

MONTOURSVILLE AREA SD

50 N Arch St

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The mission of the Montoursville Area School District is to provide comprehensive programs that emphasize the Pennsylvania and National Academic Standards. This will empower all students to use their individual abilities and capabilities to be life-long learners and successful contributors to a global society.

VISION STATEMENT

Pride, Excellence, and Tradition in everything we do.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Regular school attendance and avoiding habitually truant status. Demonstrate respect and leadership in all that they do. Represent you, your family and your school with dignity and class. Put forth ones best effort in all that they do.

STAFF

Give every child your best effort, everyday. Respect each child. It is our primary commission to teach, to foster learning and to encourage each pupil to achieve his/her potential. Our service of providing educational growth with all its ramifications takes into consideration the socio-economic nature of the community we are serving now and the future needs of this citizenry as they remain in this locale or migrate to other areas of the world. Our goals based on the premise that we are serving the community, about 60 percent are rural and 40 percent suburban, with a diversity of occupations and industry with a curve distribution slightly above normal in regard to wealth, intelligence, social habits, and aspirations. It is our desire to provide the necessary vehicle so that our pupils will react now and in the future as rational, sensible, and humane citizens destined to live a purposeful life with a profound respect for the dignity of mankind. We recognize the right of all students to a type of education that will permit them to perform in and contribute effectively to our changing democratic society and that will allow them to respect the personal and property rights of its citizens. The formal curriculum, as well as the activities and other facets of the school program, is important and is designed to accommodate a wide range of differences and the many ramifications with regard to the pupil's present needs as well as his/her future potential. We recognize and must prepare the student with a background in the fundamental skills that will serve as foundations for future and specialized learning. In addition to these fundamentals, certain immediate post high school employment-oriented needs should also be accommodated. We feel that a wholesome, day-to-day, present state of mental outlook, attitudes and physical well being are important to the pupils now and will affect their future. We shall, through our resources, try to maintain and cultivate this wholesomeness. The student-teacher-parent relationship is to be viewed as one of mutual respect, trust, and consideration for the efforts, rights, and positions of each. It is our intent to have the educational process occur in an orderly but friendly and unrepressed atmosphere. Paramount is each student's right to an education without interference from others.

ADMINISTRATION

Support the value statements of Students, Staff, and Parents.

PARENTS

Build a good working relationship with their child's teachers, and the school. Ensure regular and on-time school attendance. Promote respect, dignity, and class. Teach their child to respect others and be kind. Read the student handbook. Check the District website, CSIU Parent Portal, and e-mail regularly to stay well informed.

COMMUNITY

Be respectful. Support the schools through attendance at events.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Daniel D. Taormina	Administrator	Montoursville Area School District
Brandy Smith	Administrator	Montoursville Area School District
David Shimmel	Board Member	Montoursville Area School District
Zach Smith	Student	Montoursville Area School District
Matt Johnson	Administrator	Montoursville Area School District
Chris King	Administrator	Montoursville Area School District
Curtis Myers	Administrator	Montoursville Area School District
Ronda Albert	Parent	Montoursville Area School District
Darrin Feerrar	Administrator	Montoursville Area School District
Tyler Blaise	Administrator	Montoursville Area School District
Mike Musto	Community Member	Montoursville Area Education Foundation

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
--------------------	------------------

Not all students were tested coming out of the pandemic and it caused low test scores based on who we tested. We are back on our regular testing schedule and students will be tested in the associated Keystone courses beginning in the 22-23 SY.	Other
---	-------

We are concerned our current math program was not properly aligned to the state standards. MASD will pilot i-Ready Mathematics in the 22-23 SY with full implementation in the 23-24 SY. With better alignment to the state standards, differentiated instruction, diagnostics, and the ability to better group students, we anticipate improved performance and growth over the course of this plan.	Mathematics
---	-------------

ACTION PLAN AND STEPS

Evidence-based Strategy
Using diagnostic data to group students and direct instruction.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
---------------	--

Math Performance Goal	MASD has a goal to be 22.5% above the state average.
-----------------------	--

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train all K-6 faculty and paraprofessionals in i-Ready Math implementation, reading diagnostic data, and grouping students by data results.	2023-05-30 - 2024-01-31	Darrin Feerrar, Tyler Blaise, Curtis Myers, and Daniel Taormina	Trainers from iReady Math iReady materials

Anticipated Outcome

Diagnostic to help determine groups to begin the 23-24 SY given by staff in May. Diagnostic 1 for the 23-24 school year given in early September. Groups established by classroom teachers by the end of September.

Monitoring/Evaluation

Data studied by teachers and administrators. Groupings evaluated for their accuracy through data-analysis.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
MASD has a goal to be 22.5% above the state average. (Math Performance Goal)	Using diagnostic data to group students and direct instruction.	Train all K-6 faculty and paraprofessionals in i-Ready Math implementation, reading diagnostic data, and grouping students by data results.	05/30/2023 - 01/31/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals

MASD has a goal to be 22.5% above the state average. (Math Performance Goal)

Action Plan Name	Communication Step	Anticipated Timeline
Using diagnostic data to group students and direct instruction.	Train all K-6 faculty and paraprofessionals in i-Ready Math implementation, reading diagnostic data, and grouping students by data results.	05/30/2023 - 01/31/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
<p>College and Career Measures</p>	<p>% Participation Elementary</p>
<p>Attendance</p> <p>Attendance is above the Statewide Performance Standard at all elementary schools and very close at all other schools in the district. Attendance is an important factor in everything we do.</p> <p>The graduation rate exceeds the Statewide 2030 Goal. It is still important to receive a high school diploma from MASD. Leveraging the pathways to graduation should help maintain and possibly improve that number.</p> <p>Attendance is above the Statewide Performance Standard at all elementary schools and very close at all other schools in the district. Attendance is an important factor in everything we do.</p> <p>The graduation rate exceeds the Statewide 2030 Goal. It is still important to receive a high school diploma from MASD. Leveraging the pathways to graduation should help maintain and possibly improve that number.</p> <p>Attendance is above the Statewide Performance Standard at all</p>	<p>% Participation HS</p> <p>Academic Growth</p> <p>Percent Proficient or Advanced Keystone Biology</p> <p>All schools need to improve Growth Expectations.</p> <p>Adding a new math curriculum in grades K-6 should help to improve performance and growth in mathematics at those grade levels. We chose to maintain the 7th-12th curriculum due to our results on the Keystone Algebra exam.</p> <p>Montoursville Area High School has to improve in Biology Keystone performance.</p> <p>Participation in the state assessments is a challenge for us.</p> <p>Our partnership is a challenge with our CTC. We are improving our process for selecting students. We are exploring alternatives to our current CTC situation.</p>

Strengths

elementary schools and very close at all other schools in the district. Attendance is an important factor in everything we do.

The graduation rate exceeds the Statewide 2030 Goal. It is still important to receive a high school diploma from MASD. Leveraging the pathways to graduation should help maintain and possibly improve that number.

Our subgroups' performance and growth is similar to our overall performance.

Career Standards Benchmark has been met. With the curriculum in place, we do not anticipate much change to this number.

There are a lot of indicators in the Future Ready Index that are strong for MASD at the various schools. Attendance and Graduation Rate are amongst those strong indicators of success.

A strong administrative team with years of experience in the same district provides cohesiveness.

A strong faculty and staff dedicated to teaching students and improving.

Challenges

Improving attendance at the secondary level coming out of COVID is a priority.

Curriculum alignment will help strengthen the district in multiple ways. This will help new teachers and our ability to retain highly qualified individuals to seek and stay at MASD.

Budgetary constraints on professional development.

Not enough Professional Development Days to cover what is required and what fits the vision and mission of the district.



Most Notable Observations/Patterns

Curriculum work will be very important for us moving forward.

Challenges

Percent Proficient or Advanced Keystone Biology

Not all students were tested coming out of the pandemic and it caused low test scores based on who we tested.

Adding a new math curriculum in grades K-6 should help to improve performance and growth in mathematics at those grade levels. We chose to maintain the 7th-12th curriculum due to our results on the Keystone Algebra exam.

We are concerned our current math program was not properly aligned to the state standards.

Curriculum alignment will help strengthen the district in multiple ways. This will help new teachers and our ability to retain highly qualified individuals to seek and stay at MASD.

ADDENDUM B: ACTION PLAN

Action Plan: Using diagnostic data to group students and direct instruction.

Action Steps	Anticipated Start/Completion Date	
Train all K-6 faculty and paraprofessionals in i-Ready Math implementation, reading diagnostic data, and grouping students by data results.	05/30/2023 - 01/31/2024	
Monitoring/Evaluation	Anticipated Output	
Data studied by teachers and administrators. Groupings evaluated for their accuracy through data-analysis.	Diagnostic to help determine groups to begin the 23-24 SY given by staff in May. Diagnostic 1 for the 23-24 school year given in early September. Groups established by classroom teachers by the end of September.	
Material/Resources/Supports Needed	PD Step	Comm Step
Trainers from iReady Math iReady materials	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals

MASD has a goal to be 22.5% above the state average. (Math Performance Goal)

Action Plan Name	Professional Development Step	Anticipated Timeline
Using diagnostic data to group students and direct instruction.	Train all K-6 faculty and paraprofessionals in i-Ready Math implementation, reading diagnostic data, and grouping students by data results.	05/30/2023 - 01/31/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Introduction to iReady Mathematics	Teachers and Paraprofessionals	What is iReady Math? Giving the Diagnostic test. Reviewing and using the diagnostic data to create groups and individual instruction for each student. Understanding growth goal and stretch goal. Using the iReady teacher toolbox

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom observations of math lessons and looking for an implementation with fidelity.	05/30/2023 - 01/31/2024	Principals, Assistant Superintendent, iReady training staff
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
1e: Designing Coherent Instruction		Teaching Diverse Learners in an Inclusive Setting
3c: Engaging Students in Learning		
1d: Demonstrating Knowledge of Resources		
1c: Setting Instructional Outcomes		
1b: Demonstrating Knowledge of Students		
4d: Participating in a Professional Community		
1a: Demonstrating Knowledge of Content and Pedagogy		
3d: Using Assessment in Instruction		

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals

MASD has a goal to be 22.5% above the state average. (Math Performance Goal)

Action Plan Name	Communication Step	Anticipated Timeline
Using diagnostic data to group students and direct instruction.	Train all K-6 faculty and paraprofessionals in i-Ready Math implementation, reading diagnostic data, and grouping students by data results.	2023-05-30 - 2024-01-31



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Inform parents.	Parents	How to read a diagnostic. Benefits of iReady Mathematics.
Anticipated Timeframe	Frequency	Delivery Method
11/17/2022 - 06/07/2024	4 times	Newsletter Letter Email
Lead Person/Position		
Assistant Superintendent, Classroom Teachers		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Create a Comprehensive Planning Section on our website.	Comprehensive Plan, Updates to Comprehensive Plan, Processes added for next round of Comprehensive Plan	Website	All	3/2023



MONTGOMERY COUNTY AREA SD

50 N Arch St

Induction Plan (Chapter 49) | 2022 - 2025

INDUCTION PLAN (CHAPTER 49)

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

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

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

PROFILE AND PLAN ESSENTIALS

Montoursville Area School District
117415103
50 N Arch Street , Montoursville, PA 17754

Daniel D. Taormina
dtaormina@montoursville.k12.pa.us
570-368-2491 Ext. 6111

Christina Bason
cbason@montoursville.k12.pa.us

INDUCTION PLAN COMMITTEE PARTICIPANTS

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

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

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Daniel D Taormina	Assistant Superintendent	Administrator	Administration Personnel
Christina Bason	Superintnedent	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Matt Johnson	HS Principal	Administrator	Administration Personnel
Chris King	HS Assistant Principal	Administrator	Administration Personnel
Curtis Myers	MS Principal	Administrator	Administration Personnel
Ronda Albert	MS Assistant Principal	Administrator	Administration Personnel
Darrin Feerrar	Elem Principal	Administrator	Administration Personnel
Tyler Blaise	Elem Principal	Administrator	Administration Personnel
Tim Hanner	Director of Special Ed	Administrator	Administration Personnel
Jessica Reich	Assistant Business Manager	Administrator	Administration Personnel
Susan Earl	Teacher	Teacher	Administration Personnel
Tyler Woolever	Teacher	Teacher	Administration Personnel
Alycia Rooney	Teacher	Teacher	Administration Personnel
Chris Morgan	Teacher	Teacher	Administration Personnel
Amanda Walter	Teacher	Teacher	Administration Personnel
Morgan Solomon	Teacher	Teacher	Administration Personnel

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

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

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

MENTORS

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

Characteristics used by LEA

Yes/No

Pool of possible mentors is comprised of teachers with outstanding work performance.

Yes

Potential mentors have similar certifications and teaching assignments.

Yes

Potential mentors must model continuous learning and reflection.

Yes

Potential mentors must have knowledge of LEA policies, procedures, and resources.

Yes

Potential mentors must have demonstrated ability to work effectively with students and other adults.

Yes

Potential mentors must be willing to accept additional responsibility.

Yes

Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).

Yes

Mentors and inductees must have compatible schedules so that they can meet regularly.

Yes

Other, please specify below

Yes

OTHER

Typically a department chair, department lead, or grade level leader.

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

Through an evaluation process conducted by the district administrative team using past observations, knowledge of employee, professional interactions with the employee, and general assessment of their abilities as a mentor, we affirm that our mentors have the selected characteristics to be a great mentor in our induction program.

NEEDS ASSESSMENT

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

Characteristics used by LEA

Yes/No

Observations of inductee instructional practice by a coach or mentor to identify needs.

Yes

Multiple observations of inductee instructional practice by building supervisor to identify needs.

Yes

Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.

Yes

Standardized student assessment data

Yes

Classroom assessment data (Formative & Summative)

Yes

Inductee survey (local, intermediate units and national level)

No

Review of inductee lesson plans

Yes

Review of written reports summarizing instructional activity

Yes

Submission of Inductee Portfolio

No

Knowledge of successful research-based instructional models

Yes

Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Yes

Other, please specify below

No

OTHER

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

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

AUGUST ORIENTATION MEETING • Welcome and Introduction – Superintendent and Assistant Superintendent • Logistics requirements such as direct deposit, salary schedule, W-4 Forms, Insurance, Employee Assistance Program, etc. – Assistant Business Manager • Sick days, emergency days, personal days, and procedures – Assistant Business Manager • District technology, network access, email, Acceptable Use Policy(#815), etc. – Director of Technology • Code of Professional Conduct – Assistant Superintendent • District Emergency Procedures Manual – Safety and Security • Planned courses of study – Assistant Superintendent • Faculty handbook, schedule, building procedures, conferences, etc. – Building Principals • Tour of the District – Assistant Superintendent • Act 13(Educator Effectiveness) – Assistant Superintendent • Act 48, Instructional I, Instructional II, Tenure – Assistant Superintendent 2. Three additional meetings will be held throughout the year with inductees, the mentors, the Assistant Superintendent, and selected additional administrators. These meetings will be held in October, November, and February. Topics will be as follows: OCTOBER MEETING • Special Education – Director of Special Education • Inclusion – Director of Special Education • Supports – Director of Special Education • Differentiated Instruction – Director of Special Education • Classroom Management* – Principals and Assistant Superintendent *May be supplemented with APL Training NOVEMBER MEETING • Act 48 – Assistant Superintendent • Certification – Assistant Superintendent • Course Reimbursement – Assistant Superintendent FEBRUARY MEETING • Reflections – Assistant Superintendent • Individual Needs – Assistant Superintendent • Documentation – Assistant Superintendent • APL – Assistant Superintendent

3. Monthly meetings will be held throughout the school year between inductees and mentors. These will be scheduled by the mentors as convenient for both the mentor and inductee. These meeting dates and topics discussed must be documented on the Induction Program Meeting Form found in the Google Classroom. Topics for these meetings are to be determined by the mentors and inductees themselves but

suggested topics are as follows: AUGUST • Review of the first day and first week activities • Review of teaching assignments and schedules • Review of extra duties (e.g. lunch duty, homeroom, study hall, etc.) • Review of appropriate courses of study and texts/materials • Review of technology (accessing network and email) • Building facility/tour SEPTEMBER • Review of supplies/requisition procedures • Review of pertinent district policies (e.g. discipline) • Review any questions about the teaching contract • Review supervisor observation procedures/expectations • Review building crisis response procedures OCTOBER • Review available student support services (e.g. SAP, Title I, guidance, etc.) • Review sick day/personal day procedures • Review assessment/grading procedures • Review parent conference procedures • Review field trip/special request procedures NOVEMBER • Discuss professional obligations (e.g. curriculum, advising, etc.) • Discuss school “community” (e.g. collegial support, clubs, organizations, etc.) • Tips for dealing appropriately with parents, peers, administrators, etc. • Discuss meeting students’ individual needs (e.g. adapting materials, assignments, expectations, etc.) • Tips for working with mainstreamed/included students DECEMBER – MAY • Discuss community resources (speakers, tour, foundation, etc.) • Budget requisition process • Scheduling process • Inventory procedures • SPM progress • Certification/Act 48 requirements • End-of-year requirements and procedures 4. The mentor is required to conduct a peer observation with feedback of the inductee at least two times throughout the school year. Additional observations may be conducted if the mentor feels it would be beneficial. These observations are strictly collegial in nature with the emphasis on providing suggestions and feedback. No formal evaluations of any kind will be made. These observations should be scheduled by the mentor but should be pre-approved by the Principal. 5. At some point during the second year of employment, the inductee will attend APL training. This is advanced training in classroom management and pedagogy. This training will be scheduled by the Assistant Superintendent.

EDUCATOR INDUCTION PLAN TOPIC AREAS

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

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
4d: Participating in a Professional Community	Year 1 Fall
4e: Growing and Developing Professionally	
4a: Reflecting on Teaching	
4f: Showing Professionalism	
4b: Maintaining Accurate Records	
4c: Communicating with Families	

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	Year 1 Spring, Year 1 Fall, Year 1 Winter

Selected Danielson Framework(s) **Timeline**

- 1e: Designing Coherent Instruction
- 3d: Using Assessment in Instruction
- 1f: Designing Student Assessments
- 1c: Setting Instructional Outcomes
- 4b: Maintaining Accurate Records
- 3b: Using Questioning and Discussion Techniques

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s) **Timeline**

- 1b: Demonstrating Knowledge of Students
 - 3c: Engaging Students in Learning
 - 3a: Communicating with Students
 - 1d: Demonstrating Knowledge of Resources
 - 1e: Designing Coherent Instruction
 - 1c: Setting Instructional Outcomes
 - 3e: Demonstrating Flexibility and Responsiveness
 - 1a: Demonstrating Knowledge of Content and Pedagogy
- Year 1 Spring, Year 1 Fall, Year 1 Winter

Selected Danielson Framework(s) **Timeline**

3b: Using Questioning and Discussion
Techniques

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s) **Timeline**

2a: Creating an Environment of Respect and Rapport Year 1 Fall, Year 1 Winter, Year 1 Spring
2b: Establishing a Culture for Learning
2d: Managing Student Behavior
2e: Organizing Physical Space
3e: Demonstrating Flexibility and Responsiveness
2c: Managing Classroom Procedures

STANDARDS/CURRICULUM

Selected Danielson Framework(s) **Timeline**

3d: Using Assessment in Instruction
1a: Demonstrating Knowledge of

Year 1 Spring

Selected Danielson Framework(s) **Timeline**

Content and Pedagogy

1c: Setting Instructional Outcomes

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s) **Timeline**

1d: Demonstrating Knowledge of

Resources

3a: Communicating with Students

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and

Responsiveness

4c: Communicating with Families

2c: Managing Classroom Procedures

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s) **Timeline**

4c: Communicating with Families

1b: Demonstrating Knowledge of

Year 1 Winter

Selected Danielson Framework(s)

Timeline

Students

4b: Maintaining Accurate Records

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning Year 1 Winter

3b: Using Questioning and Discussion Techniques

3a: Communicating with Students

3e: Demonstrating Flexibility and Responsiveness

2a: Creating an Environment of Respect and Rapport

2e: Organizing Physical Space

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s) **Timeline**

4a: Reflecting on Teaching Year 1 Spring
1c: Setting Instructional Outcomes
1e: Designing Coherent Instruction
1d: Demonstrating Knowledge of Resources

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s) **Timeline**

1d: Demonstrating Knowledge of Resources Year 1 Fall

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s) **Timeline**

2d: Managing Student Behavior Year 1 Fall, Year 1 Winter, Year 1 Spring
2e: Organizing Physical Space
2a: Creating an Environment of Respect and Rapport

Selected Danielson Framework(s) **Timeline**

3b: Using Questioning and Discussion Techniques

3a: Communicating with Students

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

2c: Managing Classroom Procedures

3d: Using Assessment in Instruction

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s) **Timeline**

4c: Communicating with Families

Year 1 Spring

EVALUATION AND MONITORING

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

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

EVALUATION AND MONITORING

School entities should evaluate the educator induction program annually and revise as needed. Achievement of the program goals and competencies is directly related to how well the program served inductees; therefore, acquisition and evaluation of participant feedback data is essential and provides the basis for program revisions and continuous improvement. Systematic data collection on the educator induction program design, implementation, and outcomes may include but is not limited to: a. Survey of participants – new teachers, mentors, principals, and other members of the educator induction committee – to determine levels of satisfaction and to understand the strengths and weakness of the program; b. Analysis of activities and resources used in the program; and c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students. The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of new teachers form the basis for adjustments and improvements in program design for future years. The overall coordination and monitoring of the Teacher Induction Program will be the responsibility of the district's Assistant Superintendent. MASD will use an Evaluation Form found in Google Classroom. In addition to this form, feedback from both the mentors and the inductees themselves at the final induction meeting of the year will be taken into account. Discussion will include the strong points of our induction program and also areas we need to improve. When warranted, adjustments to the program will be made with the endorsement of the committee.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

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

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

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

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

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

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

Daniel D. Taormina

Educator Induction Plan Coordinator

01/31/2023

Date

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

Christina Bason

Chief School Administrator

01/11/2023

Date

MONTOURSVILLE AREA SD

50 N Arch St

Professional Development Plan (Act 48) | 2022 - 2025

ACT 48

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

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

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

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

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

Exemplary professional education for staff:

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

PROFILE AND PLAN ESSENTIALS

Montoursville Area School District

117415103

50 N Arch Street, Montoursville, PA 17754

Daniel D Taormina

dtaormina@montoursville.k12.pa.us

570-368-2491 X 6111

Christina Bason

cbason@montoursville.k12.pa.us

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Christina Bason	Superintendent	Christina Bason	Administration Personnel
Daniel Taormina	Assistant Superintendent	Daniel Taormina	Administration Personnel
Rich Marriott	Teacher	Rich Marriott	Teacher
Michelle Fortin	Teacher	Michelle Fortin	Teacher
Cindy Wentzler	Teacher	Cindy Wentzler	Teacher
Russel Chow	Teacher	Russel Chow	Teacher

Name	Title	Committee Role	Appointed By
Kari Gleason	Teacher	Kari Gleason	Teacher
Tim Hanner	Director of Special Education	Tim Hanner	Education Specialist
Todd Badger	Director YMCA	Todd Badger	School Board of Directors
Ronda Albert	Parent	Ronda Albert	Administration Personnel

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

This committee meets monthly September through June.

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

Professional Education Plan Guidelines

Yes/No

Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

INTRODUCTION TO IREADY MATHEMATICS

Action Step	Audience	Topics to be Included	Evidence of Learning
Train all K-6 faculty and paraprofessionals in i-Ready Math implementation, reading diagnostic data, and grouping students by data results.	Teachers and Paraprofessionals	What is iReady Math? Giving the Diagnostic test. Reviewing and using the diagnostic data to create groups and individual instruction for each student. Understanding growth goal and stretch goal. Using the iReady teacher toolbox	Classroom observations of math lessons and looking for an implementation with fidelity.

Lead Person/Position

Principals, Assistant Superintendent, iReady training staff

Anticipated Timeline

05/30/2023 - 01/31/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	3/year	1e: Designing Coherent Instruction 3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting

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

- 1d: Demonstrating Knowledge of Resources
- 1b: Demonstrating Knowledge of Students
- 4c: Participating in a Professional Community
- 1c: Setting Instructional Outcomes
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 3d: Using Assessment in Instruction

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

ACT 48 TRAININGS - LANGUAGE AND LIT

Audience	Topics to be Included	Evidence of Learning
Teachers, Administrators, Paraprofessionals	As developed by PDE/IU 17	Completion of trainings
Lead Person/Position	Anticipated Timeline	
Daniel Taormina/Assistant Superintendent	08/22/2023 - 06/06/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	1 day	4a: Reflecting on Teaching 4d: Participating in a Professional Community 4f: Showing Professionalism 3b: Using Questioning and Discussion Techniques 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students

ACT 48 TRAININGS - INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
Teachers, Administrators, Paraprofessionals	As developed by PDE/IU 17	Completion of trainings
Lead Person/Position	Anticipated Timeline	
Daniel Taormina/Assistant Superintendent	08/22/2023 - 06/06/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 day	3c: Engaging Students in Learning 2b: Establishing a Culture for Learning 4e: Growing and Developing Professionally 2a: Creating an Environment of Respect and Rapport 4c: Communicating with Families 3a: Communicating with Students	Teaching Diverse Learners in an Inclusive Setting

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

2d: Managing Student Behavior

4f: Showing Professionalism

1b: Demonstrating Knowledge of Students

4a: Reflecting on Teaching

ACT 18 - TRAUMA INFORMED CARE

Audience	Topics to be Included	Evidence of Learning
Teachers, Administrators, Paraprofessionals	As developed by IU 17 and QPR Lakeside Trauma	Completion of trainings

Lead Person/Position	Anticipated Timeline
Daniel Taormina/Assistant Superintendent	08/22/2023 - 06/06/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	2-3x per year	2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior	Trauma Informed Training (Act 18)
		1b: Demonstrating Knowledge of Students	

EVALUATION AND REVIEW

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

Evaluations will be presented annually to all of those involved in training. These evaluations will assess the anticipated use of the participants' use of new knowledge and skills, participants' learning, participants' reaction, and what organization support they need in addition to any changes they would like to see in the trainings. Future evaluations will look at feedback on student outcomes and if their anticipated use of their new knowledge and skills translated to actual practice.

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.

Daniel Taormina

Professional Education Committee Chairperson:

02/06/2023

Date

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

Superintendent or Chief Administrative Officer:

Date

MONTOURSVILLE AREA SD

50 N Arch St

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

CHAPTER 16

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

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

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

1. Describe your district's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).
The IU publishes annually all public notices for the local school districts in the local newspaper regarding gifted education services and programs. We also have noted on the school district website the list of gifted education programming and services, as well as who to contact if parents have any additional questions.
2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.
The Montoursville Area School District expresses a commitment to provide educational services appropriate for mentally gifted students that are consistent with each student's individual gifted needs. In order to provide appropriate services to the gifted students, learning opportunities that go beyond the regular education curriculum will be made available. These opportunities can include a continuum of differentiated curricular options, instructional approaches, and resource materials. **SCREENING PROCEDURES:** In the spring of the students' second grade year, the Principal sends notice home to parents/guardians and request permission to administer the Otis-Lennon to their children. The Otis-Lennon is administered and scored by Montoursville Staff (i.e., Counselors and Principals). The evaluation results of IQ 130 or higher: the student is referred to school psychologist for further testing. Classroom Teachers also can refer students to be tested for Gifted services based on their classroom performance, report card grades indicating the student is excelling within the curriculum, and PSSA test scores.
3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).
When a referral has been made, the School Psychologist will issue a "Permission to Evaluate" and a Parent Input form to the parent asking for permission to complete the testing to determine eligibility for gifted services. Parental consent must be acquired before any formal evaluation can begin. When parent permission is received, the school district has 60 days to complete the evaluation process. The school district will form a gifted multidisciplinary team to conduct the evaluation. The evaluation consists of multiple criteria that include but are not limited to: IQ of 130 or higher (if lower than 130, then multiple criteria must be met) Achievement Scores A year or more above grade achievement level for the normal age group in one or more subjects measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Acquisition and retention rates (Chuska Scales for Determining Rates of Acquisition and Retention) Example: the gifted student with approximately one to three repetitions of new knowledge/skills is able to achieve mastery at a faster rate that a student who requires four to eight repetitions. Demonstrated achievement, performance or expertise in one or more academic areas

Noteworthy achievements Class work examples Curriculum based assessments Individualized Standard Achievement Assessments
Evidence that intervening factors are masking gifted abilities

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

The Gifted Individualized Education Plan (GIEP) Team makes the decisions about the student's program and placement. Required members of the GIEP team are: the student's parent(s), the student (if appropriate), one or more of the student's current teachers, a school district representative, other individuals at the discretion of either the parents or district and a teacher of the gifted. The Continuum of Services: Program options include the following: Differentiated Instruction Activities that reflect the current curriculum in the classroom are differentiated to meet gifted students' needs. Activities can be differentiated through the content, the process, or the product the students complete to show their understanding of the material. Individual/Collaborative Research Projects Students expressing interest and a willingness to complete an independent or collaborative research project may do so under the direction of the gifted support teacher. The project will be undertaken in conjunction with the regular classroom teacher on an activity directly related to the student's regular curriculum. Curriculum Compacting Curriculum compacting is an instructional technique developed by Renzulli and Reis and involves assessment of content knowledge prior to teaching. The students with mastery level of content knowledge can engage in extension activities instead of relearning material already mastered. Course Acceleration In order to qualify for exemption, a student must have met the school district's requirements to be accelerated in either a specific academic area or grade level based on a variety of factors that the GIEP team must consider. Advanced Placement Courses The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and post secondary institutions. It exposes high school students to college-level material through involvement in an AP course, and it gives them the opportunity to show that they have mastered it by taking an AP Exam. Colleges and universities may then grant credit, placement, or both to students who have completed AP exams. Advanced Placement courses are designed to be the equivalent of freshman level college courses, and as such require more individual work than many other courses. This program is national in scope and is administered through the College Board. College Courses Some outstanding students may, at some point in their high school career, complete the course of study offered in a particular core subject area. The Administration has agreed to allow certain students who have completed the required high school offerings in core subject areas to take college classes either on site or via distance learning. Students who wish to earn college credit will be financially responsible for those charges.

Chief School Administrator

Date