

# 2025 - 2028 Comprehensive Plan TVASD

## Profile and Plan Essentials

|                                             |              |                                         |
|---------------------------------------------|--------------|-----------------------------------------|
| <b>LEA Type</b>                             |              | <b>AUN</b>                              |
| Turkeyfoot Valley Area School District      |              | 108568404                               |
| <b>Address 1</b>                            |              |                                         |
| 172 Turkeyfoot Road                         |              |                                         |
| <b>Address 2</b>                            |              |                                         |
|                                             |              |                                         |
| <b>City</b>                                 | <b>State</b> | <b>Zip Code</b>                         |
| Confluence                                  | PA           | 15424-2420                              |
| <b>Chief School Administrator</b>           |              | <b>Chief School Administrator Email</b> |
| Nicole Dice                                 |              | ndice@turkeyfoot.k12.pa.us              |
| <b>Single Point of Contact Name</b>         |              |                                         |
| Megan Barlow                                |              |                                         |
| <b>Single Point of Contact Email</b>        |              |                                         |
| mbarlow@turkeyfoot.k12.pa.us                |              |                                         |
| <b>Single Point of Contact Phone Number</b> |              |                                         |
| 18143953621                                 |              |                                         |

## Steering Committee

| Name              | Position/Role    | Building/Group/Organization            | Email                          |
|-------------------|------------------|----------------------------------------|--------------------------------|
| Nicole Dice       | Administrator    | Turkeyfoot Valley Area School District | ndice@turkeyfoot.k12.pa.us     |
| Christopher Shilk | Administrator    | Turkeyfoot Valley Area School District | cshilk@turkeyfoot.k12.pa.us    |
| Ron Megown        | Parent           | Parent                                 | macktruckdriver46@yahoo.com    |
| Matt Younkin      | Parent           | Parent                                 | myounkin76@gmail.com           |
| Amanda Younkin    | Staff Member     | Turkeyfoot Valley Area School District | ayounkin@turkeyfoot.k12.pa.us  |
| Lisa Megown       | Staff Member     | Turkeyfoot Valley Area School District | lmegown@turkeyfoot.k12.pa.us   |
| Michael Diehl     | Board Member     | Turkeyfoot Valley Area School District | mdiehl.sctv@gmail.com          |
| Megan Barlow      | Staff Member     | Turkeyfoot Valley Area School District | mbarlow@turkeyfoot.k12.pa.us   |
| Rebecca Rugg      | Staff Member     | Turkeyfoot Valley Area School District | rspringer@turkeyfoot.k12.pa.us |
| Jody Gary         | Staff Member     | IVEA                                   | jgary@turkeyfoot.k12.pa.us     |
| Gabe Barlow       | Student          | Student                                | n/a                            |
| Malynnda Maurer   | Community Member | IU08                                   | n/a                            |
|                   |                  |                                        |                                |
|                   |                  |                                        |                                |
|                   |                  |                                        |                                |
|                   |                  |                                        |                                |
|                   |                  |                                        |                                |

## LEA Profile

Turkeyfoot Valley Area School District is located in Pennsylvania's Appalachian Region, in southern Somerset County. The district covers approximately 100 square miles and serves the townships and boroughs of Upper and Lower Turkeyfoot, Addison, Confluence, Draketown, Fort Hill and Ursina, with a combined population of approximately 3,500 residents. Today, vast agricultural land and state forests isolate the community. Though picturesque, the area is deprived. The median household income is \$25,862 and census poverty is 23.9%. One building houses the elementary school, high school, and administrative offices. Three hundred and twenty two students are enrolled in grades PreK-12. Approximately 58% of elementary students and 51% of high school students qualify for free or reduced lunch. The elementary is designated as a school-wide Title 1 recipient. The district operates on a three million dollar budget and our tax base is one of the lowest in the state with one mill increase only generating approximately \$35,000 in revenue.

Because of our size and economic constraints, families in Turkeyfoot struggle with community isolation and limits to income and educational opportunities. Through recent school reform efforts, we have shown that we have the aspiration and determination to meet our goals. The goals set forth in this comprehensive plan seek to overcome our challenges and accomplish our ultimate goal of high achievement for all students through development of coherent curriculum development aligned with the PA Core Standards supporting overall school improvement.

## **Mission and Vision**

### **Mission**

The mission of the Turkeyfoot Valley Area School District is to afford each student an opportunity to develop both the ability to acquire broad-based knowledge in Language Arts, Science, Social Studies and Mathematics enabling the student to make intelligent, appropriate educational and career decisions; and also to provide each student with the skills necessary to become productive contributors in their community and environment.

### **Vision**

We believe that each child is a unique person with an individual growth pattern of development. It is our vision in the realm of curriculum and instruction that we must be responsive to individual differences in ability and interests to help students maximize their potential. To ensure opportunities for success, levels of ability, readiness, and learning styles will be recognized accepted and integrated as teachers implement district curriculum requirements for all students. It is our vision that specific areas of emphasis should not only include needed basic skills, and the ability to acquire knowledge, but challenge students to achieve at higher levels, applying learned problem solving strategies. It is our vision to transform education in order to provide innovative and individualized attention to all learners. Our learners will have access to a world class curriculum which coupled with a teacher/student mentoring program, will assist students in becoming self-directed learners and help attain 100% first choice upon graduation from high school. It is our belief that students need exposure to a variety of technological learning experiences on a daily basis in order to maximize their individual strengths, promote their weaknesses and engage them on a personal level within the curriculum.

## Educational Values

### Students

Attend school regularly Give their best effort Participate in surveys and stakeholder events Communicate needs Access the programs available to them Ask for help Respect others

### Staff

Communicate regularly with other stakeholders (especially parents) Promote the school and students with positivity Model expected behaviors Work with administration to develop and implement programs Advise student groups Mentor students Teach with rigor and high expectations Respect others

### Administration

Seek input from all stakeholders and communicate with stakeholder groups regularly Use data to drive decisions. Treat staff with fairness and equity Maintain high standards and expectations Respect others Inform all stakeholders of relevant information in a timely manner

### Parents

Respect others Communicate with teachers and staff Provide numbers/emails by which school staff can reach them Participate regularly in data collections, stakeholder events, etc Assist with school functions Participate in school functions Work together with school staff

### Community

Assist the school with meeting student, staff, and caregiver needs Actively participate in stakeholder events Meet regularly with school staff Promote the school in a positive light

### Other (Optional)

Omit selected.

## Future Ready PA Index

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

#### Strengths

| Indicator                             | Comments/Notable Observations                                                                                                      |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Percent proficient in elementary math | The trend in percent meeting proficiency is trending in an upward direction (up 3% points over prior year from 10% to 13%).        |
| Academic growth in elementary math    | The district is meeting growth expectations (score of 71, state benchmark is 70) and continuing to show an upward trend in growth. |
| Growth in high school ELA             | Growth in ELA is 72 which exceeds the state expectation of 70                                                                      |
| Growth in high school math            | It is just below the expected rate of 70, sitting at a 64.                                                                         |

#### Challenges

| Indicator                             | Comments/Notable Observations                                                                               |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Percent Proficient in elementary ELA  | The trend in achievement is downward and not meeting the state benchmark. The percent proficient was 22.6%. |
| Academic Growth in elementary ELA     | The trend in growth is downward (score of 50) and not meeting the expected growth benchmark (score of 70).  |
| Percent proficient in elementary math | The percent proficient, 13%, in math is not meeting the state benchmark.                                    |
| High school proficiency in ELA        | Remains around 30-38% for the past 4 years, well below state average.                                       |
| High school proficiency in math       | Decreasing steadily over past four years from 35% to 16%                                                    |

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

#### Strengths

| Indicator<br>ELA Proficiency<br><b>Grade Level(s) and/or Student Group(s)</b><br>Elementary and High School, White and Economically Disadvantaged  | Comments/Notable Observations<br>Elementary Ec. Dis. student group increased proficiency from 19% to 21% High school White student group increased proficiency from 29% to 37%. High school Ec. Dis. student group increased proficiency from 17% to 35%   |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator<br>Math Proficiency<br><b>Grade Level(s) and/or Student Group(s)</b><br>Elementary and High School, White and Economically Disadvantaged | Comments/Notable Observations<br>Elementary math proficiency in the Ec. Dis. group increased from 8% to 9.3% Elementary math proficiency in the White group increased from 9% to 13%. High school Ec. Dis. group increased in proficiency from 11% to 16%. |
| Indicator<br>ELA Growth                                                                                                                            | Comments/Notable Observations<br>High school white group improved growth from 57 to 73. High school Ec. Dis. group improved growth from 63 to 78.                                                                                                          |

|                                                                                                                                                      |                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grade Level(s) and/or Student Group(s)</b><br>High school, White and Economically Disadvantaged                                                   |                                                                                                                                                                                                                                                                          |
| <b>Indicator</b><br>Math Growth<br><b>Grade Level(s) and/or Student Group(s)</b><br>High School and Elementary, White and Economically Disadvantaged | <b>Comments/Notable Observations</b><br>Elementary white group improved growth from 55 to 69. Elementary Ec. Dis. group improved growth from 50 to 79. High school math growth remained steady at 65 compared to 66 for White group and stayed at 68 for Ec. Dis. group. |

### Challenges

|                                                                                                                                     |                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicator</b><br>ELA Proficiency<br><b>Grade Level(s) and/or Student Group(s)</b><br>Elementary, White                           | <b>Comments/Notable Observations</b><br>The Elementary White student group decreased in proficiency from 30% to 23%.                                                 |
| <b>Indicator</b><br>Math Proficiency<br><b>Grade Level(s) and/or Student Group(s)</b><br>High school, White                         | <b>Comments/Notable Observations</b><br>The high school White group decreased in proficiency from 20% to 16%.                                                        |
| <b>Indicator</b><br>ELA Growth<br><b>Grade Level(s) and/or Student Group(s)</b><br>Elementary, White and Economically Disadvantaged | <b>Comments/Notable Observations</b><br>Elementary White group growth score dropped from 78% to 50%. Elementary Ec. Dis. group growth score dropped from 72% to 66%. |

### 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.

|                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------|
| Overall, math proficiency rates are increasing or remaining steady in the high school and elementary.                             |
| Math growth rates remain steady in high school and increased by 38% in elementary White group and 58% in the elementary ED group. |
| The High school ED group increased the percentage of students showing proficiency in ELA by over 100%.                            |
| ELA growth rate in high school is meeting targets.                                                                                |

#### 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.

|                                                                                                   |
|---------------------------------------------------------------------------------------------------|
| ELA growth in elementary is falling in the White group. White group dropped 36% from 78 to 50.    |
| ELA proficiency in the elementary is falling. The number of proficient students decreased by 23%. |
| Math growth and proficiency in the high school.                                                   |

# Local Assessment

## English Language Arts

| Data                        | Comments/Notable Observations                             |
|-----------------------------|-----------------------------------------------------------|
| NWEA MAP Elementary Growth  | Proficiency predicted to be between 24-25% Actual was 13% |
| NWEA MAP High School Growth | Proficiency predicted to be between 24-25% Actual was 38% |

## English Language Arts Summary

### Strengths

|                                             |
|---------------------------------------------|
| High school performed better than expected. |
|---------------------------------------------|

### Challenges

|                                                   |
|---------------------------------------------------|
| Elementary ELA performed way less than predicted. |
|---------------------------------------------------|

## Mathematics

| Data                        | Comments/Notable Observations                             |
|-----------------------------|-----------------------------------------------------------|
| NWEA MAP Elementary Growth  | Proficiency predicted to be between 13-14% Actual was 23% |
| NWEA MAP High School Growth | Proficiency predicted to be between 13-14% Actual was 16% |

## Mathematics Summary

### Strengths

|                                                    |
|----------------------------------------------------|
| Elementary math proficiency exceeded predictions   |
| High school math proficiency exceeded expectations |

### Challenges

|                                                            |
|------------------------------------------------------------|
| Both school proficiency rates are way below state average. |
|------------------------------------------------------------|

## Science, Technology, and Engineering Education

| Data                    | Comments/Notable Observations |
|-------------------------|-------------------------------|
| no local data available | no local data available       |

## Science, Technology, and Engineering Education Summary

### Strengths

|                                                              |
|--------------------------------------------------------------|
| No local data available so a strength can not be identified. |
|--------------------------------------------------------------|

Challenges

No local data available.

Related Academics

Career Readiness

| Data                          | Comments/Notable Observations           |
|-------------------------------|-----------------------------------------|
| Career readiness score of 89% | Did not meet the state benchmark of 98% |

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

Grand Canyon University

Agreement Type

Dual Credit

Program/Course Area

All college level virtual courses

**Uploaded Files**

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GCU\_12092024135326\_ebb2bb09.PDF

GCU\_12092024135326\_04a3aa09.PDF

**Partnering Institution**

Mount Aloysius

**Agreement Type**

Dual Credit

**Program/Course Area**

College in High School Program courses

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MA\_12092024135355\_2125b495.PDF

MA\_12092024135355\_3acfd907.PDF

**Partnering Institution**

Allegany College of Maryland

**Agreement Type**

Dual Credit

**Program/Course Area**

Agreed upon specific courses

**Uploaded Files**

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ACM\_12092024135420\_9f083482.PDF

**Partnering Institution**

Pennsylvania Highlands Community College

**Agreement Type**

Dual Credit

**Program/Course Area**

Dual credit courses

**Uploaded Files**

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PH\_12092024135503\_b9736e16.PDF

**Partnering Institution**

West Virginia University

**Agreement Type**

Dual Credit

**Program/Course Area**

WVU HS-ACCESS - Morgantown level 100-299 courses

**Uploaded Files**

WVU\_12092024135442.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.

We partner with 5 post-secondary institutions to offer dual enrollment course opportunities.

### 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.

Not meeting the state career goal by 9% points.

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.

|                                                           |
|-----------------------------------------------------------|
| Student groups already accounted for in needs assessment. |
|                                                           |
|                                                           |
|                                                           |
|                                                           |

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.

|                                                           |
|-----------------------------------------------------------|
| Student groups already accounted for in needs assessment. |
|                                                           |
|                                                           |
|                                                           |
|                                                           |

Designated Schools

Turkeyfoot Valley Area JSHS

| Priority Challenge                                | Comments and Notable Observations                 |
|---------------------------------------------------|---------------------------------------------------|
| School is no longer designated as an ATSI school. | School is no longer designated as an ATSI school. |

| Systemic LEA Challenges                           |
|---------------------------------------------------|
| School is no longer classified as an ATSI school. |

## Supplemental LEA Plans

| Programs and Plans                    | Comments/Notable Observations                                                                                                                                                   |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special Education Plan                |                                                                                                                                                                                 |
| Title 1 Program                       | Learning progressions model showing promise in reducing skill deficits and maximizing student growth potential. Seeing reductions in discipline issues and improved attendance. |
| Student Services                      |                                                                                                                                                                                 |
| K-12 Guidance Plan (339 Plan)         | New curriculum materials - Character Strong                                                                                                                                     |
| Technology Plan                       | Refreshed the technology in grades PreK-6 and 9-12. Retiring technology no longer capable of updates/support.                                                                   |
| 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.

Learning progressions model in elementary for math and ELA.

### 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.

## 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                                 | Operational |
| Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district | Operational |

### Focus on Continuous Improvement of Instruction

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

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

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

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

|                                                                                                                                                 |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data | Emerging  |
| 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.

|                                                                                  |
|----------------------------------------------------------------------------------|
| Student centered philosophy, vision, and mission.                                |
| Support for curricular writing and instructional practices to meet student needs |

Social emotional supports for all staff and students

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.

Spreading the money to meet all needs

Staff turnover

## 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 |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Overall, math proficiency rates are increasing or remaining steady in the high school and elementary.                             | False                           |
| Math growth rates remain steady in high school and increased by 38% in elementary White group and 58% in the elementary ED group. | False                           |
| The High school ED group increased the percentage of students showing proficiency in ELA by over 100%.                            | False                           |
| ELA growth rate in high school is meeting targets.                                                                                | False                           |
| High school performed better than expected.                                                                                       | False                           |
| Elementary math proficiency exceeded predictions                                                                                  | False                           |
| High school math proficiency exceeded expectations                                                                                | False                           |
| No local data available so a strength can not be identified.                                                                      | False                           |
| We partner with 5 post-secondary institutions to offer dual enrollment course opportunities.                                      | False                           |
| Student groups already accounted for in needs assessment.                                                                         | False                           |
| Student centered philosophy, vision, and mission.                                                                                 | True                            |
| Support for curricular writing and instructional practices to meet student needs                                                  | True                            |
| Social emotional supports for all staff and students                                                                              | True                            |
| Learning progressions model in elementary for math and ELA.                                                                       | True                            |

### Challenges

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

| Strength                                                                                          | Check for Consideration in Plan |
|---------------------------------------------------------------------------------------------------|---------------------------------|
| ELA growth in elementary is falling in the White group. White group dropped 36% from 78 to 50.    | True                            |
| ELA proficiency in the elementary is falling. The number of proficient students decreased by 23%. | False                           |
| Math growth and proficiency in the high school.                                                   | False                           |
| Elementary ELA performed way less than predicted.                                                 | False                           |
| Both school proficiency rates are way below state average.                                        | True                            |
| No local data available.                                                                          | True                            |
| Not meeting the state career goal by 9% points.                                                   | False                           |

|                                                           |       |
|-----------------------------------------------------------|-------|
| Student groups already accounted for in needs assessment. | False |
| Spreading the money to meet all needs                     | False |
| Staff turnover                                            | False |

### Most Notable Observations/Patterns

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

The mission and vision are aligned to student needs. Every child is unique, and a one size fits all approach will not work. We hope to see improved proficiency rates as student skills grow, but the method of evaluation may not reflect success on meeting our specific goals. The use of COVID monies for projects and expenses that are sustainable has been effective. We are able to adjust back to Pre-COVID spending levels with no disruption.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges                                       | Discussion Points                                                                                                                                        | Check for Priority |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| ELA growth in elementary is falling in the White group.    | Students may be reaching plateau points in learning. While growth is still occurring as shown in MAP testing, the rate is not as high as the prior year. | False              |
| White group dropped 36% from 78 to 50.                     |                                                                                                                                                          |                    |
| Both school proficiency rates are way below state average. | Student skill deficits create a huge gap to fill between the state proficiency goal and the students' current skill levels.                              | True               |
| No local data available.                                   | Concern for over testing students. MAP tests in math and ELA are administered three times per year in addition to state testing.                         | True               |

### Analyzing Strengths

| Analyzing Strengths                                                              | Discussion Points                                                                                                                                              |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student centered philosophy, vision, and mission.                                | Mission and vision should continue to focus on the whole child and their growth.                                                                               |
| Support for curricular writing and instructional practices to meet student needs |                                                                                                                                                                |
| Social emotional supports for all staff and students                             |                                                                                                                                                                |
| Learning progressions model in elementary for math and ELA.                      | Data is used from MAP testing to place students and monitor growth. Also used to predict proficiency on state testing. New tests are available from the state. |

### Priority Challenges

| Analyzing Priority Challenges | Priority Statements                                                                                                                                                                                                                                                     |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | The learning progressions model will provide students the most developmentally appropriate method of making the most progress towards each child's maximum level of proficiency.                                                                                        |
|                               | Data collection for growth and proficiency in all core subjects that have available testing programs should be used to assess student proficiency levels and identify areas of growth to ensure all students are working on closing the skills gap towards proficiency. |

## Goal Setting

Priority: The learning progressions model will provide students the most developmentally appropriate method of making the most progress towards each child's maximum level of proficiency.

|                                                                                                                        |                                                                  |                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Outcome Category</b>                                                                                                |                                                                  |                                                                                                                        |
| English Language Arts                                                                                                  |                                                                  |                                                                                                                        |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                          |                                                                  |                                                                                                                        |
| Observed growth measured by NWEA MAP testing will be positive for all grade levels K-6 by the end of school year 2028. |                                                                  |                                                                                                                        |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                     |                                                                  |                                                                                                                        |
| ELA Learning Progressions                                                                                              |                                                                  |                                                                                                                        |
| <b>Target Year 1</b>                                                                                                   | <b>Target Year 2</b>                                             | <b>Target Year 3</b>                                                                                                   |
| Observed growth will be positive for 5 of 7 tested grade levels.                                                       | Observed growth will be positive for 6 of 7 tested grade levels. | Observed growth measured by NWEA MAP testing will be positive for all grade levels K-6 by the end of school year 2028. |

|                                                                                                                        |                                                                  |                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Outcome Category</b>                                                                                                |                                                                  |                                                                                                                        |
| Mathematics                                                                                                            |                                                                  |                                                                                                                        |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                          |                                                                  |                                                                                                                        |
| Observed growth measured by NWEA MAP testing will be positive for all grade levels K-6 by the end of school year 2028. |                                                                  |                                                                                                                        |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                     |                                                                  |                                                                                                                        |
| Math Learning Progressions                                                                                             |                                                                  |                                                                                                                        |
| <b>Target Year 1</b>                                                                                                   | <b>Target Year 2</b>                                             | <b>Target Year 3</b>                                                                                                   |
| Observed growth will be positive for 5 of 7 tested grade levels.                                                       | Observed growth will be positive for 6 of 7 tested grade levels. | Observed growth measured by NWEA MAP testing will be positive for all grade levels K-6 by the end of school year 2028. |

Priority: Data collection for growth and proficiency in all core subjects that have available testing programs should be used to assess student proficiency levels and identify areas of growth to ensure all students are working on closing the skills gap towards proficiency.

|                                                                                                                                                                                                   |                      |                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|
| <b>Outcome Category</b>                                                                                                                                                                           |                      |                      |
| Mathematics                                                                                                                                                                                       |                      |                      |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                                                                                                     |                      |                      |
| 100% of regular education students in grades K-11 enrolled in math courses will take regular assessments to measure growth, proficiency, and benchmark attainment by the end of school year 2028. |                      |                      |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                                                                                                |                      |                      |
| Math Data                                                                                                                                                                                         |                      |                      |
| <b>Target Year 1</b>                                                                                                                                                                              | <b>Target Year 2</b> | <b>Target Year 3</b> |

|                                                                              |                                                                            |                                                                                                                                                                                                   |
|------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Math assessments for growth, proficiency, and benchmarking will be explored. | Selected math assessments will be field tested with select student groups. | 100% of regular education students in grades K-11 enrolled in math courses will take regular assessments to measure growth, proficiency, and benchmark attainment by the end of school year 2028. |
|------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                  |                                                                           |                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Outcome Category</b>                                                                                                                                                                          |                                                                           |                                                                                                                                                                                                  |
| English Language Arts                                                                                                                                                                            |                                                                           |                                                                                                                                                                                                  |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                                                                                                    |                                                                           |                                                                                                                                                                                                  |
| 100% of regular education students in grades K-11 enrolled in ELA courses will take regular assessments to measure growth, proficiency, and benchmark attainment by the end of school year 2028. |                                                                           |                                                                                                                                                                                                  |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                                                                                               |                                                                           |                                                                                                                                                                                                  |
| ELA Data                                                                                                                                                                                         |                                                                           |                                                                                                                                                                                                  |
| <b>Target Year 1</b>                                                                                                                                                                             | <b>Target Year 2</b>                                                      | <b>Target Year 3</b>                                                                                                                                                                             |
| ELA assessments for growth, proficiency, and benchmarking will be explored.                                                                                                                      | Selected ELA assessments will be field tested with select student groups. | 100% of regular education students in grades K-11 enrolled in ELA courses will take regular assessments to measure growth, proficiency, and benchmark attainment by the end of school year 2028. |

|                                                                                                                                                                                                                                        |                                                                               |                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Outcome Category</b>                                                                                                                                                                                                                |                                                                               |                                                                                                                                                                                                                                        |
| STEM                                                                                                                                                                                                                                   |                                                                               |                                                                                                                                                                                                                                        |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                                                                                                                                          |                                                                               |                                                                                                                                                                                                                                        |
| 100% of regular education students in grades 4-11 enrolled in science courses for PSSA and Keystone preparation will take regular assessments to measure growth, proficiency, and benchmark attainment by the end of school year 2028. |                                                                               |                                                                                                                                                                                                                                        |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                                                                                                                                     |                                                                               |                                                                                                                                                                                                                                        |
| STEM Data                                                                                                                                                                                                                              |                                                                               |                                                                                                                                                                                                                                        |
| <b>Target Year 1</b>                                                                                                                                                                                                                   | <b>Target Year 2</b>                                                          | <b>Target Year 3</b>                                                                                                                                                                                                                   |
| Science assessments for growth, proficiency, and benchmarking will be explored.                                                                                                                                                        | Selected science assessments will be field tested with select student groups. | 100% of regular education students in grades 4-11 enrolled in science courses for PSSA and Keystone preparation will take regular assessments to measure growth, proficiency, and benchmark attainment by the end of school year 2028. |

## Action Plan

### Measurable Goals

|                           |                            |
|---------------------------|----------------------------|
| ELA Learning Progressions | Math Learning Progressions |
| Math Data                 | ELA Data                   |
| STEM Data                 |                            |

### Action Plan For: IXL, Edmentum, CDT, Firefly

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Measurable Goals:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <ul style="list-style-type: none"> <li>100% of regular education students in grades 4-11 enrolled in science courses for PSSA and Keystone preparation will take regular assessments to measure growth, proficiency, and benchmark attainment by the end of school year 2028.</li> <li>100% of regular education students in grades K-11 enrolled in ELA courses will take regular assessments to measure growth, proficiency, and benchmark attainment by the end of school year 2028.</li> <li>100% of regular education students in grades K-11 enrolled in math courses will take regular assessments to measure growth, proficiency, and benchmark attainment by the end of school year 2028.</li> </ul> |  |

|                                                                                                                                                         |                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <b>Action Step</b>                                                                                                                                      | <b>Anticipated Start/Completion Date</b>  |
| Committee formed to review available assessment products.                                                                                               | 2025-09-01 2025-12-19                     |
| <b>Lead Person/Position</b>                                                                                                                             | <b>Material/Resources/Supports Needed</b> |
| Principal                                                                                                                                               | N/A                                       |
| <b>Action Step</b>                                                                                                                                      | <b>Anticipated Start/Completion Date</b>  |
| Discussion and review of available products with stakeholders at biannual meetings, board meetings, staff meetings, etc. Collection of opinion surveys. | 2026-01-05 2026-04-01                     |
| <b>Lead Person/Position</b>                                                                                                                             | <b>Material/Resources/Supports Needed</b> |
| Superintendent                                                                                                                                          | N/A                                       |
| <b>Action Step</b>                                                                                                                                      | <b>Anticipated Start/Completion Date</b>  |
| Selection and purchase of product                                                                                                                       | 2026-04-15 2026-08-03                     |
| <b>Lead Person/Position</b>                                                                                                                             | <b>Material/Resources/Supports Needed</b> |
| Federal Programs Director                                                                                                                               | N/A                                       |
| <b>Action Step</b>                                                                                                                                      | <b>Anticipated Start/Completion Date</b>  |
| Implementation into select classrooms for use during the school year by students.                                                                       | 2026-08-17 2027-04-30                     |
| <b>Lead Person/Position</b>                                                                                                                             | <b>Material/Resources/Supports Needed</b> |
|                                                                                                                                                         | PD Step? Com Step?                        |

|                                                                                                                        |                                           |                                          |                  |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|------------------------------------------|------------------|
| Principal                                                                                                              | N/A                                       | Yes                                      | No               |
| <b>Action Step</b>                                                                                                     |                                           | <b>Anticipated Start/Completion Date</b> |                  |
| Discussion of progress and effectiveness at stakeholder meetings, staff meetings, board meetings, and student surveys. |                                           | 2027-01-04                               | 2027-05-28       |
| <b>Lead Person/Position</b>                                                                                            | <b>Material/Resources/Supports Needed</b> | <b>PD Step?</b>                          | <b>Com Step?</b> |
| Superintendent                                                                                                         | N/A                                       | No                                       | Yes              |
| <b>Action Step</b>                                                                                                     |                                           | <b>Anticipated Start/Completion Date</b> |                  |
| Selection of products to renew for long term use.                                                                      |                                           | 2027-06-07                               | 2027-08-30       |
| <b>Lead Person/Position</b>                                                                                            | <b>Material/Resources/Supports Needed</b> | <b>PD Step?</b>                          | <b>Com Step?</b> |
| Federal Programs Director                                                                                              | N/A                                       | No                                       | No               |

|                                                                                                                  |                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Anticipated Output</b>                                                                                        | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>                                                                                                                                                                                                                                                     |
| Assessments for benchmark, growth, and mastery will be selected through careful review and stakeholder feedback. | After the selection of the products, the effectiveness and product adequacy will be evaluated through surveys and reviewed at the biannual stakeholder meetings. The Federal Programs Director and Principal will develop and collect surveys. The Superintendent will lead discussions at stakeholder meetings. |

### Action Plan For: Learning Progressions

#### Measurable Goals:

- Observed growth measured by NWEA MAP testing will be positive for all grade levels K-6 by the end of school year 2028.
- Observed growth measured by NWEA MAP testing will be positive for all grade levels K-6 by the end of school year 2028.

|                                                                                        |                                          |
|----------------------------------------------------------------------------------------|------------------------------------------|
| <b>Action Step</b>                                                                     | <b>Anticipated Start/Completion Date</b> |
| Continuation of Learning Progressions Model for Instruction in Math and ELA Grades K-6 | 2025-08-12                               |
| <b>Lead Person/Position</b>                                                            | <b>PD Step?</b>                          |
| Principal                                                                              | No                                       |
| <b>Material/Resources/Supports Needed</b>                                              | <b>Com Step?</b>                         |
| N/A                                                                                    | No                                       |
| <b>Action Step</b>                                                                     | <b>Anticipated Start/Completion Date</b> |
| Training for new staff on the Learning Progressions Model                              | 2025-08-12                               |
| <b>Lead Person/Position</b>                                                            | <b>PD Step?</b>                          |
| Principal                                                                              | Yes                                      |
| <b>Material/Resources/Supports Needed</b>                                              | <b>Com Step?</b>                         |
| N/A                                                                                    | No                                       |

|                           |                                                              |
|---------------------------|--------------------------------------------------------------|
| <b>Anticipated Output</b> | <b>Monitoring/Evaluation (People, Frequency, and Method)</b> |
|---------------------------|--------------------------------------------------------------|

|                                                                                                                                               |                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Growth values and proficiency rates on standardized tests will increase. Student discipline will remain low, and attendance will remain high. | Every 2-3 weeks instructional coaches will evaluate student progress and move students to higher phases as skills mastery by students is shown by portfolio artifacts. Two to three times per year, student growth and proficiency will be measured by instructional teachers. |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Professional Development

### Professional Development Action Steps

|                                |                                                                                   |
|--------------------------------|-----------------------------------------------------------------------------------|
| <b>Evidence-based Strategy</b> | <b>Action Steps</b>                                                               |
| IXL, Edmentum, CDT, Firefly    | Implementation into select classrooms for use during the school year by students. |
| Learning Progressions          | Training for new staff on the Learning Progressions Model                         |

### Educator Training

|                                                                                                                                                                  |                          |                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------|
| <b>Action Step</b>                                                                                                                                               |                          |                               |
| <ul style="list-style-type: none"><li>• Implementation into select classrooms for use during the school year by students.</li></ul>                              |                          |                               |
| <b>Audience</b>                                                                                                                                                  |                          |                               |
| Teachers of grades K-12                                                                                                                                          |                          |                               |
| <b>Topics to be Included</b>                                                                                                                                     |                          |                               |
| Use of assessment programs such as rostering, assessment administration, collection of data, use of data for informing instruction, differentiating instruction. |                          |                               |
| <b>Evidence of Learning</b>                                                                                                                                      |                          |                               |
| Pre and post surveys.                                                                                                                                            |                          |                               |
| <b>Lead Person/Position</b>                                                                                                                                      | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Federal Programs Director                                                                                                                                        | 2026-08-17               | 2026-12-18                    |

### Learning Format

| Type of Activities                                           | Frequency                                            |
|--------------------------------------------------------------|------------------------------------------------------|
| Inservice day                                                | As needed. Likely 2 sessions per assessment product. |
| Observation and Practice Framework Met in this Plan          |                                                      |
| This Step Meets the Requirements of State Required Trainings |                                                      |

### Learning Progressions Training

|                                                                                                             |
|-------------------------------------------------------------------------------------------------------------|
| <b>Action Step</b>                                                                                          |
| <ul style="list-style-type: none"><li>Training for new staff on the Learning Progressions Model</li></ul>   |
| <b>Audience</b>                                                                                             |
| Elementary teachers new to the district or learning progressions teaching model                             |
| <b>Topics to be Included</b>                                                                                |
| Learning progressions model, methodology, instructional expectations, resources, data collection, reporting |
| <b>Evidence of Learning</b>                                                                                 |
| Pre/Post surveys                                                                                            |

| Lead Person/Position  | Anticipated Start | Anticipated Completion |
|-----------------------|-------------------|------------------------|
| Instructional coaches | 2025-08-01        | 2028-08-30             |

#### Learning Format

| Type of Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Frequency     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Workshops)                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 7-10 Sessions |
| <b>Observation and Practice Framework Met in this Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |               |
| <ul style="list-style-type: none"> <li>• 3d: Using Assessment in Instruction</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 4b: Maintaining Accurate Records</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 4c: Communicating with Families</li> <li>• 3c: Engaging Students in Learning</li> <li>• 1f: Designing Student Assessments</li> </ul> |               |
| <b>This Step Meets the Requirements of State Required Trainings</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |

## Communications Activities

| Stakeholder Meetings                                                                                                                                                                                                                                                                                                                      |                                                                   |                                                                                                                            |                       |                                 |                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------|--------------------------------------|
| Action Step                                                                                                                                                                                                                                                                                                                               | Audience                                                          | Topics to be Included                                                                                                      | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| <ul style="list-style-type: none"> <li>Discussion and review of available products with stakeholders at biannual meetings, board meetings, staff meetings, etc. Collection of opinion surveys.</li> <li>Discussion of progress and effectiveness at stakeholder meetings, staff meetings, board meetings, and student surveys.</li> </ul> | Parents, Staff, Community Members, Educational Partners, Students | Assessment products available, pros/cons, survey data from use of selected assessments on effectiveness, ease of use, etc. | Superintendent        | 10/01/2025                      | 01/05/2028                           |
| Communications                                                                                                                                                                                                                                                                                                                            |                                                                   |                                                                                                                            |                       |                                 |                                      |
| Type of Communication                                                                                                                                                                                                                                                                                                                     | Frequency                                                         |                                                                                                                            |                       |                                 |                                      |
| Presentation                                                                                                                                                                                                                                                                                                                              | Biannual Stakeholder Meetings - twice per year                    |                                                                                                                            |                       |                                 |                                      |
| Presentation                                                                                                                                                                                                                                                                                                                              | General School Board Meetings - once per month                    |                                                                                                                            |                       |                                 |                                      |
| Presentation                                                                                                                                                                                                                                                                                                                              | Curriculum Committee - once per year or more as needed            |                                                                                                                            |                       |                                 |                                      |
| Presentation                                                                                                                                                                                                                                                                                                                              | Annual Title I Meeting - once per year                            |                                                                                                                            |                       |                                 |                                      |
| Presentation                                                                                                                                                                                                                                                                                                                              | Staff Meetings - once to twice monthly                            |                                                                                                                            |                       |                                 |                                      |
| Other                                                                                                                                                                                                                                                                                                                                     | Survey - once per year                                            |                                                                                                                            |                       |                                 |                                      |

Approvals & Signatures

Uploaded Files

|                            |      |
|----------------------------|------|
| Chief School Administrator | Date |
|                            |      |



**TURKEYFOOT VALLEY AREA SD**

172 Turkeyfoot Rd

Academic Standards and Assessment Requirements (Chapter 4) | 2025 - 2028

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**ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)**

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

## ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS

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

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

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

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

| Grade Bands | Taught in your School Entity | Student Population Numbers |
|-------------|------------------------------|----------------------------|
| Pre K - 2   | Yes                          | 77                         |
| 3 - 5       | Yes                          | 44                         |
| 6 - 8       | Yes                          | 48                         |
| 9 - 12      | Yes                          | 83                         |
| Total       |                              | 252                        |

## **Chapter 4**

### **Curriculum and Instruction Requirements**

|                                                        | <b>Written Curriculum Framework</b> |  | <b>Taught within the Grade Span</b> |
|--------------------------------------------------------|-------------------------------------|--|-------------------------------------|
| PA-Core English Language Arts                          | K-2, 3-5, 6-8, 9-12                 |  | K-2, 3-5, 6-8, 9-12                 |
| PA-Core Mathematics                                    | K-2, 3-5, 6-8, 9-12                 |  | K-2, 3-5, 6-8, 9-12                 |
| Science and Technology                                 | K-2, 3-5, 6-8, 9-12                 |  | K-2, 3-5, 6-8, 9-12                 |
| Environment and Ecology                                | K-2, 3-5, 6-8, 9-12                 |  | K-2, 3-5, 6-8, 9-12                 |
| Civics and Government                                  | K-2, 3-5, 6-8, 9-12                 |  | K-2, 3-5, 6-8, 9-12                 |
| Economics                                              | K-2, 3-5, 6-8, 9-12                 |  | K-2, 3-5, 6-8, 9-12                 |
| Geography                                              | K-2, 3-5, 6-8, 9-12                 |  | K-2, 3-5, 6-8, 9-12                 |
| History                                                | K-2, 3-5, 6-8, 9-12                 |  | K-2, 3-5, 6-8, 9-12                 |
| Arts and Humanities                                    | K-2, 3-5, 6-8, 9-12                 |  | K-2, 3-5, 6-8, 9-12                 |
| Health, Safety, and Physical Education                 | K-2, 3-5, 6-8, 9-12                 |  | K-2, 3-5, 6-8, 9-12                 |
| Family and Consumer Sciences                           | 6-8, 9-12                           |  | 6-8, 9-12                           |
| Reading and Writing for Science and Technical Subjects | 3-5, 6-8, 9-12                      |  | 3-5, 6-8, 9-12                      |
| Reading and Writing for History and Social Studies     | 3-5, 6-8, 9-12                      |  | 3-5, 6-8, 9-12                      |
| Career Education and Work                              | K-2, 3-5, 6-8, 9-12                 |  | K-2, 3-5, 6-8, 9-12                 |

## ASSURANCES: STANDARDS ALIGNMENT, CURRICULUM, AND PLANNED INSTRUCTION

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

☐ Elementary Grade Level content does not apply.

☐ Secondary Grade Level content does not apply.

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

The LEA reviews district curriculum maps within a rotation to ensure alignment to Pennsylvania academic standards and as updates are made to the standards. Subject area curriculum review rotations include: Mathematics, English Language Arts, Science, History, and Arts/Physical Education which provides opportunities to map and evaluate curriculum on a continuum. Teachers are scheduled time during ACT 80 days, in-services, and early dismissal days to collaborate for curriculum review and alignment to the PA academic standards. Teachers may also utilize the weekly planning time to collaborate and review curriculum and to develop short and long-term instructional practices. Personnel involved in curriculum writing and alignment review include administration, teacher coaches, grade level content area teachers, special education teachers, and IU curriculum specialist. The LEA continues to review and ensure alignment to the PA academic standards to ensure the state expectations for instructional content are being met and implemented by the LEA.

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

The Pennsylvania Aligned System website tools PA Core Standards documents across grade levels from the PDE webpage IU08 curriculum specialists to help develop curriculum maps, train teachers in curriculum writing skills, review of curriculum mapping templates, and providing feedback for alignment of curriculum District curriculum mapping tools Collaboration with state specialists appropriate to curriculum development

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

All LEA members can access the written curriculum and instructional materials electronically through the shared drive in the district network and on

the learning management system. All teachers have a login for their staff accounts to access the shared drive and learning management system where they can access the written curriculum files. Printed copies are also provided to teachers upon request and teachers can download or print the electronic files as necessary. Instructional materials aligned to the written curriculum are provided in the learning management system and as printed forms in the teacher coaching classroom which can be accessed by all teachers. If teachers need additional instructional materials they can make a request to the building principal for additional materials.

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

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

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

The LEA will continue with the curriculum cycle currently in place with the regular review of Science curriculum this school year. The teaching team will follow the collaboration and review processes of reviewing the current curriculum maps and instructional materials then revising as they compare the current files to PA academic standards. The teaching team will meet with the administrative team to determine needed changes then follow district policies to make adjustments to the current curriculum maps.

Based on the responses above, would written curriculum be a priority in your comprehensive plan?

No

Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your

No

comprehensive plan?



## ASSURANCES: EDUCATOR EFFECTIVENESS

Act 13

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

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

|                                          |     |
|------------------------------------------|-----|
| A. Data Available Classroom Teachers     | 63  |
| B. Non-Data Available Classroom Teachers | 24  |
| C. Non-Teaching Professionals            | 10  |
| D. Principals                            | 3   |
| Total                                    | 100 |

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

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

|                                                | Elementary School                                | Middle School                                      | High School                                        |
|------------------------------------------------|--------------------------------------------------|----------------------------------------------------|----------------------------------------------------|
| <b>Domain 2: The Classroom Environment</b>     | 2c: Managing Classroom Procedures                | 2a: Creating an Environment of Respect and Rapport | 2a: Creating an Environment of Respect and Rapport |
| <b>Domain 3: Instruction</b>                   | 3e: Demonstrating Flexibility and Responsiveness | 3c: Engaging Students in Learning                  | 3c: Engaging Students in Learning                  |
| <b>Domain 4: Professional Responsibilities</b> | 4f: Showing Professionalism                      | 4f: Showing Professionalism                        | 4f: Showing Professionalism                        |

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

The LEA continues to build upon creating an environment of respect and rapport through positive behavior support programs, incentive programs for attendance, and continued development of core values and belief statements district-wide. Teachers work with consultants, educational networks, and IU08 specialists to build upon knowledge of pedagogy, develop instructional resources, and goal setting techniques. Teachers meet in teams to develop norms for procedures and revise their expectations regularly to allow for a fluid transition for students from teacher to teacher.

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

|                                            | Elementary School                       | Middle School                     | High School                       |
|--------------------------------------------|-----------------------------------------|-----------------------------------|-----------------------------------|
| <b>Domain 1: Planning and Preparation</b>  | 1c: Setting Instructional Outcomes      | 1f: Designing Student Assessments | 1f: Designing Student Assessments |
| <b>Domain 2: The Classroom Environment</b> | 2b: Establishing a Culture for Learning | 2d: Managing Student Behavior     | 2d: Managing Student Behavior     |

|                                         | Elementary School                   | Middle School                                   | High School                                     |
|-----------------------------------------|-------------------------------------|-------------------------------------------------|-------------------------------------------------|
| Domain 3: Instruction                   | 3d: Using Assessment in Instruction | 3b: Using Questioning and Discussion Techniques | 3b: Using Questioning and Discussion Techniques |
| Domain 4: Professional Responsibilities | 4a: Reflecting on Teaching          | 4b: Maintaining Accurate Records                | 4b: Maintaining Accurate Records                |

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

The administrative team and positive behavior support team will work with teachers to improve student behavior management techniques. Teachers will also complete professional development on the science of reading, instructional techniques, and questioning and discussion techniques during ACT 80 and in-service training sessions led by the district or a contract entity. Research-based instructional practices will be the foundation of teacher professional development to work on improving the domains rated lowest.

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

| Goals Set                      | Comments/Considerations                                                                                                                                                                                                                                      |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provided at the district level | The district focus is on academic growth and achievement measures. Information used includes state assessments data, local assessment data, and student academic progress reports.                                                                           |
| Provided at the building level | The building level focus is establishing core values and beliefs that align to improving regular school attendance. Information used includes professional development sessions with staff on core values and belief statements and student attendance data. |

| Goals Set                          | Comments/Considerations                                                                                                                                                                                                                                                             |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Individual principal choice</b> | The building principal develops individual academic and behavioral goals aligned to the district and building level goals. Information used includes academic reports, attendance data reports, meetings with staff, and review meetings with the Superintendent to finalize goals. |
| <b>Other (state what other is)</b> | Other goals would be determined on a case by case basis for each level.                                                                                                                                                                                                             |

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

| LEA Selected Measures                              | Grades/Content Area          | Student Assessment Examples                                                                                                                    |
|----------------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Locally Developed School District Rubric</b>    | K4 to 12 - all content areas | Teachers can use locally developed rubrics to measure progress and effectiveness of goals.                                                     |
| <b>District-Designed Measure &amp; Examination</b> | K4 to 12 - all content areas | All teachers can utilize district designed measures to measure progress and effectiveness of goals including academic growth rubrics.          |
| <b>Nationally Recognized Standardized Test</b>     | K5 to 12 - Math and ELA      | All teachers use NWEA MAP testing to measure progress and effectiveness of goals as a nationally recognized standardized test in Math and ELA. |
| <b>Industry Certification Examination</b>          | 10 to 12 - CTC students      | Students will complete industry certification examinations and shop required assessments at Somerset County Technology Center                  |

| LEA Selected Measures                             | Grades/Content Area          | Student Assessment Examples                                                                                                                              |
|---------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Projects Pursuant to Local Requirements   | K4 to 12 - all content areas | Teachers can use student projects provided within the district instructional resources or self-developed to measure progress and effectiveness of goals. |
| Student Portfolios Pursuant to Local Requirements | K4 to 12 - all content areas | Teachers can use portfolios and district developed portfolio content sheets to measure progress and effectiveness of goals.                              |

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

ASSESSMENT

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

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

|                                                    |            |            |                                 |             |
|----------------------------------------------------|------------|------------|---------------------------------|-------------|
| Assessment                                         |            |            |                                 |             |
| NWEA MAP Mathematic Growth Assessment              |            |            | Type of Assessment<br>Benchmark |             |
| Frequency or Date Given<br>three times annually    | K-2<br>Yes | 3-5<br>Yes | 6-8<br>Yes                      | 9-12<br>Yes |
| Assessment<br>Civics Assessment                    |            |            | Type of Assessment<br>Summative |             |
| Frequency or Date Given<br>once during high school | K-2        | 3-5        | 6-8                             | 9-12<br>Yes |
| Assessment<br>NWEA MAPS Reading Growth Assessment  |            |            | Type of Assessment<br>Benchmark |             |
| Frequency or Date Given<br>three times annually    | K-2<br>Yes | 3-5<br>Yes | 6-8<br>Yes                      | 9-12<br>Yes |

|                                                     |     |     |            |      |                    |  |  |
|-----------------------------------------------------|-----|-----|------------|------|--------------------|--|--|
| Assessment                                          |     |     |            |      | Type of Assessment |  |  |
| Academic Core Learning Projects                     |     |     |            |      | Formative          |  |  |
| Frequency or Date Given                             | K-2 | 3-5 | 6-8        | 9-12 |                    |  |  |
| at least quarterly in core subjects                 | Yes | Yes | Yes        | Yes  |                    |  |  |
| Assessment                                          |     |     |            |      | Type of Assessment |  |  |
| Study Island Assessments                            |     |     | Summative  |      |                    |  |  |
| Frequency or Date Given                             | K-2 | 3-5 | 6-8        | 9-12 |                    |  |  |
| at least quarterly                                  | Yes | Yes | Yes        | No   |                    |  |  |
| Assessment                                          |     |     |            |      | Type of Assessment |  |  |
| IXL Assessments                                     |     |     | Diagnostic |      |                    |  |  |
| Frequency or Date Given                             | K-2 | 3-5 | 6-8        | 9-12 |                    |  |  |
| at least quarterly                                  | Yes | Yes | Yes        | No   |                    |  |  |
| Assessment                                          |     |     |            |      | Type of Assessment |  |  |
| Classroom locally designed projects and assessments |     |     | Summative  |      |                    |  |  |
| Frequency or Date Given                             | K-2 | 3-5 | 6-8        | 9-12 |                    |  |  |
| weekly                                              | Yes | Yes | Yes        | Yes  |                    |  |  |
| Assessment                                          |     |     |            |      | Type of Assessment |  |  |
| Keystone Exams                                      |     |     | Summative  |      |                    |  |  |
| Frequency or Date Given                             | K-2 | 3-5 | 6-8        | 9-12 |                    |  |  |
| once per year                                       | No  | No  | No         | Yes  |                    |  |  |

Assessment

PSSA Exams for Mathematics and English Language Arts

Type of Assessment  
Summative

Frequency or Date Given  
once per year

K-2  
No

3-5  
Yes

6-8  
Yes

9-12  
No

Assessment

PSSA Exams for Science

Type of Assessment  
Summative

Frequency or Date Given  
once per year

K-2  
No

3-5  
Yes

6-8  
Yes

9-12  
No

Assessment

Gifted Screener

Type of Assessment  
Summative

Frequency or Date Given  
once during second grade

K-2  
Yes

3-5  
No

6-8  
No

9-12  
No

## ASSESSMENT (CONTINUED)

### EDUCATION AREAS OF CERTIFICATION

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

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

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

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

Diagnostic and benchmark assessments are used to group students for individualized instructional programs in mathematics and english language arts for K4 through sixth grade and used for remedial support for seventh through twelfth grade. Diagnostic assessments in grades K5 through sixth grade drive the learning progression model and place students in appropriate academic skill groups for mathematics and english language arts. Students are reassessed for growth and skill mastery every 15 progression days then assigned to the group based on their skill ability. The assessment results can then be used to develop individualized learning paths in programs such as Study Island or IXL for each learner. The district provides time for students to work on skill deficits and skill giftedness through the progression model and small group work with academic coaches. Within the seventh through twelfth grade groups, diagnostic and benchmark assessments are utilized to provide remediation for english language arts, science, and mathematics. At all grade levels, diagnostic and benchmark assessments are collected and the data is utilized to identify learner needs for extended services such as special education or supportive services as part of the broader child find process.

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

## **SIGNATURE AND QUALITY ASSURANCE**

### **EDUCATION AREAS OF CERTIFICATION**

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

Nicole Dice

Chief School Administrator

12/12/2024

Date

**TURKEYFOOT VALLEY AREA SD**

172 Turkeyfoot Rd

**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:

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

9. 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

Turkeyfoot Valley Area School District  
108568404  
172 Turkeyfoot Road, Confluence, PA 15424-2420

Megan Barlow  
mbarlow@turkeyfoot.k12.pa.us  
814-395-3621 X 208

Nicole Dice  
ndice@turkeyfoot.k12.pa.us

## STEERING COMMITTEE

| Name              | Title              | Committee Role            | Appointed By              |
|-------------------|--------------------|---------------------------|---------------------------|
| Nicole Dice       | Superintendent     | Administrator             | Administration Personnel  |
| Christopher Shilk | Principal          | Administrator             | Administration Personnel  |
| Tonya Daniels     | Math Specialist    | Education Specialist      | Education Specialist      |
| Christina Bowman  | Reading Specialist | Education Specialist      | Education Specialist      |
| Angela Bonnell    | Parent             | Parent of Child Attending | School Board of Directors |
| Ashley Nichols    | Parent             | Parent of Child Attending | School Board of Directors |

| Name              | Title                | Committee Role                | Appointed By              |
|-------------------|----------------------|-------------------------------|---------------------------|
| Christine Kregger | Parent               | Parent of Child Attending     | School Board of Directors |
| Natalie Perez     | Local Business Owner | Local Business Representative | School Board of Directors |
| Christine Keefer  | Community Member     | Community Member              | School Board of Directors |
| James Pyne        | History Teacher      | High School Teacher           | Teacher                   |
| Melynie Ryan      | Pre K- Teacher       | Elementary Teacher            | Teacher                   |
| Crystal Hay       | Art Teacher          | K-12 Teacher                  | Teacher                   |
| Kayla Deyarmin    | Music Teacher        | K-12 Teacher                  | Teacher                   |

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

The committee will be invited to meet once annually to review effectiveness of the plan and review data of plan effectiveness.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

EDUCATOR TRAINING

| Action Step                                                                       | Audience                | Topics to be Included                                                                                                                                            | Evidence of Learning  |
|-----------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Implementation into select classrooms for use during the school year by students. | Teachers of grades K-12 | Use of assessment programs such as rostering, assessment administration, collection of data, use of data for informing instruction, differentiating instruction. | Pre and post surveys. |
| Anticipated Timeline                                                              |                         |                                                                                                                                                                  |                       |
| Lead Person/Position                                                              |                         | Anticipated Timeline                                                                                                                                             |                       |
| Federal Programs Director                                                         |                         | 08/17/2026 - 12/18/2026                                                                                                                                          |                       |

LEARNING FORMAT

| Type of Activities | Frequency                            | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|--------------------------------------|------------------------------------------------|--------------------------------------------------------------|
| Inservice          | As needed. Likely 2 sessions per day | assessment product.                            |                                                              |

LEARNING PROGRESSIONS TRAINING

| Action Step                                               | Audience                                                                        | Topics to be Included                                                                                       | Evidence of Learning |
|-----------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------|
| Training for new staff on the Learning Progressions Model | Elementary teachers new to the district or learning progressions teaching model | Learning progressions model, methodology, instructional expectations, resources, data collection, reporting | Pre/Post surveys     |
| Lead Person/Position                                      |                                                                                 |                                                                                                             |                      |
| Instructional coaches                                     |                                                                                 | Anticipated Timeline                                                                                        |                      |
|                                                           |                                                                                 | 08/01/2025 - 08/30/2028                                                                                     |                      |

LEARNING FORMAT

| Type of Activities | Frequency     | Danielson Framework Component Met in this Plan                                                                                                                    | This Step Meets the Requirements of State Required Trainings |
|--------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| Workshop(s)        | 7-10 Sessions | 3c: Engaging Students in Learning<br>4f: Designing Student Assessments<br>1a: Demonstrating Knowledge of Content and Pedagogy<br>4b: Maintaining Accurate Records |                                                              |

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|-----------|------------------------------------------------|--------------------------------------------------------------|
|                    |           | 1e: Designing Coherent Instruction             |                                                              |
|                    |           | 1d: Demonstrating Knowledge of Resources       |                                                              |
|                    |           | 3d: Using Assessment in Instruction            |                                                              |
|                    |           | 1c: Setting Instructional Outcomes             |                                                              |
|                    |           | 4c: Communicating with Families                |                                                              |

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

SAFETY TRAINING

| Audience                          | Topics to be Included                                                                                                   | Evidence of Learning                                                                                                                                           |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teachers and staff members        | Active shooter drill, lockdown procedures, fire safety, earthquake drill, and building safety and procedures trainings. | Evidence and actions throughout the school year during safety drills. Evidence will also be provided by training certificates for all online training courses. |
| Lead Person/Position              |                                                                                                                         | Anticipated Timeline                                                                                                                                           |
| Christopher Shilk- K-12 Principal |                                                                                                                         | 08/01/2025 - 06/30/2028                                                                                                                                        |

LEARNING FORMAT

| Type of Activities | Frequency                                      | Danielson Framework Component Met in this Plan                                                                                  | This Step Meets the Requirements of State Required Trainings   |
|--------------------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Workshop(s)        | 2 sessions minimum throughout the school year. | 4d: Participating in a Professional Community<br><br>1d: Demonstrating Knowledge of Resources<br><br>4e: Growing and Developing | At Least 1-hour of Trauma-informed Care Training for All Staff |

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|-----------|------------------------------------------------|--------------------------------------------------------------|
|                    |           | Professionally                                 |                                                              |
|                    |           | 4b: Maintaining Accurate Records               |                                                              |

## TRAUMA-INFORMED APPROACHES

| Audience                                                                                                                                                                 | Topics to be Included                         | Evidence of Learning                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Teachers and School Staff                                                                                                                                                | Trauma support and identification of services | Observational and questioning of services. Evidence will also be evident through completion on online class certificates. |
| <div> <div>Lead Person/Position</div> <div>Christopher Shilk-K-12 Principal</div> </div> <div> <div>Anticipated Timeline</div> <div>08/01/2025 - 06/30/2028</div> </div> |                                               |                                                                                                                           |

## LEARNING FORMAT

| Type of Activities | Frequency         | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings   |
|--------------------|-------------------|------------------------------------------------|----------------------------------------------------------------|
| Workshops)         | One time annually | 4d: Participating in a Professional Community  | At Least 1-hour of Trauma-informed Care Training for All Staff |
|                    |                   | 4e: Growing and Developing Professionally      |                                                                |

CLASSROOM MANAGEMENT

| Audience                         | Topics to be Included                                                                                                                                            | Evidence of Learning                                                                  |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Teachers and Paraprofessionals   | Basic classroom management, behavior interventions, student behavior programs, de-escalation techniques, supportive measures, and functional behavioral supports | Application of skills in the classroom and completion of behavioral support documents |
| Lead Person/Position             | Anticipated Timeline                                                                                                                                             |                                                                                       |
| Christopher Shilk-K-12 Principal | 08/01/2025 - 06/30/2028                                                                                                                                          |                                                                                       |

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  | 4e: Growing and Developing Professionally      | Teaching Diverse Learners in Inclusive Settings              |

SOCIAL EMOTIONAL AWARENESS

| Audience                          |                                                                           | Topics to be Included   | Evidence of Learning                          |
|-----------------------------------|---------------------------------------------------------------------------|-------------------------|-----------------------------------------------|
| All staff                         | Social and emotional supports, programs, and areas of services available. |                         | Active use of topic content in the classroom. |
| Lead Person/Position              |                                                                           | Anticipated Timeline    |                                               |
| Christopher Shilk- K-12 Principal |                                                                           | 08/01/2025 - 06/30/2028 |                                               |

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                                     | 4e: Growing and Developing Professionally                                                  | Teaching Diverse Learners in Inclusive Settings              |
| Book study         | Multiple sessions throughout the school year | 4e: Growing and Developing Professionally<br>4d: Participating in a Professional Community | Teaching Diverse Learners in Inclusive Settings              |

SPECIAL EDUCATION PROCEDURES AND EDUCATIONAL SUPPORT PRACTICES

| Audience                         | Topics to be Included                                                                                               | Evidence of Learning                             |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Teachers and paraprofessionals   | Types of student disabilities, supportive measures for students, special education law, and transitioning planning. | Application of content in professional practices |
| Lead Person/Position             | Anticipated Timeline                                                                                                |                                                  |
| Christopher Shilk-K-12 Principal | 08/01/2025 - 06/30/2028                                                                                             |                                                  |

LEARNING FORMAT

| Type of Activities | Frequency                      | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|--------------------------------|------------------------------------------------|--------------------------------------------------------------|
| Workshop(s)        | At least twice per school year | 4d: Participating in a Professional Community  | Indicator 13 Effective Practices in Transition Training      |
|                    |                                | 4e: Growing and Developing Professionally      |                                                              |

CURRICULUM DEVELOPMENT

| Audience      Topics to be Included |                                                                     | Evidence of Learning                                |
|-------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------|
| Teachers                            | Curriculum review, alignment to state standards, curriculum writing | Written curriculum documentation and implementation |
| Lead Person/Position                |                                                                     | Anticipated Timeline                                |
| Christopher Shilk-K-12 Principal    |                                                                     | 08/01/2025 - 06/30/2028                             |

LEARNING FORMAT

| Type of Activities                   | Frequency                             | Danielson Framework Component Met in this Plan                                                                                                                                           | This Step Meets the Requirements of State Required Trainings |
|--------------------------------------|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| Collaborative curriculum development | At least two sessions per school year | 1a: Demonstrating Knowledge of Content and Pedagogy<br><br>1c: Setting Instructional Outcomes<br><br>4e: Growing and Developing Professionally<br><br>1e: Designing Coherent Instruction | Language and Literacy Acquisition for All Students           |

## LEARNING PROGRESSION TRAINING

| Audience                         | Topics to be Included                                                    | Evidence of Learning                                                        |
|----------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Teachers                         | Creation and implementation of student skills mastery based instruction. | Creation and implementation of mastery based instruction in the classrooms. |
| Lead Person/Position             |                                                                          |                                                                             |
| Christopher Shilk-K-12 Principal |                                                                          | Anticipated Timeline                                                        |
|                                  |                                                                          | 08/01/2025 - 06/30/2028                                                     |

## LEARNING FORMAT

| Type of Activities | Frequency                            | Danielson Framework Component Met in this Plan      | This Step Meets the Requirements of State Required Trainings |
|--------------------|--------------------------------------|-----------------------------------------------------|--------------------------------------------------------------|
| Workshop(s)        | Bi-weekly throughout the school year | 1a: Demonstrating Knowledge of Content and Pedagogy | Language and Literacy Acquisition for All Students           |
|                    |                                      | 1e: Designing Coherent Instruction                  |                                                              |
|                    |                                      | 1f: Designing Student Assessments                   |                                                              |
|                    |                                      | 1c: Setting Instructional Outcomes                  |                                                              |

STRUCTURED LITERACY TRAINING

| Audience                          |  | Topics to be Included                                                                                                                                                                                                                                                    |  | Evidence of Learning                                        |  |
|-----------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------|--|
| Teachers                          |  | Evidence-based intervention practices on structured literacy. Explicit and systematic instruction in phonological and phonemic awareness. The alphabetic principle, decoding and encoding, fluency and vocabulary. Reading comprehension and building content knowledge. |  | Active use of content and techniques in classroom teaching. |  |
| Lead Person/Position              |  | Anticipated Timeline                                                                                                                                                                                                                                                     |  |                                                             |  |
| Christopher Shilk- K-12 Principal |  | 08/01/2025 - 06/30/2028                                                                                                                                                                                                                                                  |  |                                                             |  |

LEARNING FORMAT

| Type of Activities | Frequency                                                | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|----------------------------------------------------------|------------------------------------------------|--------------------------------------------------------------|
| Inservice day      | Two sessions to be conducted on seperate inservice days. | 4e: Growing and Developing Professionally      | Language and Literacy Acquisition for All Students           |

CULTERALLY RESPONSIVE TRAINING

| Audience                         |  | Topics to be Included                                                                                                                         | Evidence of Learning                                         |
|----------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| All staff                        |  | Response to culturally appropriate decision making, culturally appropriate response to conflict resolution, restorative discipline practices. | Strategies and techniques utilized in the classroom setting. |
| Lead Person/Position             |  |                                                                                                                                               |                                                              |
| Christopher Shilk-K-12 Principal |  | Anticipated Timeline                                                                                                                          |                                                              |
|                                  |  | 08/01/2025 - 06/30/2028                                                                                                                       |                                                              |

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  | 4e: Growing and Developing Professionally      | Common Ground: Culturally Relevant Sustaining Education      |

PROFESSIONAL ETHICS IN THE SCHOOL SETTING

| Audience                         | Topics to be Included                                         | Evidence of Learning                                               |
|----------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------|
| All staff                        | Code of professional conduct and ethics in the school setting | Best practices of ethical conduct utilized in the school building. |
| Lead Person/Position             |                                                               | Anticipated Timeline                                               |
| Christopher Shilk-K-12 Principal |                                                               | 08/01/2025 - 06/30/2028                                            |

LEARNING FORMAT

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|-----------|------------------------------------------------|--------------------------------------------------------------|
| Inservice day      | Annually  | 4f: Showing Professionalism                    | Professional Ethics                                          |
|                    |           | 4e: Growing and Developing Professionally      |                                                              |

# PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

## Professional Education Plan Guidelines

Yes/No

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

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

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

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

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

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

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

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

Professional Education Plan Guidelines

Yes/No

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

2024-  
2025

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?  
All teaching staff working with students in grade K-8.

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 Professional Education Plan will be reviewed annually by a committed consisting of educators, administrators, community business members, and parents. The process for this will be to hold a plan review meeting that will be in person as well as a Zoom option for those unable to attend in person.

## 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.

Megan Barlow

12/12/2024

Professional Education Committee Chairperson:

Date

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

Nicole Dice

12/12/2024

Superintendent or Chief Administrative Officer:

Date

**TURKEYFOOT VALLEY AREA SD**

172 Turkeyfoot Rd

Student Services Assurances (Chapter 12) | 2025 - 2028

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**STUDENT SERVICES ASSURANCES (CHAPTER 12)**

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

PROFILE AND PLAN ESSENTIALS

Turkeyfoot Valley Area School District  
108568404  
172 Turkeyfoot Road , Confluence, PA 15424-2420

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814-395-3621 Ext. 450

Nicole Dice  
ndice@turkeyfoot.k12.pa.us

STUDENT SERVICES ASSURANCE

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

| Safe Schools Programs, Strategies and Actions                                                                  |  | In Compliance? Yes or No |
|----------------------------------------------------------------------------------------------------------------|--|--------------------------|
| Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § 13-1303-A1 ) |  | Yes                      |
| School-wide Positive Behavioral Programs                                                                       |  | Yes                      |
| Bullying Prevention Program                                                                                    |  | Yes                      |
| Conflict Resolution or Dispute Management                                                                      |  | Yes                      |

**Safe Schools Programs, Strategies and Actions**

**In Compliance? Yes or No**

|                                                                                                |     |
|------------------------------------------------------------------------------------------------|-----|
| Peer Helper Programs                                                                           | Yes |
| Safety and Violence Prevention Program                                                         | Yes |
| Comprehensive School Safety and Violence Prevention Plans (Article XIII-B of the School Code ) | Yes |
| Purchase of Security-Related Technology                                                        | Yes |
| Student, Staff and Visitor Identification Systems                                              | Yes |
| Placement of School Resource Officers                                                          | Yes |
| Counseling Services available for all Students                                                 | Yes |
| Internet Web-Based System for the Management of Student Discipline                             | Yes |

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

**Other Chapter 12 Requirements**

**In Compliance? Yes or No**

|                                                                                                                                                                                                                                                                                          |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with <a href="#">§ 12.41(a)</a> )                                                                                                                   | Yes |
| Free Education and Attendance (in compliance with <a href="#">§ 12.1</a> )                                                                                                                                                                                                               | Yes |
| School Rules (in compliance with <a href="#">§ 12.3</a> )                                                                                                                                                                                                                                | Yes |
| Collection, maintenance and dissemination of student records (in compliance <a href="#">§ 12.31(a)</a> and <a href="#">§ 12.32</a> )                                                                                                                                                     | Yes |
| Discrimination (in compliance with <a href="#">§ 12.4</a> )                                                                                                                                                                                                                              | Yes |
| Corporal Punishment (in compliance with <a href="#">§ 12.5</a> )                                                                                                                                                                                                                         | Yes |
| Exclusion from School, Classes, Hearings (in compliance with <a href="#">§ 12.6</a> , <a href="#">§ 12.7</a> , <a href="#">§ 12.8</a> )                                                                                                                                                  | Yes |
| Freedom of Expression (in compliance with <a href="#">§ 12.9</a> )                                                                                                                                                                                                                       | Yes |
| Confidential Communications (in compliance with <a href="#">§ 12.12</a> )                                                                                                                                                                                                                | Yes |
| Searches (in compliance with <a href="#">§ 12.14</a> )                                                                                                                                                                                                                                   | Yes |
| In accordance with 22 Pa. Code 12.41(a) has a plan that includes policies and procedures for emergency care and administration of medication and treatment under The Controlled Substance, Drug, Device, and Cosmetic Act (35 P.S. 780-101-780-144). <a href="#">§ 780-101—780-144</a> ) | Yes |

**Other Chapter 12 Requirements**

**In Compliance? Yes or No**

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Nicole Dice

Superintendent/CEO Electronic Signature

12/12/2024

Date



# Gifted Education Plan Assurances

## Profile

|                                               |                                          |                 |
|-----------------------------------------------|------------------------------------------|-----------------|
| <b>LEA Type</b>                               | AUN                                      |                 |
| <b>Turkeyfoot Valley Area School District</b> | 108568404                                |                 |
| <b>Address 1</b>                              |                                          |                 |
| <b>172 Turkeyfoot Road</b>                    |                                          |                 |
| <b>Address 2</b>                              |                                          |                 |
| <b>City</b>                                   | <b>State</b>                             | <b>Zip Code</b> |
| <b>Confluence</b>                             | PA                                       | 15424-2420      |
| <b>Chief School Administrator</b>             |                                          |                 |
| <b>Nicole Dice</b>                            |                                          |                 |
| <b>Chief School Administrator Email</b>       |                                          |                 |
| <b>ndice@turkeyfoot.k12.pa.us</b>             |                                          |                 |
| <b>Single Point of Contact Name</b>           |                                          |                 |
| <b>Chris Shilk</b>                            |                                          |                 |
| <b>Single Point of Contact Email</b>          |                                          |                 |
| <b>cshilk@turkeyfoot.k12.pa.us</b>            |                                          |                 |
| <b>Single Point of Contact Phone</b>          | <b>Single Point of Contact Extension</b> |                 |
| <b>814-395-3621</b>                           | 450                                      |                 |

## Gifted Education Plan Assurance

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

The Turkeyfoot Valley Area School District's Child Find procedures for public notice regarding gifted education services and programs involve multiple approaches to ensure the community is well-informed. Each year, the district publishes a notice that details the availability of special education services, including those for gifted students. This notice appears in local newspapers, is posted on the district's website, and is included within student handbooks. Additionally, it is displayed in the front offices of the elementary and junior/senior high schools. These consistent and accessible methods help to ensure compliance with special education laws while informing the public about the resources available for gifted students in the district.

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

The Turkeyfoot Valley Area School District's screening process for identifying students who may be gifted and need specially designed instruction begins with referrals from parents or teachers, directed to the special education director or school principal. After receiving a referral, the special education director seeks parental permission and initiates the data collection process. Currently, the district uses the Stanford Achievement Test, Tenth Edition, and the OLSAT-8 as primary data sources to assess students' abilities. Teachers are encouraged to consult with the special education director or building principal if they suspect a student may be gifted. Additionally, data meetings are held at least quarterly to review student performance on assessments such as the NWEA MAP and PSSA/KeyStone data, as well as informal observations, to identify those performing above their peers. The district also considers academic progress and classroom-based evaluations to locate potential gifted students. Throughout the screening process, key roles are played by the special education director, school principal, teachers, and school psychologists, who collaborate in collecting, analyzing, and interpreting the data to decide if a student requires further evaluation for gifted education services.

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

The Turkeyfoot Valley Area School District's process for determining eligibility and need for gifted education services begins with a referral or request for evaluation, which can be made by either parents or classroom teachers. Upon receiving a request, the special education director issues a Gifted Permission to Evaluate (GPTE) form to the student's parents. Once the signed consent is obtained, the Local Education Agency (LEA) has 60 days to complete the evaluation process. This involves administering assessments, gathering input from multiple sources, compiling a Gifted Written Report (GWR), and providing a copy of the report to the parents. The district utilizes a combination of standardized assessments and other data sources to evaluate students. The typical assessment battery includes the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), the Wechsler Individual Achievement Test, Fourth Edition (WIAT-4), and Gifted Rating Scales (GRS). Additional data is collected through parent and teacher input forms, a review of student records, classroom grades, and performance on benchmark assessments. Specifically, the Stanford Achievement Test, Tenth Edition, and the OLSAT-8 are used as part of the screening and evaluation process. Eligibility for gifted services in the district follows two pathways, as outlined in Chapter 16 of the Pennsylvania School Code. The first option requires that a student demonstrate a Full Scale IQ (FSIQ) standard score of 130 or higher and a need for gifted support services. The second option allows for the use of multiple criteria when a student's FSIQ is below 130. These criteria include a score within the 95% confidence interval of 130 (e.g., FSIQ = 124; 95% CI = 116 –

132), achievement scores at or above the 86th percentile in two or more academic areas, and similar ratings on the gifted rating scales. The final decision on eligibility and the need for services is made by the Gifted Multidisciplinary Team (GMDT), which includes the special education director, school psychologist, and other educational staff as needed. If the GMDT determines that a student meets the eligibility criteria, the next step is to convene a Gifted Individualized Education Plan (GIEP) team to develop a tailored program that addresses the student's academic strengths and needs.

**4. Describe the gifted programs\* that are offered to provide opportunities for acceleration, enrichment, or both. \*The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option. Describe what acceleration means and how it is applied in each of the grade spans (EL, MS,HS). Describe what enrichment means and how it is applied in EL,MS,HS. (i.e. there are 20 forms of acceleration- which ones are offered in the district and at which grade spans are they offered).**

The Turkeyfoot Valley Area School District offers a continuum of gifted programs designed to provide both acceleration and enrichment opportunities, ensuring that the unique needs and strengths of gifted students are met across all grade levels. \*\*Acceleration\*\* in the district refers to advancing students through the educational curriculum at a faster pace or providing access to higher-level content that goes beyond the standard grade-level expectations. This approach allows gifted students to engage in more challenging coursework, helping them stay motivated and engaged. - \*\*Elementary Level (EL)\*\*: Acceleration at the elementary level may involve allowing students to progress more quickly through the standard curriculum. For example, students who excel in reading or math might work at higher grade levels in those subjects, engaging in advanced reading materials or more complex mathematical concepts. - \*\*Middle School (MS)\*\*: At the middle school level, acceleration can take the form of advanced classes that prepare students for high school coursework, such as pre-algebra or other subjects that may typically be introduced later. Students might also have the opportunity to engage in compacted curricula, where they learn the essentials of multiple grades within a shorter time frame. - \*\*High School (HS)\*\*: In high school, acceleration often includes opportunities for dual enrollment, where students take college-level courses and earn both high school and college credits. The district also provides access to online learning platforms that allow for independent study in subjects of interest, as well as a selection of advanced placement (AP) courses and other rigorous electives. This ensures students are not only challenged but can also get a head start on their post-secondary education. \*\*Enrichment\*\* involves broadening the educational experience by exploring topics in greater depth or complexity, encouraging higher-order thinking, problem-solving, and creative expression. - \*\*Elementary Level (EL)\*\*: At the elementary level, enrichment activities are integrated into the general classroom as well as through individual or small group sessions. Students might participate in projects that extend beyond the standard curriculum, such as science experiments, creative writing workshops, or art projects that encourage critical thinking and teamwork. These activities help develop skills like problem-solving, communication, and leadership. - \*\*Middle School (MS)\*\*: Enrichment for middle school students includes specialized programs that cater to their specific interests and aptitudes. This can involve thematic units, independent research projects, and opportunities to participate in extracurricular academic competitions (such as science fairs or math competitions). The goal is to deepen their understanding of core subjects while encouraging exploration of new ideas and interests. - \*\*High School (HS)\*\*: High school enrichment programs focus on preparing students for their future educational and career goals. This can include participation in advanced courses, mentorship programs, and elective courses aligned with their interests. Students may engage in activities that develop leadership and communication skills, such as debate clubs, student government, or collaborative research projects. Enrichment opportunities might also be connected to transition goals, helping students explore potential career paths and plan for their post-secondary education. Overall, the Turkeyfoot Valley Area School District's gifted programs are designed to be flexible and adaptive, providing a blend of acceleration and enrichment to nurture the intellectual and personal growth of gifted students across all educational stages.

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

**different and how will you address the discrepancy?**

Per the data available in the October 1 PIMS snapshot, the Turkeyfoot Valley Area School District has three students identified in the GV area and zero students in GS and GX areas. All students in the district who receive gifted services are included in this report.

**6. Review the district data for gifted identification proportionality. Is the district identification proportionately reaching the underrepresented populations?**

**If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.**

The Turkeyfoot Valley Area School District has successfully addressed the proportionality of gifted identification by implementing deliberate and equitable practices. The district employs universal screenings using standardized tools such as the Stanford Achievement Test, Tenth Edition, and the OLSAT-8. By screening all students rather than relying solely on teacher or parent referrals, the district ensures that all populations have an equal opportunity for identification, minimizing the risk of bias. Additionally, professional development for teachers and staff focuses on recognizing and addressing implicit biases that may affect the referral process. Training highlights the characteristics of giftedness in diverse groups, including those from low-income families, English language learners, students with disabilities (twice-exceptional), and racial and ethnic minorities, ensuring that cultural and socioeconomic factors do not hinder identification. To maintain proportionality, the district regularly monitors and analyzes identification data, comparing the demographics of identified gifted students to the overall student population. This process involves tracking subgroup performance on academic and cognitive assessments to ensure equitable identification practices. Child Find activities are also a critical component, as the district actively engages with community organizations and parent groups to raise awareness about gifted identification. Efforts include offering information sessions in multiple languages to reach non-native English speakers and proactively screening students who may be overlooked due to economic, cultural, or language barriers. Furthermore, the district enhances accessibility to its gifted programs by incorporating culturally responsive enrichment activities and differentiated instruction tailored to meet the diverse needs of students. For twice-exceptional students, additional support is provided to ensure that their disabilities do not create barriers to participating in gifted programming. By implementing these comprehensive strategies, the district has achieved proportional representation in its gifted identification process, effectively addressing the needs of underrepresented populations while maintaining a commitment to equity and inclusivity.

**7. 22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education.**

**Describe how the district is addressing this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.**

To address the mandate under \*\*22 Pa. Code § 16.5\*\*, the Turkeyfoot Valley Area School District, in partnership with \*\*Intermediate Unit 08 (IU08)\*\* and the district-employed school psychologist, implements the following measures to ensure compliance with the requirement for in-service training for staff responsible for gifted education: ### \*\*1. Professional Development for Teachers and Staff\*\* - \*\*Regularly Scheduled In-Service Training:\*\* General and gifted education teachers, along with principals, administrators, and support staff, participate in periodic professional development sessions provided by IU08. These sessions cover topics such as: - Differentiated instruction strategies for gifted students. - Identifying and addressing the needs of twice-exceptional students. - Integrating higher-order thinking skills and project-based learning into the curriculum. - Legal requirements and compliance for gifted Individualized Education Plans (IEEPs). - \*\*On-Demand Support:\*\* IU08 offers access to experts and resources for addressing specific concerns about gifted students, allowing staff to continuously enhance their skills. ### \*\*2. Accountability for General Education Teachers\*\* - \*\*Documentation and Follow-Up:\*\* General education teachers who work with gifted students are required to: - Attend mandatory training sessions. - Implement strategies learned in training into their instructional practices, as documented through lesson plans and classroom observations. - \*\*Evaluation Measures:\*\* Principals conduct regular classroom walkthroughs and teacher evaluations to ensure gifted education strategies are being applied effectively. - Feedback and coaching are provided where gaps in

implementation are identified. ### \*\*3. Timing and Frequency\*\* - \*\*Annual Training Calendar:\*\* - The district incorporates training on gifted education into its annual in-service days at the start of the school year. - Additional training opportunities are scheduled mid-year based on teacher and staff feedback or updates to gifted education regulations and best practices. - \*\*Ongoing Development:\*\* Teachers have access to IU08 workshops throughout the year, allowing flexibility for those who may require further training. ### \*\*4. Collaboration and Resources\*\* - \*\*Integration with General Curriculum:\*\* General education teachers collaborate with the district's gifted support teacher(s) and the school psychologist to ensure that curriculum modifications for gifted learners align with regular classroom instruction. - \*\*Use of Assessments and Data:\*\* Training emphasizes the use of data from the Stanford Achievement Test, Tenth Edition, and OLSAT-8 for designing enrichment and acceleration programs. Through these measures, the Turkeyfoot Valley Area School District demonstrates its commitment to fulfilling the mandate of 22 Pa. Code § 16.5 by ensuring its educators are well-equipped to meet the needs of gifted students and are held accountable for delivering high-quality services.

|                                           |             |
|-------------------------------------------|-------------|
| Training for general education teachers   | \$0.00      |
| Staff costs                               | \$17,340.00 |
| Training for gifted support staff         | \$0.00      |
| Materials used for project-based learning | \$75.00     |
| Transportation                            | \$6,366.00  |
| Field Trips                               | \$0.00      |

Signatures and Quality Assurance

| Chief School Administrator | Date       |
|----------------------------|------------|
| Nicole Dice                | 2024-12-16 |



# Induction Plan

Profile

|                                                         |              |                  |
|---------------------------------------------------------|--------------|------------------|
| <b>LEA Type</b>                                         |              | <b>AUN</b>       |
| Turkeyfoot Valley Area School District                  |              | 108568404        |
| <b>Address 1</b>                                        |              |                  |
| 172 Turkeyfoot Road                                     |              |                  |
| <b>Address 2</b>                                        |              |                  |
|                                                         |              |                  |
| <b>City</b>                                             | <b>State</b> | <b>Zip Code</b>  |
| Confluence                                              | PA           | 15424-2420       |
| <b>Chief School Administrator</b>                       |              |                  |
| Nicole Dice                                             |              |                  |
| <b>Chief School Administrator Email</b>                 |              |                  |
| ndice@turkeyfoot.k12.pa.us                              |              |                  |
| <b>Educator Induction Plan Coordinator Name</b>         |              |                  |
| Chris Shilk                                             |              |                  |
| <b>Educator Induction Plan Coordinator Name Email</b>   |              |                  |
| cshilk@turkeyfoot.k12.pa.us                             |              |                  |
| <b>Educator Induction Plan Coordinator Phone Number</b> |              | <b>Extension</b> |
| 814-395-3621                                            |              | 450              |

## Steering Committee

### 1. Steering Committee

| Name              | Title          | Committee Role | Chosen/Appointed By      |
|-------------------|----------------|----------------|--------------------------|
| Nicole Dice       | Superintendent | Administrator  | Administration Personnel |
| Christopher Shilk | Principal      | Administrator  | Administration Personnel |
| Jody Gary         | Teacher        | Teacher        | Teacher                  |
| Megan Barlow      | Teacher        | Teacher        | Teacher                  |

## Educator Induction Plan

|                                                                                                                                                                                                                                                                                                              |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY?<br>(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?<br>(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?<br>(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?<br>(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:                                                                                                                                                                                                                                                                                     |     |
| 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.**

The induction team primarily supports the needs of new staff members and includes the first year teacher, superintendent, building principal, and two mentor teachers. The selection of the mentor teachers includes an application with selection made by the district leadership team based on the characteristics above as well as the following criteria: Must hold an Instructional II Teaching Certification; Five years teaching experience with at least two of the years experience in the LEA; Demonstrate competency in instructional practices, classroom management, and instructional planning; Ability to develop a positive relationship with the confidence, trust, and confidentiality between inductee and mentor; Flexibility to meet for mentor meetings; Has an established effective relationship with the LEA; Ability to help with planning for instruction, organization, and management of the learning classroom; and Ability to attain resources for the mentee as needed. The mentor must have availability to meet with the new staff member (mentee) a minimum of once per week and serve as a sounding board and monitor on topics such as teaching skills, classroom management, professional behavior, and personal behavior.

## Needs Assessment

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

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

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

The LEA works with the Intermediate Unit 8 to provide a series of scheduled workshops throughout the school year as part of the induction program. The goals and objectives for each new staff member reflect the stages of teacher development identified within research on educator effectiveness and are designed to meet the individual learning styles of each participant. Assessments are conducted at the end of each seminar to determine progress towards goals and next steps. Teachers are encouraged to use the knowledge and skills learned from the trainings in classroom practice within the school setting. The mentor and administration will observe the teacher's instructional practices and classroom environment for evidence of application utilizing formal observations and walk-through formats.

Educator Induction Plan Topic Areas

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

Induction Plan.docx

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

3b: Using Questioning and Discussion Techniques

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

**Instructional Practices**

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

- 3a: Communicating with Students
- 3e: Demonstrating Flexibility and Responsiveness

**Timeline**

Year 1 Fall

**Safe and Supportive Schools**

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

- 4c: Communicating with Families
- 1d: Demonstrating Knowledge of Resources

**Timeline**

Year 1 Fall

**Standards/Curriculum**

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

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

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

## Technology Instruction

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

- 2e: Organizing Physical Space
- 1e: Designing Coherent Instruction
- 3c: Engaging Students in Learning

### Timeline

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring

## Progress Reports and Parent-Teacher Conferencing

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

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

### Timeline

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring

## Accommodations and Adaptations for diverse learners

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

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

**Timeline**

Year 1 Fall  
Year 1 Winter  
Year 1 Spring

**Data informed decision making**

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

1e: Designing Coherent Instruction

**Timeline**

Year 1 Fall  
Year 1 Winter  
Year 1 Spring

**Materials and Resources for Instruction**

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

1d: Demonstrating Knowledge of Resources

4b: Maintaining Accurate Records

3c: Engaging Students in Learning

**Timeline**

Year 1 Fall  
Year 1 Winter  
Year 1 Spring

## Classroom and student management

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

2d: Managing Student Behavior

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

### Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

## Parental and/or community involvement

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

4d: Participating in a Professional Community

### Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

## Professional Ethics Program Framework Guidelines

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

4f: Showing Professionalism

### Timeline

Year 1 Fall

### Common Ground

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

2b: Establishing a Culture for Learning

#### Timeline

Year 1 Fall

### Educator Effectiveness

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

#### Timeline

Year 1 Fall

### Other

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

4a: Reflecting on Teaching

#### Timeline

Year 1 Fall



## Evaluation and Monitoring

### Evaluation and Monitoring

The procedure for monitoring and evaluating the teacher induction program is summarized by outlining the responsibilities of the following members of the Induction Team: A. Superintendent 1. Certifies those persons successfully completing the induction process to the Pennsylvania Department of Education 2. Serves as chairman of the Induction Team 3. Evaluates the induction process and role of mentors B. Principal 1. Oversees the implementation and coordination of the teacher induction process 2. Regularly meets with the mentors to monitor the induction program and provide assistance as needed 3. Help develop staff development programs needed to assist the development of highly effective staff 4. Maintain documentation of each inductee's plan completion C. Mentors 1. Create an open line of communication with new teachers in order to be aware of immediate needs 2. Meet monthly for scheduled induction activities and support group services 3. Continually evaluate and recommend improvements for the induction program

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.

| <b>Educator Induction Plan Coordinator</b> | <b>Date</b> |
|--------------------------------------------|-------------|
| Christopher Shilk                          | 2024-12-09  |

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](#).

| <b>Chief School Administrator</b> | <b>Date</b> |
|-----------------------------------|-------------|
| Nicole Dice                       | 2024-12-12  |