

Upper St. Clair SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Public School		103029203
Address 1		
1775 McLaughlin Run Road		
Address 2		
City	State	Zip Code
Upper St. Clair	PA	15241
Chief School Administrator		Chief School Administrator Email
Dr. John T. Rozzo		jrozzo@uscscd.k12.pa.us
Single Point of Contact Name		
Amy G. Pfender		
Single Point of Contact Email		
apfender@uscscd.k12.pa.us		
Single Point of Contact Phone Number		
412-833-1600		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. John T. Rozzo	Administrator	Central Office USCSD	jrozzo@uscscd.k12.pa.us
Dr. Judy Bulazo	Administrator	Central Office USCSD	jbulazo@uscscd.k12.pa.us
Dr. Amy Pfender	Administrator	Central Office USCSD	apfender@uscscd.k12.pa.us
Dr. Lauren Madia	Administrator	Central Office USCSD	lmadia@uscscd.k12.pa.us
Mark Miller	Administrator	Eisenhower Elementary School	mmiller@uscscd.k12.pa.us
Sherri Garvey	Staff Member	Middle School Gifted Teacher	sgarvey@uscscd.k12.pa.us
Melissa Tungate	Staff Member	High School English Teacher	mctungate@uscscd.k12.pa.us
Jodi Mosler	Staff Member	Middle School Special Education Teacher	jmosler@uscscd.k12.p.us
Shannon Dominick	Staff Member	Elementary Mathematics Teacher	sdominick@uscscd.k12.pa.us
Steve Miller	Staff Member	High School Mathematics Teacher	smiller@uscscd.k12.pa.us
Doug Kirchner	Staff Member	High School Social Studies Teacher	dkirchner@uscscd.k12.pa.us
Josh Tobin	Staff Member	Middle School Social Studies Teacher	jtobin@uscscd.k12.pa.us
Mrs. Melissa Epler	Community Member	Participated in PD Committee	-----
Mrs. Kim Damon	Community Member	Participated in PD committee	-----
Mrs. Stacey Seewal	Parent	Participated in PD committee	-----
Mr. Kevin Clark	Staff Member	Boyce Science	kclark@uscscd.k12.pa.uscscd
Ms. Betsy Allen	Staff Member	Elementary Teacher	eallen@uscscd.k12.pa.uscscd
Ms Leslie Smirniw	Staff Member	Elementary School Counselor	lsmirniw@uscscd.k12.pa.us
Mr. Brad Wilson	Administrator	Administrator	bwilson@uscscd.k12.pa.uscscd
Ms. Kate Sebastio	Staff Member	World Language	ksebastio@uscscd.k12.pa.us
Mrs. Corrine Newman	Staff Member	HS Science Teacher	cnewman@uscscd.k12.pa.uscscd
Dr. Michale Funfar	Staff Member	HS Math Teacher	mfunfar@uscscd.k12.pa.uscscd

LEA Profile

Upper St. Clair School District, located 10 miles south of downtown Pittsburgh, has a strong tradition of excellence in academics, the arts and athletics. The district's success – along with its K-12 International Baccalaureate program – has resulted in a diverse population with families from all over the world. Currently, there are approximately 40 different home languages spoken in Upper St. Clair students' homes.

The district serves just over 4,000 students in six schools, all of which have been recognized as National Blue Ribbon Schools:

- Baker Elementary School (K – grade 4)
- Eisenhower Elementary School (K – grade 4)
- Streams Elementary School (K – grade 4, International Baccalaureate)
- Boyce Middle School (grades 5 – 6, traditional and International Baccalaureate)
- Fort Couch Middle School (grades 7 – 8, traditional and International Baccalaureate)
- Upper St. Clair High School (grades 9 – 12, traditional and International Baccalaureate)

All six school campuses boast modern school facilities with significant technology infrastructure that support the latest educational advancements. All Upper St. Clair students are provided a district-issued technology device to assist with their learning.

The district's professional staff is comprised of more than 300 educators, 80 percent of whom hold a master's degree or above, and a support staff of 240, including custodians, nutrition center workers, aides, administrative support, school police and safety officers as well as maintenance and transportation personnel.

All Upper St. Clair schools embrace the Professional Learning Community (PLC) model. PLC teacher teams meet on a weekly basis to discuss students as learners and to share educational best practices.

Upper St. Clair School District benefits greatly from active and meaningful parent engagement. In addition to classroom and school-wide special events, parent volunteers coordinate numerous afterschool activities that have included STEM/STEAM and robotics camps, art and cooking classes, athletic opportunities as well as chess and gardening clubs. These volunteer-led opportunities provide valuable social and educational benefits to students.

The Upper St. Clair School District ranks second among the Pennsylvania's 500 school districts, according to the 2024 Guide to Western Pennsylvania Schools, published by the Pittsburgh Business Times. The publication's statewide rankings were introduced in 2017.

Debating at No. 10 in 2017, the district climbed to No. 5 in 2018, No. 3 in 2019, and No. 2 in 2020, before reaching No. 1 in 2022 and 2023. There were no rankings in 2021 due to the pandemic.

All six district schools have been recognized among the “Best” schools by U.S. News & World Report – all ranking within the top 2% of schools. In addition to excelling academically, Upper St. Clair is fortunate to have a robust fine and performing arts program. For nine years in a row, Upper St. Clair School District has been named among the nation’s Best Communities for Music Education by the NAMM Foundation.

Upper St. Clair fosters a welcoming environment for all. All six schools have earned the Anti-Defamation League’s No Place for Hate designation. Implemented within the Upper St. Clair School District beginning in the fall of 2019, No Place for Hate helps incorporate anti-bias and bullying prevention resources into the district’s existing programs in order to have one consistent message of inclusivity.

For more information about Upper St. Clair School District, visit www.uscsd.k12.pa.us.

Mission and Vision

Mission

Developing lifelong learners and responsible citizens for a global society is the mission of the Upper St. Clair School District, served by a responsive and innovative staff who in partnership with the community provides learning experiences that nurture the uniqueness of each child and promotes happiness and success.

Vision

Upper St. Clair School District prepares our students to be successful contributors to an ever changing global society by providing a nurturing, engaging, and challenging learning environment.

Educational Values

Students

We believe that: 1. education is a shared responsibility and requires collaboration of the institution, the governing authority, the student, the family, and the community. 2. the involvement of the parents and community in the schools is critical to the education of students and sets an example for children to grow as responsible citizens. 3. a commitment to excellence demands an investment of financial, human, and material resources. 4. the quality of the school district impacts the quality of life in the community. 5. an exemplary education institution aims to promote an environment of academic excellence and pride in the school community. 6. a school district that offers a variety of programmatic choices ensures greater student engagement in the learning process. 7. a school district, staff, students parents, and community benefit from an attitude of continuous progress and consistent practices of exploration, forward-thinking, and openness to change. 8. a safe learning environment is a right and a responsibility for all stakeholders. 9. children are our community's most valuable asset, and each child has intrinsic worth. 10. education is most effective when decision-making is focused on the best interests of the student. 11. children achieve their maximum potential through hard work and dedication in an environment when expectations are high, when they understand the purpose for learning, and when they are engaged in the process. 12. exposure to a balanced curriculum, including academics, arts, and athletics, expands the human experience and allows each student to discover his or her own particular interests and abilities. 13. a wide variety of extra-curricular activities develops a sense of leadership and teamwork in students. 14. effective education develops the whole person-ethically, intellectually, emotionally, socially, and physically-and promotes self-esteem and personal happiness. 15. interaction and collaboration with people of diverse backgrounds and character encourages tolerance, open-mindedness, and appreciation for others. 16. because students learn at different rates and in different ways, it is essential to recognize each student's needs and interests when creating opportunities for continuous progress. 17. effective education fosters students' abilities to listen and communicate, think critically and creatively, and apply their knowledge to all of their decision-making. 18. children do best when they are mentored through their failures as well as their successes. 19. service to others encourages students to develop an understanding of and appreciation for other people and encourages them to become contributing members of society. 20. lifelong learning, a process that begins with parents in the home and is cultivated by teachers and staff in the schools, is essential for success in a changing society. 21. thoughtful practices of a school and community can foster a sense of environmental stewardship in students. 22. citizens and leaders of tomorrow need to be able to function successful in a global and technological society. 23. an educated and well-informed citizenry is essential for a democratic society to flourish.

Staff

We believe that: 1. education is a shared responsibility and requires collaboration of the institution, the governing authority, the student, the family, and the community. 2. the involvement of the parents and community in the schools is critical to the education of students and sets an example for children to grow as responsible citizens. 3. a commitment to excellence demands an investment of financial, human, and material resources. 4. the quality of the school district impacts the quality of life in the community. 5. an exemplary education institution aims to promote an environment of academic excellence and pride in the school community. 6. a school district that offers a variety of programmatic choices ensures greater student engagement in the learning process. 7. a school district, staff, students parents, and community benefit from an attitude of continuous progress and consistent practices of exploration, forward-thinking, and openness to change. 8. a safe learning environment is a right and a responsibility for all stakeholders. 9. children are our community's most valuable asset, and each child has intrinsic worth. 10. education is most effective when decision-making is focused on the best interests of the student. 11. children achieve their maximum potential through hard work and dedication in an environment when expectations are high, when they understand the purpose for learning, and when they are engaged in the process. 12. exposure to a balanced curriculum, including academics, arts, and athletics, expands the human experience and allows each student to discover his or her own particular interests and abilities. 13. a wide variety of extra-curricular activities develops a sense of leadership and teamwork in students. 14. effective education develops the whole person-ethically, intellectually, emotionally, socially, and physically-and promotes self-esteem and personal happiness. 15. interaction and collaboration with people of diverse backgrounds and character encourages tolerance, open-mindedness, and appreciation for others. 16. because students learn at different rates and in different ways, it is essential to recognize each student's needs and interests when creating opportunities for continuous progress. 17. effective education fosters students' abilities to listen and communicate, think critically and creatively, and apply their knowledge to all of their decision-making. 18. children do best when they are mentored through their failures as well as their successes. 19. service to others encourages students to develop an understanding of and appreciation for other people and encourages them to become contributing members of society. 20. lifelong learning, a process that begins with parents in the home and is cultivated by teachers and staff in the schools, is essential for success in a changing society. 21. thoughtful practices of a school and community can foster a sense of environmental stewardship in students. 22. citizens and leaders of tomorrow need to be able to function successful in a global and technological society. 23. an educated and well-informed citizenry is essential for a democratic society to flourish.

Administration

We believe that: 1. education is a shared responsibility and requires collaboration of the institution, the governing authority, the student, the family, and the community. 2. the involvement of the parents and community in the schools is critical to the education of students and sets an example for children to grow as responsible citizens. 3. a commitment to excellence demands an investment of financial, human, and material resources. 4. the quality of the school district impacts the quality of life in the community. 5. an exemplary education institution

aims to promote an environment of academic excellence and pride in the school community. 6. a school district that offers a variety of programmatic choices ensures greater student engagement in the learning process. 7. a school district, staff, students parents, and community benefit from an attitude of continuous progress and consistent practices of exploration, forward-thinking, and openness to change. 8. a safe learning environment is a right and a responsibility for all stakeholders. 9. children are our community's most valuable asset, and each child has intrinsic worth. 10. education is most effective when decision-making is focused on the best interests of the student. 11. children achieve their maximum potential through hard work and dedication in an environment when expectations are high, when they understand the purpose for learning, and when they are engaged in the process. 12. exposure to a balanced curriculum, including academics, arts, and athletics, expands the human experience and allows each student to discover his or her own particular interests and abilities. 13. a wide variety of extra-curricular activities develops a sense of leadership and teamwork in students. 14. effective education develops the whole person-ethically, intellectually, emotionally, socially, and physically-and promotes self-esteem and personal happiness. 15. interaction and collaboration with people of diverse backgrounds and character encourages tolerance, open-mindedness, and appreciation for others. 16. because students learn at different rates and in different ways, it is essential to recognize each student's needs and interests when creating opportunities for continuous progress. 17. effective education fosters students' abilities to listen and communicate, think critically and creatively, and apply their knowledge to all of their decision-making. 18. children do best when they are mentored through their failures as well as their successes. 19. service to others encourages students to develop an understanding of and appreciation for other people and encourages them to become contributing members of society. 20. lifelong learning, a process that begins with parents in the home and is cultivated by teachers and staff in the schools, is essential for success in a changing society. 21. thoughtful practices of a school and community can foster a sense of environmental stewardship in students. 22. citizens and leaders of tomorrow need to be able to function successful in a global and technological society. 23. an educated and well-informed citizenry is essential for a democratic society to flourish.

Parents

We believe that: 1. education is a shared responsibility and requires collaboration of the institution, the governing authority, the student, the family, and the community. 2. the involvement of the parents and community in the schools is critical to the education of students and sets an example for children to grow as responsible citizens. 3. a commitment to excellence demands an investment of financial, human, and material resources. 4. the quality of the school district impacts the quality of life in the community. 5. an exemplary education institution aims to promote an environment of academic excellence and pride in the school community. 6. a school district that offers a variety of programmatic choices ensures greater student engagement in the learning process. 7. a school district, staff, students parents, and community benefit from an attitude of continuous progress and consistent practices of exploration, forward-thinking, and openness to change. 8. a safe learning environment is a right and a responsibility for all stakeholders. 9. children are our community's most valuable

asset, and each child has intrinsic worth. 10. education is most effective when decision-making is focused on the best interests of the student. 11. children achieve their maximum potential through hard work and dedication in an environment when expectations are high, when they understand the purpose for learning, and when they are engaged in the process. 12. exposure to a balanced curriculum, including academics, arts, and athletics, expands the human experience and allows each student to discover his or her own particular interests and abilities. 13. a wide variety of extra-curricular activities develops a sense of leadership and teamwork in students. 14. effective education develops the whole person-ethically, intellectually, emotionally, socially, and physically-and promotes self-esteem and personal happiness. 15. interaction and collaboration with people of diverse backgrounds and character encourages tolerance, open-mindedness, and appreciation for others. 16. because students learn at different rates and in different ways, it is essential to recognize each student's needs and interests when creating opportunities for continuous progress. 17. effective education fosters students' abilities to listen and communicate, think critically and creatively, and apply their knowledge to all of their decision-making. 18. children do best when they are mentored through their failures as well as their successes. 19. service to others encourages students to develop an understanding of and appreciation for other people and encourages them to become contributing members of society. 20. lifelong learning, a process that begins with parents in the home and is cultivated by teachers and staff in the schools, is essential for success in a changing society. 21. thoughtful practices of a school and community can foster a sense of environmental stewardship in students. 22. citizens and leaders of tomorrow need to be able to function successful in a global and technological society. 23. an educated and well-informed citizenry is essential for a democratic society to flourish.

Community

We believe that: 1. education is a shared responsibility and requires collaboration of the institution, the governing authority, the student, the family, and the community. 2. the involvement of the parents and community in the schools is critical to the education of students and sets an example for children to grow as responsible citizens. 3. a commitment to excellence demands an investment of financial, human, and material resources. 4. the quality of the school district impacts the quality of life in the community. 5. an exemplary education institution aims to promote an environment of academic excellence and pride in the school community. 6. a school district that offers a variety of programmatic choices ensures greater student engagement in the learning process. 7. a school district, staff, students parents, and community benefit from an attitude of continuous progress and consistent practices of exploration, forward-thinking, and openness to change. 8. a safe learning environment is a right and a responsibility for all stakeholders. 9. children are our community's most valuable asset, and each child has intrinsic worth. 10. education is most effective when decision-making is focused on the best interests of the student. 11. children achieve their maximum potential through hard work and dedication in an environment when expectations are high, when they understand the purpose for learning, and when they are engaged in the process. 12. exposure to a balanced curriculum, including academics, arts, and athletics, expands the human experience and allows each student to discover his or her own particular interests and

abilities. 13. a wide variety of extra-curricular activities develops a sense of leadership and teamwork in students. 14. effective education develops the whole person-ethically, intellectually, emotionally, socially, and physically-and promotes self-esteem and personal happiness. 15. interaction and collaboration with people of diverse backgrounds and character encourages tolerance, open-mindedness, and appreciation for others. 16. because students learn at different rates and in different ways, it is essential to recognize each student's needs and interests when creating opportunities for continuous progress. 17. effective education fosters students' abilities to listen and communicate, think critically and creatively, and apply their knowledge to all of their decision-making. 18. children do best when they are mentored through their failures as well as their successes. 19. service to others encourages students to develop an understanding of and appreciation for other people and encourages them to become contributing members of society. 20. lifelong learning, a process that begins with parents in the home and is cultivated by teachers and staff in the schools, is essential for success in a changing society. 21. thoughtful practices of a school and community can foster a sense of environmental stewardship in students. 22. citizens and leaders of tomorrow need to be able to function successful in a global and technological society. 23. an educated and well-informed citizenry is essential for a democratic society to flourish.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
State Assessment Measures - PSSA English & Keystone Literature	Met all statewide proficiency goals in English Language Arts/Literature at all levels. This includes PSSA scores in grades 3-8 and High School Literature Keystone exams.
State Assessment Measures - PSSA Mathematics	Met all statewide proficiency goals in Mathematics on PSSA scores in grades 3-8.
State Assessment Measures - PSSA Science and Keystone Biology	Met all statewide proficiency goals in Science/Biology at all levels. This includes PSSA scores in grades 4 and 8 as well as the Biology Keystone exam.
Career Standards Benchmark	Met or exceeded proficiency in Career Standards Benchmark for all applicable buildings.

Challenges

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - Keystone Algebra and Keystone Literature	Upper St. Clair High School Keystone scores in Algebra I and Literature did not meet state growth standard. This data has been impacted by the Pandemic, especially for Algebra I due to the nature of banked scores and students who would have taken this from an advanced cycle not being included in this analysis.
Meeting Annual Academic Growth Expectations (PVAAS) - 8th Grade Science	Science PVAAS at the 8th grade level (Fort Couch Middle School) did not meet the growth standard. Current work in the science department has been focused on preparing for the new PA Steels standards and the team is optimistic that the move will be beneficial in future changes that will be implemented in the upcoming years.
Meeting Annual Academic Growth Expectations (PVAAS) - 5th/6th Grade Mathematics	Math PVAAS at the 5th/6th grade levels (Boyce Middle School) did not meet the growth standard. This is the first year in which the data has shown this level of deficiency in meeting the growth standard.

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

Strengths

Indicator	Comments/Notable Observations
State Assessment Measures - 3rd/4th Grade Mathematics	

Grade Level(s) and/or Student Group(s) All groups at grade levels 3 and 4	Meets or exceeds all Elementary Mathematics interim targets for all available individual student groups. There is an insignificant sample size for most demographics, but this would include economically disadvantaged and students with disabilities.
Indicator State Assessment Measures - Keystone Biology Grade Level(s) and/or Student Group(s) 9th grade all groups	Comments/Notable Observations Meets or exceeds Keystone Biology interim targets for all available individual student groups. There is an insignificant sample size for most demographics, but this would include economically disadvantaged and students with disabilities.

Challenges

Indicator State Assessment Measures - 8th Grade Science PSSA Grade Level(s) and/or Student Group(s) 8th grade, students with disabilities, Science	Comments/Notable Observations Did not meet statewide proficiency goals in 8th grade Science for students with disabilities. This may be connected with changes being made to curriculum to align with new PA Steels standards.
Indicator State Assessment Measures - 7th/8th Grade Mathematics PSSA Grade Level(s) and/or Student Group(s) 7th and 8th grade Mathematics, students with disabilities	Comments/Notable Observations Did not meet statewide proficiency goals at Fort Couch Middle School in Mathematics for students with disabilities. There has been more emphasis in recent years on developing new courses to better meet needs of students in mathematics at this level. There is optimism that these new courses will help to better meet all needs on this exam, which, historically has received the lowest passing scores of any exam in the state (state averages as shown on the PDE website include only a 34% pass rate for 7th grade and 28.5% pass rate for 8th grade).

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.

Met all statewide proficiency goals in English Language Arts/Literature at all levels.
--

Met all statewide proficiency goals in Mathematics/Algebra I at all levels.

Math PVAAS at the 5th/6th grade levels (Boyce Middle School) did not meet the growth standard.
--

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.

Did not meet statewide proficiency goals in 8th grade Science for students with disabilities.

Did not meet statewide proficiency goals at Fort Couch Middle School in Mathematics for students with disabilities.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
MAP Data	The implementation of the MAP assessment in grades 3-8 has provided another meaningful data tool for teachers.
DIBELS/Acadience	The use of this data tool is long-standing in the District and has continued to be drive instruction for students.
Leveled Reading Assessments (Curriculum Based Measures)	Small group reading instruction geared toward students' levels and needs has been the foundation for students at the elementary level.
Curriculum-based assessments in Writing, Grammar, Comprehension	Local assessments continue to be adapted as curriculum changes are made.

English Language Arts Summary

Strengths

Data within the English Language Arts curriculum K-4 is a strength of the District. Formative and summative data are both used to drive instruction at all levels and provide meaningful information for meeting students at their instructional level.
Data is used to determine supports and interventions for students that are needed for students and/or course selection at all grade levels.

Challenges

Continuing to enhance the instructional supports provided to students and differentiation strategies within the classroom is always helpful in contributing to improved student performance.
--

Mathematics

Data	Comments/Notable Observations
Curriculum-based measures	Formative assessments at all grade levels serve as a tool to differentiate instruction and provide meaningful feedback to families.
MAP	The use of MAP data has continued to expand over the last few years and will continue to enhance instruction for students.

Mathematics Summary

Strengths

The District has continued to display strong outcomes in mathematics above the State average. The ability to utilize data to differentiate and support all learners is an instructional best practice.

Challenges

Continuing to enhance the instructional supports provided to students and differentiation strategies within the classroom is always helpful in contributing to improved student performance.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Curriculum-based measures - unit tests, investigative labs, projects	Our goal remains to measure knowledge, skills, processes and deep understanding with multiple assessments.

Science, Technology, and Engineering Education Summary

Strengths

The science curriculum in the District provides students with opportunities for hands-on learning experiences that integrate reading and writing with mathematical expectations.

Challenges

Transitioning to the PA STEELS standards and redeveloping curriculum-based assessments will be a need and a challenge.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance	The use of this program allows HS students to utilize data to make appropriate post-secondary decisions.
Student Portfolios	Student portfolios provide evidence of the career readiness standards and meets the expectations of the K-12 Guidance Plan.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Performance Based Measures	The performing arts provide unique performance-based assessment opportunities, offered in a safe and supportive manner, to provide formative and summative feedback to students with opportunities for revision.

Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations
Deer Valley	Sixth-grade students participate in a multi-day immersive experience. Feedback for success continues to be strong
Unit Assessments	Most grade levels have a separate or integrated environment and ecology unit. Making sure these now align with STEELS standards is a need.

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
Performance-Based Assessments	FACS is no longer offered at the middle school level so the curriculum may need to be altered to meet the needs of students better.
Skills-Based Assessments	FACS is no longer offered at the middle school level so the curriculum may need to be altered to meet the needs of students better.

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Unit Assessment	Phys Ed and Wellness programming at the High School level has been under revision for the past few years in order to be more integrated and developmentally responsive. It continues to evolve as practices are piloted and as student needs evolve.
Physical Activity Demonstration	Phys Ed and Wellness programming at the High School level has been under revision for the past few years in order to be more integrated and developmentally responsive. It continues to evolve as practices are piloted and as student needs evolve.
Safe School Report	The District is in compliance with all required reporting and is continually evaluating the school environment for students and staff.

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

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

Data	Comments/Notable Observations
American Civics Engagement Course Development/Assessment report	This is an annual state required report to determine student proficiency in American Civics
Unit Assessments	These measure skills, content knowledge and critical thinking. They may be tests, projects, or writing.

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

Robert Morris University

Agreement Type

Dual Credit

Program/Course Area

Business

Uploaded Files

2024-06 - Fully Executed - MOU with RMU for College in HS - 0617.24.pdf - Google Drive.html

Partnering Institution

Community College Beaver County

Agreement Type

Dual Credit

Program/Course Area

The Community College of Beaver County has six Academies which include Aviation, Construction, Criminal Justice, Education, Health, and STEM.

Uploaded Files

2022-08 - Fully Executed - CCBC Agreement - HS Academy and Dual Enrollment - 08.09.2022.pdf

Partnering Institution

University of Pittsburgh

Agreement Type

Dual Credit

Program/Course Area

Statistics, Calculus, Leadership

Uploaded Files

2025-02 - Fully Executed - Dual Credit Agreement - University of Pittsburgh - 02.03.25.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.

Using formative data to inform instructions and identify supports needed for students.
Assessments that are strongly aligned to curriculum and classroom instruction.
The District has continued to expand college in the high school experiences for additional post secondary course application beyond AP courses.

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.

Continuing to refine the use of assessments in identifying the strengths and needs of students in order to provide targeted supports and remediation to students.
Assuring assessments are aligned with the PA STEELS Standards.
Continue to support the changes to high school wellness and physical education.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

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.

Data is used to determine supports and interventions for students that are needed for students and/or course selection at all grade 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.

Continuing to enhance the instructional supports provided to students and differentiation strategies within the classroom is always helpful in contributing to improved student performance.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Recently approved. Special Education programming is an important aspect of the District and is continually evaluated to be compliant and to meet the needs of students.
Title 1 Program	Title I programming continues to be addressed annually.
Student Services	Student Services Department has new leadership with the Director of Special Education. Strong leadership will continue to exist in this area.
K-12 Guidance Plan (339 Plan)	Recently approved
Technology Plan	
English Language Development Programs	

Strengths

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

USCSD offers a comprehensive continuum of services to all students that includes intervention, monitoring, and appropriate steps for evaluation to determine the need for changes in programming within the continuum.
USCSD has utilized grant funding to continue to develop and pilot programming to meet the emotional and mental health needs of students.
USCSD has spent intentional time and development on consistent assessment practices at the middle school level.

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.

USCSD continues to evaluate programs for consistent and adequate resources to meet the evolving academic, social, and mental/behavioral health needs of students.
USCSD continues to review instructional best practices in the area of differentiation to meet students instructional needs.

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	Exemplary
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Exemplary
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Exemplary

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Exemplary
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Exemplary
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	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

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	Operational

Organize and Allocate Resources and Services Strategically and Equitably

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

The continued attention, monitoring, and change processes centered around curriculum development, instruction, assessment, and programming are the greatest strengths of our District.
--

Recruiting and retaining quality staff members is a critical matter that is becoming more challenging.
--

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.

With competing priorities and needs, finding time for leadership development is difficult.
--

With the fast-paced changes in technology and in career development options, finding time and resources to expand and revise programming is challenging. The ever-evolving role of Artificial Intelligence and its impact on work and education will continue to be a challenge over the next several years.
--

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
Met all statewide proficiency goals in English Language Arts/Literature at all levels.	False
Met all statewide proficiency goals in Mathematics/Algebra I at all levels.	False
Data within the English Language Arts curriculum K-4 is a strength of the District. Formative and summative data are both used to drive instruction at all levels and provide meaningful information for meeting students at their instructional level.	False
Data is used to determine supports and interventions for students that are needed for students and/or course selection at all grade levels.	True
The District has continued to display strong outcomes in mathematics above the State average. The ability to utilize data to differentiate and support all learners is an instructional best practice.	False
The science curriculum in the District provides students with opportunities for hands-on learning experiences that integrate reading and writing with mathematical expectations.	True
Using formative data to inform instructions and identify supports needed for students.	False
Assessments that are strongly aligned to curriculum and classroom instruction.	False
The continued attention, monitoring, and change processes centered around curriculum development, instruction, assessment, and programming are the greatest strengths of our District.	False
USCSD offers a comprehensive continuum of services to all students that includes intervention, monitoring, and appropriate steps for evaluation to determine the need for changes in programming within the continuum.	False
USCSD has utilized grant funding to continue to develop and pilot programming to meet the emotional and mental health needs of students.	False
USCSD has spent intentional time and development on consistent assessment practices at the middle school level.	False
Math PVAAS at the 5th/6th grade levels (Boyce Middle School) did not meet the growth standard.	False
The District has continued to expand college in the high school experiences for additional post secondary course application beyond AP courses.	False
Data is used to determine supports and interventions for students that are needed for students and/or course selection at all grade levels.	False

Recruiting and retaining quality staff members is a critical matter that is becoming more challenging.	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
Did not meet statewide proficiency goals in 8th grade Science for students with disabilities.	False
Did not meet statewide proficiency goals at Fort Couch Middle School in Mathematics for students with disabilities.	False
Continuing to enhance the instructional supports provided to students and differentiation strategies within the classroom is always helpful in contributing to improved student performance.	True
Continuing to enhance the instructional supports provided to students and differentiation strategies within the classroom is always helpful in contributing to improved student performance.	False
Transitioning to the PA STEELS standards and redeveloping curriculum-based assessments will be a need and a challenge.	True
Continuing to refine the use of assessments in identifying the strengths and needs of students in order to provide targeted supports and remediation to students.	False
Assuring assessments are aligned with the PA STEELS Standards.	True
With competing priorities and needs, finding time for leadership development is difficult.	False
USCSD continues to evaluate programs for consistent and adequate resources to meet the evolving academic, social, and mental/behavioral health needs of students.	True
USCSD continues to review instructional best practices in the area of differentiation to meet students instructional needs.	True
With the fast-paced changes in technology and in career development options, finding time and resources to expand and revise programming is challenging. The ever-evolving role of Artificial Intelligence and its impact on work and education will continue to be a challenge over the next several years.	True
Continuing to enhance the instructional supports provided to students and differentiation strategies within the classroom is always helpful in contributing to improved student performance.	False
Continue to support the changes to high school wellness and physical education.	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.

Differentiation training and review of best practices are needed at the Middle School level. Continued science curriculum development and alignment of assessments with PA STEELS Standards are needed. Continued review of assessment and grading practices for consistency in grades 5-9. Attention to evolving technologies, especially Artificial Intelligence, is needed. Feedback from the stakeholder meeting provided us with additional information to add Challenge #9

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Continuing to enhance the instructional supports provided to students and differentiation strategies within the classroom is always helpful in contributing to improved student performance.	Recent discussions have highlighted the need to review differentiation and support provided to middle school students.	True
Transitioning to the PA STEELS standards and redeveloping curriculum-based assessments will be a need and a challenge.	This will be a process that requires intense attention but will also take years to complete.	True
Assuring assessments are aligned with the PA STEELS Standards.	This will be a process that requires intense attention but will also take years to complete.	False
With the fast-paced changes in technology and in career development options, finding time and resources to expand and revise programming is challenging. The ever-evolving role of Artificial Intelligence and its impact on work and education will continue to be a challenge over the next several years.	Attention to the evolution of Artificial Intelligence and its use will be critical.	True
USCSD continues to evaluate programs for consistent and adequate resources to meet the evolving academic, social, and mental/behavioral health needs of students.	Continued evaluation of appropriate supports and services is essential to student growth and success	True
USCSD continues to review instructional best practices in the area of differentiation to meet students instructional needs.	This has always been a hallmark of our District.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Data is used to determine supports and interventions for students that are needed for students and/or course selection at all grade levels.	Data will be critical for differentiation and determining student support.
The science curriculum in the District provides students with opportunities for hands-on learning experiences that integrate reading and writing with mathematical expectations.	Teachers' experience with hands-on, integrated learning will provide the background needed to transition to the phenomenon-based learning required by the STEELS standards.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need to review the processes used for classroom differentiation, and the use of data in determining instructional priorities.
	We need to utilize our curriculum development process, summer workshop requirements, and professional development days to transition to the PA STEELS standards.
	We need to utilize our curriculum development process, summer workshop requirements, and professional development days to implement the effective use of evolving technologies, specifically Artificial Intelligence.
	We need to evaluate current services and student needs for appropriate recommendations to maintain or modify programs for consistency to address the evolving academic, social, and mental/behavioral health needs of students.

Goal Setting

Priority: We need to review the processes used for classroom differentiation, and the use of data in determining instructional priorities.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Redetermine essential and required instructional practices in Middle School ELA evidenced by framework creation and instructional plans for differentiation, including small group instruction and differentiated selection of materials.		
Measurable Goal Nickname (35 Character Max)		
MS Reading Differentiation - Practices, Training, Resources		
Target Year 1	Target Year 2	Target Year 3
Redetermine required practices and create the framework; develop and begin training.	Continue training and require practices to be reflected in teacher planning and instructional observations. Begin resource development	Redetermine essential and required instructional practices in Middle School ELA evidenced by framework creation and instructional plans for differentiation, including small group instruction and differentiated selection of materials.

Priority: We need to utilize our curriculum development process, summer workshop requirements, and professional development days to transition to the PA STEELS standards.

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
Continue the review and evaluation of the written curriculum and the match to classroom instruction through the District's curriculum development process.		
Measurable Goal Nickname (35 Character Max)		
STEELS Unit/Curriculum/Assessment Development		
Target Year 1	Target Year 2	Target Year 3
Unit and assessment development and implementation.	Continue unit and assessment development and implementation.	Continue the review and evaluation of the written curriculum and the match to classroom instruction through the District's curriculum development process.

Outcome Category
STEM

Measurable Goal Statement (Smart Goal)		
Select and utilize resources that are aligned with PA STEELS.		
Measurable Goal Nickname (35 Character Max)		
STEELS Resources		
Target Year 1	Target Year 2	Target Year 3
Research and pilot materials.	Make recommendations for adoption.	Select and utilize resources that are aligned with PA STEELS.

Priority: We need to utilize our curriculum development process, summer workshop requirements, and professional development days to implement the effective use of evolving technologies, specifically Artificial Intelligence.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Identify and implement best practices and ethical uses for teaching, learning, and overall organizational efficiencies.		
Measurable Goal Nickname (35 Character Max)		
Artificial Intelligence Usage		
Target Year 1	Target Year 2	Target Year 3
Implement best practices for staff use of AI to enhance teaching and learning.	Implement best practices for student use of AI to enhance learning and future preparedness.	Identify and implement best practices and ethical uses for teaching, learning, and overall organizational efficiencies.

Priority: We need to evaluate current services and student needs for appropriate recommendations to maintain or modify programs for consistency to address the evolving academic, social, and mental/behavioral health needs of students.

Outcome Category		
School Safety		
Measurable Goal Statement (Smart Goal)		
Based on available data sets related to attendance, student screeners, and comprehensive evaluation of students, the Upper St. Clair School District will continue to review student programming and supports throughout the duration of this plan to determine appropriate recommendations for updates and/or adoptions to systems of student supports either through the budget and/or collaboration with student support service providers to increase student attendance by 3% over the duration of the plan and decrease screeners of behaviors of concern by 3%.		
Measurable Goal Nickname (35 Character Max)		
Systems of Student Supports		
Target Year 1	Target Year 2	Target Year 3

Gather baseline data to develop interventions and recommendations	From Baseline data in Target Year 1 have observable increase/decrease and review for trends to support recommendations	Based on available data sets related to attendance, student screeners, and comprehensive evaluation of students, the Upper St. Clair School District will continue to review student programming and supports throughout the duration of this plan to determine appropriate recommendations for updates and/or adoptions to systems of student supports either through the budget and/or collaboration with student support service providers to increase student attendance by 3% over the duration of the plan and decrease screeners of behaviors of concern by 3%.
--	---	---

Action Plan

Measurable Goals

MS Reading Differentiation - Practices, Training, Resources	STEELS Unit/Curriculum/Assessment Development
STEELS Resouces	Artificial Intelligence Usage
Systems of Student Supports	

Action Plan For: Tier 1 Differentiation - MS ELA Training

Measurable Goals:
Redetermine essential and required instructional practices in Middle School ELA evidenced by framework creation and instructional plans for differentiation, including small group instruction and differentiated selection of materials.

Action Step		Anticipated Start/Completion Date	
Develop a plan that outlines the needs and professional development sessions for meeting this goal.		2025-08-01	2025-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Judy Bulazo, Director of Curriculum and Professional Development, Middle School Language Arts Curriculum Leader, Middle School Leadership Team	Time, development of training materials, potentially outside resources	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The District expects stronger differentiation in grades 5-8 in the area of English Language Arts instruction to meet the instructional needs of students by providing more consistent feedback from observations, review of lesson plans, and monthly curriculum meetings.	District administration and level-leadership teams will monitor the output quarterly as part of data review

Action Plan For: Tier 1 Differentiation - ELA Framework

Measurable Goals:			
Redetermine essential and required instructional practices in Middle School ELA evidenced by framework creation and instructional plans for differentiation, including small group instruction and differentiated selection of materials.			

Action Step		Anticipated Start/Completion Date	
Reestablish a framework of practices and resources for reading differentiation.		2025-05-19	2025-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
MS ELA Curriculum Leadership Team	Research; past practice information	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation of framework and practices	District administration and level-leadership teams will monitor the output quarterly as part of data review

Action Plan For: Tier 1 - ELA Differentiated Resource Development

Measurable Goals:			
Redetermine essential and required instructional practices in Middle School ELA evidenced by framework creation and instructional plans for differentiation, including small group instruction and differentiated selection of materials.			

Action Step		Anticipated Start/Completion Date	
Develop and reimplement differentiated materials		2025-07-01	2027-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
ELA Curriculum Leadership Team	Research; past materials used as model	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Differentiated materials and implementation	District administration and level-leadership teams will monitor the output quarterly as part of data review

Action Plan For: Engaging Students in Scientific Practices - STEELS

Measurable Goals:
Continue the review and evaluation of the written curriculum and the match to classroom instruction through the District's curriculum development process.

Action Step		Anticipated Start/Completion Date	
Develop units and assessments that align with STEELS		2025-06-16	2027-11-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Science Curriculum Leadership Team	Research; standards	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation of units and assessments	Curriculum and building admin; curriculum development process; teacher observations - ongoing

Action Plan For: Engaging Students in Scientific Practices - STEELS

Measurable Goals:
Select and utilize resources that are aligned with PA STEELS.

Action Step		Anticipated Start/Completion Date	
Research, pilot, and adopt resources that align with PA STEELS		2025-05-05	2028-02-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Science Curriculum Leadership Team	Research; materials	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Adoption and implementation of materials	Curriculum Admin; quarterly; curriculum recommendation process

Action Plan For: Using technology to support learning - AI

Measurable Goals:
Identify and implement best practices and ethical uses for teaching, learning, and overall organizational efficiencies.

Action Step		Anticipated Start/Completion Date	
Research, train, and implement appropriate tools for teacher and student use to enhance teaching and learning.		2025-06-30	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Brad Wilson and Dan Beck	AI tools	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation of tools and practices	building admin; ongoing; teacher observation

Action Plan For: Teacher Delivered Behavior Interventions

Measurable Goals:
Based on available data sets related to attendance, student screeners, and comprehensive evaluation of students, the Upper St. Clair School District will continue to review student programming and supports throughout the duration of this plan to determine appropriate recommendations for updates and/or adoptions to systems of student supports either through the budget and/or collaboration with student support service providers to increase student attendance by 3% over the duration of the plan and decrease screeners of behaviors of concern by 3%.

Action Step	Anticipated Start/Completion Date
Provide annual training in the area of interventions and supports for students to include trauma informed care and suicide prevention and awareness	2025-07-01 2028-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Student Support Services Department and District Administration	Potential Substitute Coverage Maintenance of Train the Trainer Model	Yes	No
Action Step		Anticipated Start/Completion Date	
Provide training by reputable mental health providers and beyond district professional development days		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administration	Financial support and input from individual teachers of necessary supports to address the complex needs of students	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will continue to receive ongoing training in an area of priority and will continue to develop a teacher tool kit to support students	Annual professional development survey, review student data sets,

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Tier 1 Differentiation - MS ELA Training	Develop a plan that outlines the needs and professional development sessions for meeting this goal.
Engaging Students in Scientific Practices - STEELS	Develop units and assessments that align with STEELS
Engaging Students in Scientific Practices - STEELS	Research, pilot, and adopt resources that align with PA STEELS
Using technology to support learning - AI	Research, train, and implement appropriate tools for teacher and student use to enhance teaching and learning.
Teacher Delivered Behavior Interventions	Provide annual training in the area of interventions and supports for students to include trauma informed care and suicide prevention and awareness
Teacher Delivered Behavior Interventions	Provide training by reputable mental health providers and beyond district professional development days

Middle School Reading Differentiation

Action Step		
Develop a plan that outlines the needs and professional development sessions for meeting this goal.		
Audience		
ELA and Support Teachers		
Topics to be Included		
Differentiation Tomlinson training Structured Literacy		
Evidence of Learning		
Implementation of Practices		
Lead Person/Position	Anticipated Start	Anticipated Completion
MS and Curriculum Admin Team	2025-07-01	2026-08-31

Learning Format

Type of Activities	Frequency
Inservice day	2-4 sessions
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students	

This Step Meets the Requirements of State Required Trainings
Structured Literacy

STEELS Unit/Curriculum/Assessment Development

Action Step		
Develop units and assessments that align with STEELS		
Audience		
K-12 Science teachers		
Topics to be Included		
Curriculum Framework and Units Phenomenon-Based Learning Assessment		
Evidence of Learning		
Implementation of practices		
Lead Person/Position	Anticipated Start	Anticipated Completion
Science Curriculum Leadership Team	2025-06-30	2028-02-29

Learning Format

Type of Activities	Frequency
Inservice day	3-5 times
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	

STEELS Resources

Action Step		
Research, pilot, and adopt resources that align with PA STEELS		
Audience		
K-12 Science Teachers		
Topics to be Included		
USC Materials Selection Criteria Demos and review of resources		
Evidence of Learning		
Curriculum recommendations for the adoption of appropriate materials.		
Lead Person/Position	Anticipated Start	Anticipated Completion

Science Curriculum Leadership Team	2025-06-30	2028-06-10
------------------------------------	------------	------------

Learning Format

Type of Activities	Frequency
Action research	as often as needed for appropriate selection
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	

Artificial Intelligence Tools and Usage

Action Step		
Research, train, and implement appropriate tools for teacher and student use to enhance teaching and learning.		
Audience		
All K-12 Professional Staff		
Topics to be Included		
Relevant tools, policies, and practices for teachers and students		
Evidence of Learning		
Implementation of tools, practices, and policies		
Lead Person/Position	Anticipated Start	Anticipated Completion
Brad Wilson and Dan Beck	2025-06-30	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	at least once yearly
Observation and Practice Framework Met in this Plan	
4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	

Systems of Student Supports

Action Step

Provide annual training in the area of interventions and supports for students to include trauma informed care and suicide prevention and awareness		
Audience		
K-12 Staff		
Topics to be Included		
Trauma informed care Appropriate strategies for behavior interventions Neurodivergent learner and strategies Suicide Prevention and Awareness Updated training information for student specific supports relative to specific diagnoses/needs		
Evidence of Learning		
Teacher feedback; implementation of practices in the classroom; informal observation		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Administration	2025-06-30	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Annual
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 2d: Managing Student Behavior 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

MS ELA Curriculum Development and Training					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Develop a plan that outlines the needs and professional development sessions for meeting this goal.	Teachers	Structured Literacy Resource Use Support Use Differentiation Practices	ELA Curriculum Leadership Team	06/30/2025	08/31/2026
Communications					
Type of Communication			Frequency		
Presentation			1 time		

MS ELA Framework					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Reestablish a framework of practices and resources for reading differentiation.	Teachers and Administrators	All components of ELA curriculum and instruction	ELA Curriculum Leadership Team	06/16/2025	06/15/2026
Communications					
Type of Communication			Frequency		
Presentation			At least one time and revisit as needed		

ELA Resources					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Develop and reimplement differentiated materials	Teachers and MS Administrators	Novels, short literature pieces, writing, intervention materials	ELA Curriculum Development Team	06/16/2025	08/18/2028
Communications					
Type of Communication			Frequency		
Presentation			at least one time per year		

ELA Resources					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Develop and reimplement differentiated materials	Teachers and MS Administrators	Novels, short literature pieces, writing, intervention materials	ELA Curriculum Development Team	06/16/2025	08/18/2028
Communications					
Type of Communication			Frequency		
Presentation			at least one time per year		

Approvals & Signatures

Uploaded Files
2025-03 - Signed - Comprehensive Plan Affirmation Statement - 03.03.25_6453e6fa.pdf

Chief School Administrator	Date
Dr. John T. Rozzo	2025-06-13

UPPER ST. CLAIR SD

1775 McLaughlin Run Road

Professional Development Plan (Act 48) | 2025 - 2028

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:

1. 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.
2. 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.
3. 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.
4. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
5. 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.
6. 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.

7. 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

103029203

1775 McLaughlin Run Road, Upper St. Clair, PA 15241

Dr. Judith Bulazo

jbulazo@uscsd.k12.pa.us

412-833-1600 X 2061

Dr. John T. Rozzo

jrozzo@uscsd.k12.pa.us

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Appointed By
Dr. Amy Pfender	Deputy Superintendent	Administrator	School Board of Directors
Dr. Judy Bulazo	Director of Curriculum and Professional Development	Administrator	School Board of Directors
Mrs. Melissa Epler	Community Member	Community Member	School Board of Directors
Mrs. Kim Damon	Community Member	Community Member	School Board of Directors
Ms. Manjri Gupta	Business owner of Axios	Local Business Representative	School Board of Directors
Mrs. Stacey Seewald	Parent	Parent of Child Attending	School Board of Directors
Mr. Kevin Clark	6th Grade Teacher	Elementary Teacher	Teacher
Ms. Ali Neely	MS Special Education Teacher	Education Specialist	Education Specialist
Ms. Betsy Allen	Elem Gifted Teacher	Elementary Teacher	Teacher
Ms. Leslie Smirniw	Elementary Counselor	Education Specialist	Teacher
Mrs. Corinne Newman	HS Chemistry Teacher	High School Teacher	Teacher
Dr. Micheal Funfar	HS Math Teacher	High School Teacher	Teacher
Ms. Kate Sebastiao	HS Spanish Teacher	High School Teacher	Teacher
Mr. Brad Wilson	Director of Strategic Initiatives	Administrator	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.

This committee meets once a year as an overall status check related to our status and meeting of our goals. A subcommittee of staff members meets approximately three times a year for professional development planning. This includes planning for professional development days during the school year as well as producing a summer professional development catalog of offerings.

Action Plans Steps from Comprehensive Plan

Middle School Reading Differentiation

2Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop a plan that outlines the needs and professional development sessions for meeting this goal.	ELA and Support Teachers	Differentiation Tomlinson training Structured Literacy	Implementation of Practices

3Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
MS and Curriculum Admin Team	07/01/2025 - 08/31/2026

Learning Format

4Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2-4 sessions	1b: Demonstrating Knowledge of Students	Structured Literacy

STEELS Unit/Curriculum/Assessment Development

5Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
-------------	----------	-----------------------	----------------------

Develop units and assessments that align with STEELS	K-12 Science teachers	Curriculum Framework and Units Phenomenon-Based Learning Assessment	Implementation of practices
--	-----------------------	---	-----------------------------

6Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Science Curriculum Leadership Team	06/30/2025 - 02/29/2028

Learning Format

7Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	3-5 times	1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	

STEELS Resources

8Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
Research, pilot, and adopt resources that align with PA STEELS	K-12 Science Teachers	USC Materials Selection Criteria Demos and review of resources	Curriculum recommendations for the adoption of appropriate materials.

9Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Science Curriculum Leadership Team	06/30/2025 - 06/10/2028

Learning Format

10Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Action research	as often as needed for appropriate selection	1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning	

Artificial Intelligence Tools and Usage

11Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
Research, train, and implement appropriate tools for teacher and student use to enhance teaching and learning.	All K-12 Professional Staff	Relevant tools, policies, and practices for teachers and students	Implementation of tools, practices, and policies

12Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Brad Wilson and Dan Beck	06/30/2025 - 06/30/2028

Learning Format

13Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
--------------------	-----------	--	--

Inservice day	at least once yearly	• 4e: Growing and Developing Professionally • 1d: Demonstrating Knowledge of Resources	
---------------	----------------------	---	--

Systems of Student Supports

14Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• Provide annual training in the area of interventions and supports for students to include trauma informed care and suicide prevention and awareness	K-12 Staff	Trauma informed care Appropriate strategies for behavior interventions Neurodivergent learner and strategies Suicide Prevention and Awareness Updated training information for student specific supports relative to specific diagnoses/needs	Teacher feedback; implementation of practices in the classroom; informal observation

15Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
District Administration	06/30/2025 - 06/30/2028

Learning Format

16Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annual	• 1b: Demonstrating Knowledge of Students • 2d: Managing Student Behavior • 4e: Growing and Developing Professionally	Teaching Diverse Learners in Inclusive Settings

Other Professional Development Activities

Child Abuse/Mandated Reporter Training

17Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-12 District Staff	As required through the state, child abuse/mandated reporter training must address the recognition of the signs of child abuse and the reporting requirements. In the District, this training would also be inline with Board Policy 806-Child Abuse.	Certificate of Completion

18Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Student Support Services Department	08/01/2025 - 06/25/2028

Learning Format

19Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	3 hours (half of an in-service day), every 5 years, and annual reminders	4b: Maintaining Accurate Records 4f: Showing Professionalism	

Code of Ethics for Educators

20Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All District Professional Staff	Model Code of Ethics for Educators including competencies related to professional ethics	Observation of teachers implementing the identified learning criteria under the Model Ethics training

21Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
District Administration	07/01/2025 - 07/03/2028

Learning Format

22Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually at faculty meetings or through other professional development workshops	4e: Growing and Developing Professionally 4f: Showing Professionalism	Professional Ethics

Trauma Informed Care Training

23Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
----------	-----------------------	----------------------

K-12 Teachers	Signs of trauma based needs Supports for students and staff Awareness of impact of trauma on students Include Act 71 Suicide Prevention and Awareness	Teacher feedback, information collected from teachers during student support services meetings
---------------	---	--

24Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Student Support Services Department	07/01/2025 - 06/27/2028

Learning Format

25Action Plans Steps - 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	4e: Growing and Developing Professionally 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures	At Least 1-hour of Trauma-informed Care Training for All Staff

Structured Literacy

26Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All required staff in identified certification areas	evidence based intervention practices systematic instruction in phonological and phonemic awareness reading comprehension and building content knowledge alphabetic principle, decoding and encoding, fluency and vocabulary	Teacher lesson plans Observation of implemented practices

27Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
----------------------	----------------------

Director of Curriculum Instruction and Professional Development/Designee	07/01/2025 - 06/30/2028
--	-------------------------

Learning Format

28Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	As required for training	1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 4e: Growing and Developing Professionally	Structured Literacy

Language and Literacy Acquisition

29Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-12 Teachers	Learning strategies to effectively teach language and literacy skills to students from diverse linguistic backgrounds based on Home Language Surveys	Classroom observations, implementation of strategies, review of student data

30Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Building Administration Director of Pupil Services	07/01/2025 - 06/15/2028

Learning Format

31Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	Annually	• 1b: Demonstrating Knowledge of Students • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness	Language and Literacy Acquisition for All Students
Professional Learning Community (PLC)	Weekly		Teaching Diverse Learners in Inclusive Settings

Professional Development Plan Assurances

32Professional 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
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)? To be determined and monitored as all staff in grades 5-12 received structured literacy training in the Fall of 2024	
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.

The District's Professional Development Committee comprises professional staff members from all levels and various content areas and specialties. The team meets at least twice a year. The committee creates a survey each year that is administered to the staff after professional development days have been completed. The survey evaluates the impact of the training on student outcomes as well as teachers' opinions of the improvement to their skills as well as evaluation of the content and presentation of the training. The survey is analyzed for trends and used to make recommendations for the following year's professional development sessions. The committee also reviews the professional development requirements from PDE as a part of the process for making recommendations for future sessions.

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.

Dr. Judith Bulazo

Professional Education Committee Chairperson:

03/14/2025

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.

John T. Rozzo

Superintendent or Chief Administrative Officer:

03/14/2025

Date

Upper St. Clair SD

Induction Plan (Chapter 49) | 2025 - 2028

Profile

LEA Type		AUN
Public School		103029203
Address 1		
1775 McLaughlin Run Road		
Address 2		
City	State	Zip Code
Upper St. Clair	PA	15241
Chief School Administrator		
Dr. John T. Rozzo		
Chief School Administrator Email		
jrozzo@uscscd.k12.pa.us		
Educator Induction Plan Coordinator Name		
Dr. Judith Bulazo		
Educator Induction Plan Coordinator Name Email		
jbulazo@uscscd.k12.pa.us		
Educator Induction Plan Coordinator Phone Number		Extension
412-833-1600		2061

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Dr. Judy Bulazo	Director of Curriculum and Professional Development	Administrator	Administration Personnel
Dr. Amy Pfender	Deputy Superintendent	Administrator	Administration Personnel
Mr. Kevin Clark	MS Teacher	Teacher	Teacher
Ms. Betsy Allen	Elementary Teacher	Teacher	Teacher
Ms. Corrine Newman	HS Teacher	Teacher	Teacher
Dr Michael Funfar	HS Teacher	Teacher	Teacher
Ms. Kate Sebastio	HS Teacher	Teacher	Teacher
Ms. Shannon Dominick	Curriculum Leader/Teacher	Teacher	Teacher
Mr. Pat Corr	Curriculum Leader/Teacher	Teacher	Teacher
Mrs. Melissa Tungate	Curriculum Leader/Teacher	Teacher	Teacher
Mr. Josh Tobin	Curriculum Leader//Teacher	Teacher	Teacher
Ms Leslie Smirniw	School Counselor	Education Specialist	Education Specialist

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
Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?	No
List the Pre-K Counts Program and address	

Mentors

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

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

Principals identify the mentor assignments to new professionals in their building based on the alignment of roles and the mentor teacher's knowledge, teaching ability, and interpersonal skills.

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	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**

Introduction to the Induction and Mentoring Programs IV District Mission and Philosophies IV Curriculum and Program Implementation I, III, IV PA State Standards III Policy Review IV Curriculum Overview – specific content areas I, III Mentor Session I, II, III, IV Community Bus Tour IV Technology and Communications in USC I, IV Enhancing Professional Practice – A Framework for Teaching/Evaluation I, II, III, IV Curriculum Implementation and Decision-Making – Revisit I, II, IV Learning Targets I Introduction to USC's Learning Management System: Canvas I, II, III Needs Assessment I, II, III, IV ALICE Training II, IV (asynchronous time provided but to be completed before the first day of school) Assessment of and for Learning - Overview I, III Assessment for Learning I, III Understanding by Design and Rubicon Atlas I, III Assessment of Learning I, III Data I, III Planning for Diverse Needs I, II, III ESL, Special Education, Student Support Services, Conflict Management Engaging Students in Learning III Making Sense of Data I, III Personal and Professional Growth IV Key Concepts: • Flex time is professional development time. • Professional development time (flex time) must include new learning (as per the PA Department of Education). • Act 48

credits are given for all professional development/flex time. •Flex time must occur outside of the school work day. • Flex time is contractual. Requirements: 12 flex hours (six hours in place of the last professional development day and six floating hours outside of the school day as per current contract) Methods of Acquiring Flex Hours During Your First Year of Induction For those teachers for whom this is their first year as a full-time teacher in USC: Mentor Day Pre- and Post-Session Assignments = up to 3 flex hours Year 1 – one day per quarter 30 minutes prep – goal setting and planning for the day 30 minutes post – reflection on the day and your learning This is to be completed in your mentor/induction journal in Canvas. Other Professional Development (see list on flex-time log) Technology Training/Familiarization/Development = up to 3-12 flex hours OnHands – student test scores/data review Focus – student database Website Development Smart Board Flip Chart Development Canvas Course Development TOTAL Needed = 12 flex hours The second year of the program includes a continued relationship with your assigned mentor. This includes 4 days out of the classroom for observation and instructional planning under the guidance of your mentor. You will continue to receive 2 formal observations and additional walk-through observations by your supervisor. You will be an active participant in weekly Professional Learning Communities at your grade level as well as in monthly curriculum meetings.

Educator Induction Plan Topic Areas

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

InductOverview2024-25comp plan.docx.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

4f: Showing Professionalism

Timeline

Year 1 Fall

Year 1 Winter

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

1f: Designing Student Assessments

Timeline

Year 1 Fall

Year 1 Winter

Year 2 Fall

Instructional Practices

Selected Observation and Practice Framework(s):

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 2e: Organizing Physical Space
- 3d: Using Assessment in Instruction
- 1e: Designing Coherent Instruction
- 3c: Engaging Students in Learning

Timeline

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 1 Summer
- Year 2 Fall

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

- 2a: Creating an Environment of Respect and Rapport
- 2d: Managing Student Behavior
- 3e: Demonstrating Flexibility and Responsiveness

Timeline

- Year 1 Winter

Standards/Curriculum

Selected Observation and Practice Framework(s):

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 4b: Maintaining Accurate Records

Timeline

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

Technology Instruction

Selected Observation and Practice Framework(s):

- 1d: Demonstrating Knowledge of Resources
- 2e: Organizing Physical Space
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Professional Ethics Program Framework Guidelines**Selected Observation and Practice Framework(s):**

4e: Growing and Developing Professionally

4f: Showing Professionalism

Timeline

Year 1 Fall

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

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

4e: Growing and Developing Professionally

Timeline

Year 2 Fall

Educator Effectiveness

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

4d: Participating in a Professional Community

Timeline

Year 1 Fall

Year 1 Spring

Evaluation and Monitoring

Evaluation and Monitoring

Participants are asked to complete an evaluation form after each induction session and at the end of the program. Review of needs and changes are discussed yearly at an administrative staff meeting each May. Changes are made based on requirements as well as feedback from participants, mentors, and principals.

Documentation of Participation and 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.

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
Dr. Judith Bulazo	0025-03-14

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
Dr. John T. Rozzo	2025-03-14