroups identified above yet they still represent opportunities to grow supports and effectiveness in programming and interventions.	

<p>All secondary teachers have been provided ongoing professional learning sessions led by Drs. Heidi-Hayes Jacobs and Bena Kalick on curriculum design and mapping. The district purchased an online tool, "Atlas Rubicon" for the development of K12 curriculum that allows teachers to collaborate and gives administrators a visual map of when and what is to be taught to whom throughout the school year.</p>	<p>Expand professional development to elementary staff.</p>
<p>The district's instructional model for supporting teachers include a special education instructional coach and six general education instructional coaches whose primary responsibilities include direct support to teachers and students in classrooms. They model instructional "Best" practices and offer a significant number of professional learning sessions in-person, as well as via "Zoom", and they offer them after school and in the evenings when teachers are more available to attend.</p>	<p>Maintain and/or expand instructional coaching model to include a Data Coach (this is being piloted during the 2021-22 school year).</p>
<p>The district instituted College and Career Pathways during the 2021-22 school year and will be expanding from an Arts/Communication Pathway to "Future Teachers" and Science Pathways during the implementation of the Comprehensive Plan. Meetings with business leaders were held over the past two years to help build a strong school/community relationship.</p>	<p>A district goal is to expand dual enrollment opportunities for students to earn college credits while continuing earning graduation requirements that support their college and career post-secondary goals.</p>
<p>The recruitment and hiring of high-quality staff and administrators has been a focus of the Superintendent and Human Resource Department with support from administration over the past four years and will be maintained throughout the implementation of the next Comprehensive Plan.</p>	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
<p>In grades 6-12 a disproportionate amount of our hispanic subgroup population is not meeting grade level standards in ELA, Mathematics, and Science.</p>		No	
<p>In grades 6-12 a disproportionate amount of our economically disadvantaged subgroup population is not meeting grade level standards in ELA, Mathematics, and Science.</p>		No	
<p>In grades 6-12 a disproportionate amount of our special education subgroup population is not</p>		No	

meeting grade level standards in ELA, Mathematics, and Science.			
Continued development of collaboratively designed curriculum for increased transparency and accessibility for teachers and the community.	A district-established system has been put in place to increase transparency and accessibility of Board approved curriculum for teachers, administrators and the community.	Yes	If we enhance teaching, learning, and innovation then our learners will have more opportunities to achieve, grow, and learn and families will have greater access and understanding of how we are supporting learner academic needs.
All building administrators and central office supervisors will use the "Atlas" system of curriculum design and mapping as a tool to support staff in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous standards-aligned instruction.		No	
The expansion of College and Career Pathways will greatly impact the district's progress in achieving long-term goals.		No	
All students are not on grade-level for reading by grade three.	As part of our needs analysis we determined that we can prioritize multiple strategies including curriculum alignment, a review of interventions, etc to determine additional ways to help students achieve greater academic success.	Yes	If we enhance teaching, learning, and innovation then we can better use a variety of data to monitor growth and achievement.
As part of our Special Education plan analysis we have identified a need that supports the monitoring of students with IEP's to ensure that they are in the Least Restrictive Environment.		No	
As part of our needs analysis, we determined that we need to more closely monitor the growth of our identified ELL population.		No	
In review of our technology plan, several areas of growth rose to the forefront including improving	We must be prepared for catastrophic events and maintain the safety and security of all	Yes	If we promote the effective and efficient uses of technology throughout the district

and maintaining access and reliability of our network and infrastructure.	learners and the data attributed to our school community. We have made great progress but as threats and challenges continue to become more sophisticated, we must keep pace.		then we will be a safer and more secure community able to prioritize learning with technology.
Although we will more formally review our K-12 Guidance plan in subsequent years, we identified several areas of growth including the further development of Pathways at the SHS and continued development of business relationships and partnerships to support the Pathways.		No	

Goal Setting

Priority: If we enhance teaching, learning, and innovation then our learners will have more opportunities to achieve, grow, and learn and families will have greater access and understanding of how we are supporting learner academic needs.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	By the end of the 2024-2025 school year we will revise and enhance our five year curriculum renewal cycle for our elementary programming focused on ensuring vertical alignment, a deeper understanding of standards and their role in designing curriculum, and develop public facing enrichment strategies in our curriculum mapping software. We will also review and update our Elementary Progress Reports.	Elementary Curriculum Cycle and Progress Report Update	By the end of 2022-2023 we will review current elementary curriculum and analyze strengths and opportunities for revision.	By the end of 2023-2024 we will begin to make necessary revisions and updates through our curriculum cycle.	By the end of the 2024-2025 school year we will revise and enhance our five year curriculum renewal cycle for our elementary programming focused on ensuring vertical alignment, a deeper understanding of standards and their role in designing curriculum, and develop public facing enrichment strategies in our curriculum mapping software. We will also review and update our Elementary Progress Reports.
Career Standards Benchmark	By the end of the 2024-2025 school year we will further develop our college and career pathways program and seek to develop partnerships with local community colleges and universities to expand dual enrollment opportunities.	Institute College and Career Pathways	By the end of 2022-2023 we will develop a plan to communicate and partner with local community colleges and universities.	By the end of 2023-2024 we will have established local community college and university partnerships and begin to collect and analyze student enrollment and success data.	By the end of the 2024-2025 school year we will further develop our college and career pathways program and seek to develop partnerships with local community colleges and universities to expand dual enrollment opportunities.

Priority: If we enhance teaching, learning, and innovation then we can better use a variety of data to monitor growth and achievement.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Early Literacy	By the end of the 2024-2025 school year we will meet the (currently undetermined) PA Statewide 2030 goal for Early Literacy as measured at the end of Grade 3	Third Grade Literacy Benchmark	We will determine our baseline data as compared to the 2030 goal set forth by the PA department of Education.	We will analyze programming, curriculum, and instruction, and intervention practices to develop new strategies to meet our goals.	By the end of the 2024-2025 school year we will meet the (currently undetermined) PA Statewide 2030 goal for Early Literacy as measured at the end of Grade 3
English Language Growth and Attainment	By the end of the 2024-2025 school year we will more effectively and efficiently monitor and support our emerging English Language learner population.	English Language Learners	By the end of 2022-2023 we will conduct a needs assessment and scan of what is currently in place and collect feedback on how to better support our learners.	By the end of 2023-2024 we will determine and implement new strategies and refine in place practices to ensure that we are meeting the needs of our learners and families.	By the end of the 2024-2025 school year we will more effectively and efficiently monitor and support our emerging English Language learner population.
Essential Practices 1: Focus on Continuous Improvement of Instruction	By the end of 2024-2025 school we will more effectively and efficiently monitor our learners with IEPs and ensure that they are receiving appropriate supports in the Least Restrictive Environment (LRE).	Least Restrictive Environment	By the end of 2022-2023 we will provide additional professional learning opportunities for educators.	By the end of 2023-2024 we will develop continuum of services document that details the supports available to learners.	By the end of 2024-2025 school we will more effectively and efficiently monitor our learners with IEPs and ensure that they are receiving appropriate supports in the Least Restrictive Environment (LRE).

Priority: If we promote the effective and efficient uses of technology throughout the district then we will be a safer and more secure community able to prioritize learning with technology.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 5: Allocate Resources Strategically and Equitably	By the end of the 2024-2025 school year we will develop a series of plans to strengthen and make our technology infrastructure more secure, promote cyber security and cloud safety professional learning opportunities, and upgrade/update our internal hardware for the network.	Network/Infrastructure	By the end of the 2022-2023 school year we will conduct a needs assessment and determine priorities and necessary changes.	By the end of the 2023-2024 school year we will use the needs assessment results and begin to develop plans for implementation.	By the end of the 2024-2025 school year we will develop a series of plans to strengthen and make our technology infrastructure more secure, promote cyber security and cloud safety professional learning opportunities, and upgrade/update our internal hardware for the network.
Professional learning	By the end of the 2024-2025 school year we will more consistently and effectively develop and deliver technology focused professional learning opportunities for all stakeholders.	Digital Age Learning	We will conduct a needs assessment and scan what is currently available and determine its impact and effectiveness.	We will develop and pilot new professional learning experiences and use stakeholder feedback.	By the end of the 2024-2025 school year we will more consistently and effectively develop and deliver technology focused professional learning opportunities for all stakeholders.
	By the end of the 2024-2025 school year we will implement a new Human Resources solution that more efficiently and effectively onboards and transitions new hires into our systems.	Human Resources System	By the end of the 2022-2023 school year we will review our current procedures and determine our onboard needs.	By the end of the 2023-2024 school year we will implement changes as determined through the needs assessment.	By the end of the 2024-2025 school year we will implement a new Human Resources solution that more efficiently and effectively onboards and transitions new hires into our systems.

Action Plan

Action Plan for: Engage in elementary curriculum renewal in core content areas.						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Elementary Curriculum Cycle and Progress Report Update 		We anticipate stronger vertical alignment in our mathematics, RELA, Social Studies, and Science curricula including the potential revisions based on new PA Science standards being adopted in the near future. In addition, we will ensure that there are opportunities for students and families to seek enrichment within Atlas, our public facing curriculum mapping software.			Throughout our curriculum cycle we provide updates and communications to our staff and community as revisions are made.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ensure vertical alignment of K-5 curriculum for mathematics, science, social studies, and RELA.	10/12/2022	06/28/2024	Assistant Superintendent for Elementary Education	Webinar with Dr. Heidi-Hayes Jacobs	Yes	Yes
Unpack standards prior to the development of curriculum units.	09/01/2022	05/31/2023	Assistant Superintendent for Elementary Education	Standards, Guidelines	No	No
Provide "enrichment strategies" as a public facing component of Atlas curriculum mapping software.	09/01/2022	05/31/2023	Assistant Superintendent for Elementary Education	Atlas	No	No
Provide additional professional learning on curriculum design for our elementary educators.	09/01/2022	05/31/2024	Assistant Superintendent for Elementary Education	Atlas, webinars and in-person training from Dr. Heidi Hayes-Jacobs	No	No

Action Plan for: Redesign elementary progress report

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Elementary Curriculum Cycle and Progress Report Update 		A revised progress report will be developed to ensure accurate information about student growth and achievement is available to our students and families.			We will use stakeholder input (parents, administrators, teachers) to develop the progress reports to ensure that they meet the unique needs of each group.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Utilize pilot group feedback to make appropriate revisions to elementary progress report.	09/01/2022	05/31/2023	Assistant Superintendent for Elementary Education	Elementary Progress Reports and guidelines.	No	No
Evaluate the new descriptors to determine effective communication for student progress.	09/01/2022	05/31/2023	Assistant Superintendent for Elementary Education	Descriptor guidelines	No	No
Determine whether new performance indicators provide adequate reporting of student progress.	12/01/2022	05/31/2023	Assistant Superintendent of Elementary Education	performance indicators	No	No
Determine if a shift to trimesters impacts opportunity for student engagement in support with all content areas.	12/01/2022	05/31/2023	Assistant Superintendent for Elementary Education	formative assessments, student, teacher feedback surveys	No	No
Develop training opportunities for educators and parents/guardians.	01/02/2023	02/06/2023	Assistant Superintendent for Elementary Education	PowerPoint	No	No
Develop communication to describe performance measures and indicators.	09/05/2022	09/30/2022	Assistant Superintendent for Elementary Education	Letter to Parents	No	No

Action Plan for: Expand Targeted Full day Kindergarten

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
		Expanded targeted opportunities for Full Day Kindergarten where we are able to offer it to learners who will benefit the most.			We will use available data, such as enrollment trends and academic assessments (including trends) to update the board and community on our successes and challenges.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Evaluate the process for identifying students to participate in the full-day kindergarten program. Review and revise Kindergarten screening tools	07/01/2022	08/01/2022	Assistant Superintendent for Elementary Education	Rubrics	No	No
Establish metrics for the targeted FDK program to measure student success.	07/01/2022	08/01/2022	Assistant Superintendent for Elementary Education	Samples of FDK metrics	No	No
Monitor and respond to full-day kindergarten student growth to ensure ongoing academic success and grade-level readiness.	09/01/2022	05/31/2023	Assistant Superintendent for Elementary Education	Periodic review of DIBELS Data and Kindergarten Metric tool	No	No
Determine the need to further expand the program.	02/06/2023	02/28/2023	Assistant Superintendent for Elementary Education	Data analysis of student progress	No	No
Use data to evaluate additional support, intervention, reteaching, and enrichment opportunities for all students to be academically successful within the full day program.	09/05/2022	05/30/2025	Assistant Superintendent for Elementary Education	Intervention tools	No	No

Action Plan for: Expand College and Career Pathways at Pennridge SHS

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Institute College and Career Pathways 		Our high school students will have greater access to Pathways at the high school that will promote a more personalized path to graduation and interests in their post high school experiences. Students will access dual enrollment opportunities more frequently and earn college credits prior to graduation.			We will track data trends over time and provide updates to the community on the pathways and student experiences within it including accessing dual enrollment opportunities and credit earning within those experiences.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop new Pathways at Pennridge High School for students to access.	10/03/2022	06/13/2025	Assistant Superintendent for Secondary Education and Pathways Coordinator	PDE Pathways Toolkit	No	No
Develop communication strategies to ensure greater awareness of the opportunity.	09/05/2022	01/31/2023	Assistant Superintendent for Secondary Education and Pathways Coordinator	Website, Newsletters, Faculty Meetings, Parent Meetings	No	No
Expand relationships and opportunities for Dual Enrollment with BCCC and other colleges/universities.	08/01/2022	06/30/2023	Assistant Superintendent for Secondary Education	BCCC, Gwynedd and UoPittsburgh, etc.	No	No

Action Plan for: Measure growth of Grade 3 ELA scores using PSSA, Dibels, F+P, and WTW Inventories

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Third Grade Literacy Benchmark 		Our 3rd grader learners will meet the yet to be established PA literacy benchmark indicating that they are prepared to be successful as they move forward in our schools.			We will provide updates to the community through board reporting and other data presentations.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ensure consistent F+P data is available to be analyzed and used instructionally by teachers and programmatically across the district.	09/05/2022	06/06/2025	Assistant Superintendent for Elementary Education	F&P scores	No	No
Develop a process to ensure we are utilizing multiple data points to inform student progress towards the Third grade literacy benchmark.	09/05/2022	06/05/2023	Assistant Superintendent for Elementary Education	benchmark data	No	No
Continue to strengthen and celebrate the use of Child Study Teams to meet the needs of our learners.	09/05/2022	06/02/2025	Assistant Superintendents	Child Study Team Protocols and Data reviews	No	No
Strengthen parent/guardian relationships through learning opportunities to support early childhood literacy development.	10/03/2022	03/31/2023	Assistant Superintendent for Elementary Education	Parent Learning Night(s)-Day(s) Communication through newsletters	No	No
Continue to provide high quality professional learning focused on our literacy best practices and supporting elementary RELA programming to ensure fidelity of implementation.	09/05/2022	05/30/2025	Assistant Superintendent for Elementary Education	Curriculum Resources Professional Learning Sessions Coaching Sessions	No	No

Action Plan for: Measure growth of students who have been identified as English Language Learners (ELL) utilizing PSSA, Keystone, and WIDA Scores

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> English Language Learners 		We will revise our ELL programming and ensure that we are using data to develop additional supports for our emerging population.			We will provide updates on changes through increased professional development, communication, and updating the community when additional needs are established.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Monitor students throughout the year via student-specific meetings to discuss and address academic concerns about English Learners.	09/05/2022	05/31/2023	ELD Coordinator Building Administrator	Professional Learning Sessions led by Coordinator, Administrators and outside providers	No	No
Modify ELD program to provide more classroom-level support within the school day.	09/05/2022	05/31/2023	ELD Coordinator Building Administrator	Co-Teaching, Accommodations/Modifications PL sessions	No	No
Secure additional ELL staffing at the secondary level.	04/04/2022	08/22/2022	Assistant Superintendent for Secondary Education	Posting, secure hire.	No	No
Develop yearly professional learning experiences for all educators and also specific to content areas based on teacher input and student data.	10/03/2022	05/31/2023	ELD Coordinator Building Administrator	Professional Learning Sessions Instructional Coaching sessions	Yes	No
Invite families of ELL learners to our Title 1 Family Night events.	04/03/2023	05/31/2022	ELD Coordinator Assistant Superintendents Building Administrators	Resources to develop communication skills	No	No
Exploration and purchase (Title III funding) of instructional materials specific to ELL students that will readily prepare them for a successful educational experience.	01/02/2023	04/28/2023	Assistant Superintendents	Federal Programs Budget Process is to be followed.	No	No

Action Plan for: Monitor students with IEPs to ensure that they are receiving appropriate support in the Least Restrictive Environment (LRE)

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Least Restrictive Environment 		Our learners with IEP's will be in the Least Restrictive Environment for their success.			We will track placements each year and monitor three year trends.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Review of transition programs to see if we can bring those programs back into the district. Conduct cost analysis in preparation for the January 2024 budget proposal for the 2024-2025 School Year.	01/02/2023	10/31/2023	Director of Pupil Services	Pennridge budget timeline process	No	No
Monitor students in the 40-79% LRE range to bump them, into the 80% or more LRE range and students in the less than 40% range to the 40-79% range, if appropriate.	08/29/2022	01/06/2025	Director of Pupil Services	LRE tracking document for special education teachers and PD for special education teachers	Yes	No
Provide professional learning opportunities for all educators to ensure that they have the skills and strategies to support diverse learners in their classrooms.	08/29/2022	01/06/2025	Director of Pupil Services	Development of Professional Learning, BCIU, PaTTAN	No	No
Develop a continuum of services document that details the continuum of support that is available to all students.	08/29/2022	10/31/2022	Director of Pupil Services		No	No

Action Plan for: Improve and maintain access and reliability of the network/infrastructure

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Network/Infrastructure 		We will have a more reliable and safe network and infrastructure with the development of Disaster Recovery Plans, Business Continuity Plans, and Business Impact Analysis. In addition we will have an MFA for hardware resources and staff. Lastly we will provide additional professional learning for our staff on cyber security and cloud safety.			We will provide updates on the various plans and engage stakeholders for feedback. We will provide updates to the community on securing and implementing the new hardware. And we will collect data on educator professional learning focused on cyber security and safety.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Development of a formal Disaster Recovery Plan	07/01/2022	06/30/2023	Director of Technology	DR template formalized	No	No
Development of a Business Continuity Plan	07/01/2022	06/30/2023	Director of Technology	Input from internal departments regarding prioritization of business systems in event of systems disruption	No	No
Development of a Business Impact Analysis Plan	07/01/2022	06/30/2023	Director of Technology	Input from internal departments regarding impact on business operations in event of systems disruption	No	No
Secure an MFA for hardware resources (servers, switches, VPN) and staff.	07/01/2022	12/30/2022	Director of Technology	Purchase of identified MFA solution platform	No	No
Develop and/or provide professional learning opportunities focused on cyber security and cloud safety for employees.	07/01/2022	12/30/2022	Director of Technology	Cyber Security Training platform	Yes	Yes
Ensure network security to protect the integrity, confidentiality, and accessibility of district networks and data	07/01/2022	06/30/2025	Director of Technology	Monitoring ongoing network operations district wide	No	No

Evaluate Multi-Factor Authentication methods.	07/01/2022	12/31/2022	Director of Technology		No	No
Evaluate and Implement Endpoint security program.	07/01/2022	06/30/2023	Director of Technology	Evaluated EPP products	No	No
Integrate technology inventory program with helpdesk ticketing system to maintain inventory, service records and trouble tickets in one system.	07/01/2022	06/30/2023	Director of Technology	Helpdesk system and asset information	No	No
Update infrastructure components according to replacement cycle.	07/01/2022	06/30/2025	Director of Technology		No	No

Action Plan for: Use appropriate technology to support the focus of digital age learning

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Digital Age Learning 		Our educators will utilize technology more effectively and efficiently to both support student learning and have access to resources that support their own work and learning.			We will collect data through needs assessments as well as completion rates of professional learning and feedback on training sessions.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop professional learning/communication resources to ensure that all staff are aware of and are able to utilize new features in software products inside and outside of the classroom.	07/01/2023	06/30/2024	Director of Technology		Yes	No
Automated integration of PowerSchool programs including Recruit and Hire, Records, eFinancePlus, Enrollment and Student Information System	07/01/2022	06/30/2023	Director of Technology		Yes	Yes
Leverage cloud storage vs local storage for staff and students.	07/01/2022	06/30/2023	Director of Technology	OneDrive and Google Drive	No	No
Review our retention policy for technology records.	01/01/2023	01/01/2024	Director of Technology		No	No
Develop and implement technology replacement cycle at the elementary level.	07/01/2022	06/30/2025	Director of Technology		No	No
Implementation/integration of Naviance/Career Pathways for college and career planning program.	07/01/2022	06/30/2024	Director of Technology		Yes	Yes
Implementation of Atlas curriculum writing program at the elementary level.	07/01/2022	06/30/2024	Director of Technology		No	No
Updated elementary progress reports reflected in PowerSchool.	07/01/2022	06/30/2023	Director of Technology	Elementary admin/staff	No	No

Action Plan for: Implement digital hiring/onboarding system.

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Human Resources System 		We will have a more efficient and effective digital onboarding solution providing greater access to stakeholders on both ends.			We will collect feedback from users on the resources as well as utilize system data to seek out inefficiencies and potential barriers.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implementation of Unified Talent Employee Records program (Human Resources paperless onboarding/forms system)	07/01/2022	06/30/2023	Director of HR		Yes	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Engage in elementary curriculum renewal in core content areas.	<ul style="list-style-type: none"> • Ensure vertical alignment of K-5 curriculum for mathematics, science, social studies, and RELA.
Measure growth of students who have been identified as English Language Learners (ELL) utilizing PSSA, Keystone, and WIDA Scores	<ul style="list-style-type: none"> • Develop yearly professional learning experiences for all educators and also specific to content areas based on teacher input and student data.
Monitor students with IEPs to ensure that they are receiving appropriate support in the Least Restrictive Environment (LRE)	<ul style="list-style-type: none"> • Monitor students in the 40-79% LRE range to bump them, into the 80% or more LRE range and students in the less than 40% range to the 40-79% range, if appropriate.
Improve and maintain access and reliability of the network/infrastructure	<ul style="list-style-type: none"> • Develop and/or provide professional learning opportunities focused on cyber security and cloud safety for employees.
Use appropriate technology to support the focus of digital age learning	<ul style="list-style-type: none"> • Develop professional learning/communication resources to ensure that all staff are aware of and are able to utilize new features in software products inside and outside of the classroom. • Automated integration of PowerSchool programs including Recruit and Hire, Records, eFinancePlus, Enrollment and Student Information System • Implementation/integration of Naviance/Career Pathways for college and career planning program.
Implement digital hiring/onboarding system.	<ul style="list-style-type: none"> • Implementation of Unified Talent Employee Records program (Human Resources paperless onboarding/forms system)

Professional Development Activities

Curriculum Development Professional Learning for Elementary Teachers						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Continue to provide high quality professional learning focused on our literacy best practices and supporting elementary RELA programming to ensure fidelity of implementation. 	Elementary Educators	Best Practices in Curriculum Development	We will formally assess professional staff members throughout the training process. We will collect feedback via a survey. Teachers will be able to develop curriculum via Atlas.	Assistant Superintendent for Elementary Education	09/05/2022	06/28/2024
Learning Formats						
Type of Activities	Frequency	Choose Observation and Practice Framework			This Step Meets the Requirements of State Required Trainings	
Inservice day	Minimum of 3xs per year (some singleton sessions may occur based on specific content area)				Language and Literacy Acquisition for All Students	
Collaborative curriculum development	Ongoing throughout the school year/summer work sessions.				Language and Literacy Acquisition for All Students	

Develop yearly professional learning experiences for all educators and also specific to content areas based on teacher input and student data.

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Develop yearly professional learning experiences for all educators and also specific to content areas based on teacher input and student data. 	K-12 Teaching Staff	RELA, Mathematics, Science, Social Studies curriculum and instructional practices while embedding RELA standards across all curricula.	Teacher Evaluation audits of improved instructional practice Improved Benchmark data and state assessment data	Assistant Superintendents Curriculum Supervisors Special Education Supervisors	07/01/2022	05/31/2024

Learning Formats			
Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Included in the 14 hours of professional learning each year.		Language and Literacy Acquisition for All Students

Offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Monitor students in the 40-79% LRE range to bump them, into the 80% or more LRE range and students in the less than 40% range to the 40-79% range, if appropriate. 	K-12 Teaching and Teaching Assistants	Inclusive Practices and Strategies to meet the needs of diverse learners	Professional Learning documents secured from Unified Talent	Director of Pupil Services Assistant Superintendents	07/01/2022	05/30/2025

Learning Formats			
Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	2xs per year for 3 years		Teaching Diverse Learners in an Inclusive Setting

Communications Action Steps

Evidence-based Strategy	Action Steps
Engage in elementary curriculum renewal in core content areas.	<ul style="list-style-type: none">• Ensure vertical alignment of K-5 curriculum for mathematics, science, social studies, and RELA.
Improve and maintain access and reliability of the network/infrastructure	<ul style="list-style-type: none">• Develop and/or provide professional learning opportunities focused on cyber security and cloud safety for employees.
Use appropriate technology to support the focus of digital age learning	<ul style="list-style-type: none">• Automated integration of PowerSchool programs including Recruit and Hire, Records, eFinancePlus, Enrollment and Student Information System• Implementation/integration of Naviance/Career Pathways for college and career planning program.

Communications Activities

Engage in elementary curriculum renewal in core content areas					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Ensure vertical alignment of K-5 curriculum for mathematics, science, social studies, and RELA. 	Elementary stakeholders	Renewal of curriculum for core content areas (math, science, social studies, and reading and language arts.	Assistant Superintendent for Elementary Education	10/10/2022	06/11/2024
Communications					
Type of Communication			Frequency		
Presentation			Elementary curriculum renewal for core content areas presentations at Board Curriculum Committee meetings.		

PENNRIDGE SD

1200 N 5th St

Professional Development Plan (Act 48) | 2022 - 2025

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

K-12

122098103

1200 North Fifth Street, Perkasie, PA 18944

Dr. Kathy Scheid

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Dr. David Bolton

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Tony Rybarczyk	Assistant Superintendent	Dr. Tony Rybarczyk	Administration Personnel
Dr. Kathy Scheid	Assistant Superintendent	Dr. Kathy Scheid	Administration Personnel
Mrs. Joan Cullen	School Board President	Mrs. Joan Cullen	School Board of Directors
Mrs. Lisa Walters	Parent	Mrs. Lisa Walters	Administration Personnel
Mrs. Amanda De Wlitt	Parent	Mrs. Amanda De Wlitt	Administration Personnel
Mrs. Sondra Alderfer	Guidance Counselor	Mrs. Sondra Alderfer	Education Specialist

Name	Title	Committee Role	Appointed By
Mrs. Lisa Amary	Teacher	Mrs. Lisa Amary	Teacher
Dr. Matt Cole	Principal	Dr. Matt Cole	Administration Personnel
Mr. Lee Dillingham	Gifted Teacher	Mr. Lee Dillingham	Teacher
Mr. David Laboski	Principal	Mr. David Laboski	Administration Personnel
Mrs. Emily London	Teacher	Mrs. Emily London	Teacher
Mrs. Melissa Tomlinson	Teacher	Mrs. Melissa Tomlinson	Teacher
Mr. Ron Smith	Parent	Mr. Ron Smith	Administration Personnel
Mrs. Lorrie Petersen	Teacher	Mrs. Lorrie Petersen	Teacher
Mrs. Christine Bishop	Teacher	Mrs. Christine Bishop	Teacher
Mrs. Jamie Vinci	IST	Mrs. Jamie Vinci	Education Specialist
Mrs. Casi Plourde	Principal	Mrs. Casi Plourde	Administration Personnel

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

The function of the committee is to review the staff survey data on professional development needs to identify priorities for the upcoming

school year. The committee does an analysis of former and current professional development plans and provides input to support final decisions. The committee meets four times per year.

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

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (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
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

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

CURRICULUM DEVELOPMENT PROFESSIONAL LEARNING FOR ELEMENTARY TEACHERS

Action Step	Audience	Topics to be Included	Evidence of Learning
Continue to provide high quality professional learning focused on our literacy best practices and supporting elementary RELA programming to ensure fidelity of implementation.	Elementary Educators	Best Practices in Curriculum Development	We will formally assess professional staff members throughout the training process. We will collect feedback via a survey. Teachers will be able to develop curriculum via Atlas.
Lead Person/Position			Anticipated Timeline
Assistant Superintendent for Elementary Education			09/05/2022 - 06/28/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Minimum of 3xs per year (some singleton sessions may occur based on specific content area)		Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Ongoing throughout the school year/summer work sessions.		Language and Literacy Acquisition for All Students

DEVELOP YEARLY PROFESSIONAL LEARNING EXPERIENCES FOR ALL EDUCATORS AND ALSO SPECIFIC TO CONTENT AREAS BASED ON TEACHER INPUT AND STUDENT DATA.

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop yearly professional learning experiences for all educators and also specific to content areas based on teacher input and student data.	K-12 Teaching Staff	RELA, Mathematics, Science, Social Studies curriculum and instructional practices while embedding RELA standards across all curricula.	Teacher Evaluation audits of improved instructional practice Improved Benchmark data and state assessment data
Lead Person/Position			Anticipated Timeline
Assistant Superintendents Curriculum Supervisors Special Education Supervisors			07/01/2022 - 05/31/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Included in the 14 hours of professional learning each year.		Language and Literacy Acquisition for All Students

OFFER ALL PROFESSIONAL EMPLOYEES OPPORTUNITIES TO PARTICIPATE IN CONTINUING EDUCATION FOCUSED ON TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Action Step	Audience	Topics to be Included	Evidence of Learning
Monitor students in the 40-79% LRE range to bump them, into the 80% or more LRE range and students in the less than 40% range to the 40-79% range, if appropriate.	K-12 Teaching and Teaching Assistants	Inclusive Practices and Strategies to meet the needs of diverse learners	Professional Learning documents secured from Unified Talent
Lead Person/Position		Anticipated Timeline	
Director of Pupil Services Assistant Superintendents		07/01/2022 - 05/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2xs per year for 3 years		Teaching Diverse Learners in an Inclusive Setting

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TRAUMA-INFORMED INSTRUCTION

Audience	Topics to be Included	Evidence of Learning
K-12 staff and administrators	Awareness of trauma-based behaviors Supporting students with trauma-based behaviors	Safe Schools certificate

Lead Person/Position	Anticipated Timeline
Director of Pupil Services	08/25/2022 - 06/01/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	1x		School Safety including Trauma-informed Education Awareness (Act 44)

ALICE SAFETY TRAINING

Audience	Topics to be Included	Evidence of Learning
K-12 Staff, support staff, students and administrators	Alice for Safe Schools	Drills Table-top exercises

Lead Person/Position	Anticipated Timeline
Dr. Cheri Derr, Director of Pupil Services	08/25/2022 - 06/01/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	1x online training ongoing follow-up table-top sessions		School Safety including Trauma-informed Education Awareness (Act 44)

EVALUATION AND REVIEW

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

The Professional Education Plan will be reviewed by the Assistant Superintendents, Director of Pupil Services and Human Resources Director on an annual basis. Goals will be assessed based on student outcomes and revisions will be made, as appropriate.

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

PENNRIDGE SD

1200 N 5th St

Induction Plan (Chapter 49) | 2022 - 2025

INDUCTION PLAN (CHAPTER 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists.
- The induction plan shall be prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

PROFILE AND PLAN ESSENTIALS

K-12

122098103

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INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Kathleen Brewster-Scheid	Assistant Superintendent	Administrator	Administration Personnel
Anthony Rybarczyk	Assistant Superintendent	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Keith Veverka	Curriculum Supervisor	Administrator	Administration Personnel
Brooke Burgy	6-12 Academic Coach	Education Specialist	Education Specialist
Kelly Mallory	Special Education Coach	Education Specialist	Education Specialist
Erin Reichert	K-5 Academic Coach	Education Specialist	Education Specialist
Sarah Raber	K-12 Curriculum Supervisor	Administrator	Administration Personnel
Dr. Steve Cashman	High School Principal	Administrator	Administration Personnel
Mrs. Diane Miller	Technology Director	Administrator	Administration Personnel
Mr. Howard Vogel	K-12 Curriculum Supervisor	Administrator	Administration Personnel
Dr. Chris Brockman	Technology Specialist	Education Specialist	Education Specialist
Nicole Dellamonica	Academic Coach	Education Specialist	Education Specialist
Mrs. Dana Luppanacci	Academic Coach	Education Specialist	Education Specialist
Mr. Ken Ehrmann	Academic Coach	Education Specialist	Education Specialist
Mrs. Staci Klemmer	Data Coach	Education Specialist	Education Specialist
Ms. Dana Pivnichny	Academic Coach	Education Specialist	Education Specialist

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

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

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

MENTORS

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

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

OTHER

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

CHARACTERISTICS.

Mentors for new teachers must meet district requirements that include successful teaching in the classroom with proficient and/or distinguished teacher ratings. Additionally, they must have a willingness to support new teachers throughout the year.

NEEDS ASSESSMENT

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

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

OTHER

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

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

The Induction Plan consists of 11 formal meetings. There are three mandatory days, prior-to-school opening" dates and 8 additional 1 hour after-school meetings that provide sessions on the following topics: Technology applications and Integration, classroom management, parent-teacher conferences, Best Practice in social media and Human Resources, Planning Effective Questioning in Unit Design, Small Group Instructional Practices, Instructional Roundtable Parts 1 and 2), and Pupil Services topics.

EDUCATOR INDUCTION PLAN TOPIC AREAS

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

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)

Timeline

4f: Showing Professionalism

Year 3 Fall, Year 1 Fall, Year 2 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

Year 1 Spring, Year 1 Fall

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

1e: Designing Coherent Instruction

Year 2 Fall, Year 1 Spring, Year 1 Fall

Selected Danielson Framework(s)

Timeline

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2a: Creating an Environment of Respect and Rapport

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

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of Content and Pedagogy

Year 1 Spring, Year 2 Fall, Year 1 Fall, Year 3 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning

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

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

Year 1 Spring, Year 1 Winter, Year 2 Fall, Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

Year 1 Fall, Year 1 Spring, Year 2 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

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

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources

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

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2d: Managing Student Behavior

Year 1 Spring, Year 1 Winter, Year 1 Fall

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)**Timeline**

4c: Communicating with Families

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

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

Participants are surveyed Response data is analyzed for areas of strengths/growth and patterns Induction Plan is improved upon to better meet the needs of participants

DOCUMENTATION OF PARTICIPATION AND COMPLETION

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

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

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

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

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

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

Educator Induction Plan Coordinator

Date

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

PENNRIDGE SD

1200 N 5th St

Gifted Education Plan Assurances (Chapter 16) | 2022 - 2025

CHAPTER 16

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

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

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

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

Public awareness activities are posted through building handbooks and newsletters, and the District website.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.
 - Public awareness activities are posted through building handbooks and newsletters, and the District website.
 - Students are discussed at the building Child Study Team Meetings (CST). Educational team members refer students for discussion at CST meetings who they believe may demonstrate qualities of a gifted learner.
 - Parents may make a direct referral if they believe their child demonstrates qualities of a gifted learner.
 - Students go through a screening process and then may be recommended for a full Gifted evaluation
 - Screening procedures gather information from a variety of sources including the two screening tools that are used are the Scales for Identifying Gifted Students (SIGS-2) and the Kauffman Brief Intelligence Scales (KBIT-2), standardized assessment data, grades and progress reports, observations, parent input, etc.

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

The school psychologist utilizes multiple measures to determine eligibility for gifted services. Multiple measures include classroom observation, classroom-based assessments / portfolios, reading continuum, writing continuum, math continuum, grades, progress reports, parent input, and additional information as available. Additional tools utilized are the Wechsler Intelligence Scale for Children (WISC-5), and then they also use a standardized achievement battery, which could be the Kaufman Test of Educational Achievement (KTEA-3) or the Wechsler Individual Achievement Test (WIAT-4).

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

The Pennridge School District believes that all children require and deserve opportunities to realize their intellectual potential according to their individual abilities and needs. In support of this belief, the District will pursue a rigorous academic program utilizing differentiation of instruction, flexible grouping patterns, and enrichment and/or acceleration where appropriate, to provide children with challenges that correspond to their demonstrated pace and level of learning. Gifted students will be given opportunities to interact with students of similar abilities so that they may delve into questions, subjects, and issues in depth. They will be given opportunities to develop higher-level

thinking, critical thinking, divergent thinking, problem-solving, communication, leadership, group dynamics, and research and independent study skills. This philosophy will be reflected in an environment that is sensitive to individual interests and social and emotional needs.

Elementary K-1: Our Gifted Support teachers provide one-half hour per five-day cycle in each building and either push in or create a group of students that are pulled out. 2-5: We offer a pull-out/push-in program for each grade level. Identified students in grades 2-3 receive a total of 1 hour and 30 minutes of pull-out classes during a five-day cycle. Identified students in grades 4 and 5 receive two hours of pull-out classes during a five-day cycle. The Gifted Support teacher meets small groups of students by grade level in order to facilitate extensions for the regular education curriculum. The Gifted Support teachers offer resource room time for students and push-in time for regular education teachers to support differentiated instructional strategies.

Middle School 6-8: Our 6th, 7th, and 8th grade students are enrolled in a gifted seminar class. The gifted seminar class for 6th grade is scheduled for one period daily, for a semester. The gifted seminar class for 7th grade is also scheduled for one period daily, for a semester. The curriculum is designed to develop, foster, and enhance higher-level thinking skills. In 8th grade, identified gifted students meet for a seminar class that meets daily for a marking quarter. The Gifted Support teachers at the Middle School will also monitor and consult with regular education teachers to provide resources and/or co-teach for differentiated instructional activities, projects, and assessments.

High School 9-12: Our Gifted staff at the high school organizes an Extended Learning Community (ELC). Students select from a menu of options. Option choices include enrichment cluster presentations; Critical Thinking Study Groups; Paideia Seminars with product connection and presentation; independent study; and mentorship. Students selecting independent study or mentorship opportunities are contracted to complete the work.

Chief School Administrator

Date