

KEYSTONE OAKS SD

1000 Kelton Ave

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

Excellence in engaging, empowering, and enriching today for tomorrow's expectations

VISION STATEMENT

A well-balanced person. A self-directed, life-long learner. A caring, compassionate person. A civic-minded person. A responsible global citizen. A quality producer and resource manager. A culturally aware person.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Learn when their instructional, social, and emotional needs are addressed. • Participate in relevant, rigorous, and authentic learning experiences. • Respect themselves, adults, peers, and their school environment. • Engage in future-focused and interdisciplinary learning. • Exhibit curiosity and explore individual learning interests. • Demonstrate growth and/or mastery while advancing their learning. • Experience learning through diverse environments. • Participate in challenging experiences.

STAFF

Are life-long learners who prepare through continuous, meaningful professional development. • Enhance instruction using students' needs and interests. • Encourage self-reflection and questioning. • Maintain high expectations. • Develop a positive rapport with all stakeholders. • Embrace innovation, experimentation, and risk-taking. • Support students' academic, social, and emotional well-being. • Build knowledge, skills,

ADMINISTRATION

Remain current with the latest practices in their fields. • Demonstrate decision making that is in the best interest of the students. • Respect and acknowledge the diversity of all. • Promote an environment where all stakeholders feel safe and are valued. • Embrace and initiate opportunities that allow for continuous growth. • Communicate effectively with all stakeholders. • Contribute to a culture that motivates and promotes excellence daily. • Exhibit pride in the Keystone Oaks School District. • Adapt to the ever-changing needs of the District.

PARENTS

Foster an environment where education is a shared responsibility of the student, parents/guardians, school district, and the community. • Inspire and empower everyone to take risks and to embrace leadership opportunities. • Promote an environment where everyone feels safe and valued. • Adapt to the ever-changing needs of the District. • Exhibit pride in the District. • Provide opportunities for students to have a positive impact on their school and in their community. • Share their expertise and resources with the District. • Work to strengthen the

relationship among the communities of Castle Shannon, Dormont, and Green Tree in order to provide a nurturing environment for all students.

- Celebrate the successes of all students, District personnel, community members, and graduates.

COMMUNITY

Take risks and share successes. • Invest in common goals. • Align policies and practices. • Provide real-world experiences. • Encourage new and diverse ideas. • Collaborate to support students' academic, social, and emotional well-being. • Embrace innovation, experimentation, and growth. • Demonstrate patience and understanding while implementing policies and practices.

STEERING COMMITTEE

Name	Position	Building/Group
William Stropkaj	Administrator	Superintendent
Desiree Burns	Administrator	Administration
Joseph Kubiak	Administrator	Administration
Suzanne Hanna	Administrator	Administration
Aaron Smith	Administrator	Administration
Shannon Varley	Administrator	Administration
Sarah Welch	Administrator	Administration
Jeffrey Kattan	Administrator	Middle School Principal
Michael Linnert	Administrator	High School Principal
Scott Mizikar	Administrator	Middle School Assistant Principal
Dave Thomas	Administrator	Aiken Elementary Principal
Brian Werner	Administrator	Dormont Elementary Principal
Lauren Baughman	Administrator	Myrtle Elementary Principal

Name	Position	Building/Group
Jamie Barbin	Staff Member	Teacher - Dormont
Jennifer Bogdanski	Staff Member	Teacher High School
Kellie Dawson	Staff Member	Teacher - Myrtle
William Eibeck	Staff Member	Teacher - High School
Patrick Falsetti	Staff Member	Teacher - Middle School
Sarah Fontanassi	Staff Member	Teacher - High School
Lisa Forlini	Staff Member	Teacher - High School
Kevin Gallagher	Staff Member	Teacher - High School
Heather Hakos-Hruby	Staff Member	Teacher - High School
Jennifer Harke	Staff Member	Teacher - Myrtle
Nicole Kochanski	Staff Member	Teacher - Aiken
Mark Kopper	Staff Member	Teacher - Middle School
Tricia Kreitzer	Staff Member	Teacher High School
Lisa McMahon	Staff Member	Teacher - Middle School
Michael Orsi	Staff Member	Teacher - High School

Name	Position	Building/Group
Melissa Palmeri	Staff Member	Teacher - Middle School
Mary Poe	Staff Member	Teacher - Myrtle
Kristie Rosgone	Staff Member	Teacher - Myrtle
Jennifer Tom	Staff Member	Counselor -High School
Shannan Turner	Staff Member	Teacher Aiken
Amy Bittner	Parent	Parent
Nicole Boback	Parent	Parent
Victoria Bruce	Community Member	Castle Shannon
Patty Daure	Parent	High School
Heather DiGiacomo	Parent	Parent
Janell Filson	Parent	Parent
Braden Kubiak	Student	Middle School
Jennifer Mathie	Parent	Parent
Amber Salmen	Parent	Parent
Jill Harvey	Community Member	Dormont

Name	Position	Building/Group
Jamie Shawkey	Parent	Parent
Jeff Fletcher	Parent	Parent
Josh Stahl	Parent	High school
Anne Grubor	Parent	Parent
Emily Schwartz	Parent	Parent
Anthony Cerminara	Student	Middle School
Laurel Workmaster	Community Member	Castle Shannon
Frank Stumpo	Community Member	Community Member
Christopher Calto	Parent	Parent Castle Shannon
Kathryn Cerminara	Community Member	Dormont
Renee Horner	Parent	Parent
Kristen Knouff	Community Member	Green Tree
Jaime Rea	Community Member	Green Tree
Jennifer Yim	Parent	Parent

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
To improve student achievement in mathematics on PSSA and Keystone Exams, the District will improve instruction, resources, and assessments to increase yearly achievement.	Mathematics
To enhance the District's inclusion model, administrators will use MTSS in grades k-8 to ensure that students' academic, emotional, and behavioral needs are met.	Essential Practices 3: Provide Student-Centered Support Systems
To enhance engagement, develop instructional designs appropriate to various content areas and continue to develop curricula.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy	
Math Achievement	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math	The District will improve percentage of proficiency on PSSA and Keystone Exams by 5% at the conclusion of the 2025-26 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement curriculum-based and diagnostic assessments to identify gaps	2023-08-28 - 2024-05-13	Shannon Varley, Assistant to the Superintendent for Student Achievement /Principals	Data Teams, assessment tools
Explore resources to assist in all tiers of math instruction	2024-08-26 - 2025-05-19	Shannon Varley, Assistant to the Superintendent for Student Achievement /Principals, Department Leaders	Professional development time to explore and identify new resources

Anticipated Outcome
Identification and use of new assessment tools and resources based on data

Monitoring/Evaluation
Monthly discussion at Academic Services meetings, analysis of data

Evidence-based Strategy
Data-Based Decision-Making

Measurable Goals
Goal Nickname **Measurable Goal Statement (Smart Goal)**

MTSS To utilize MTSS in grades k-8 to ensure that students' academic, emotional, and behavioral needs are met.

Goal Nickname **Measurable Goal Statement (Smart Goal)**

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Develop and use MTSS protocols	2023-08-28 - 2024-05-20	Principals; Suzanne Hanna, Director of Pupil Services; Shannon Varley, Assistant to the Superintendent for Student Achievement	Data Team Meeting Time
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Utilize data and assessments to identify appropriate tiers for students	2024-08-26 - 2025-05-18	Principals; Suzanne Hanna, Director of Pupil Services; Shannon Varley, Assistant to the Superintendent for Student Achievement	Data Team Meeting Time; Assessment Review; Appropriate Interventions
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Anticipated Outcome

Development of a robust MTSS system for academics, behavior, and emotional needs of students

Monitoring/Evaluation

Discussion/reflection at monthly Academic Services meetings

Evidence-based Strategy

Academic Standards

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)			
Instructional Design	The District will determine appropriate instructional designs by content area through continued curriculum review and development.			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Review of instructional design in various content areas	2023-09-13 - 2024-05-03	William Stropkaj, Ed.D., Superintendent; Shannon Varley, Assistant to the Superintendent for Student Achievement	Curricular research, such as Marzano, Rosenshine, Archer, Bloom	
Curriculum development using instructional design in science, social studies, Family and Consumer Science	2024-09-23 - 2025-05-12	Shannon Varley, Assistant to the Superintendent for Student Achievement; Department Leaders	Content area resources, Academic Standards	
Anticipated Outcome				
Instructional designs for all content areas				
Monitoring/Evaluation				
Surveys about instructional designs, evaluation of curriculum				

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will improve percentage of proficiency on PSSA and Keystone Exams by 5% at the conclusion of the 2025-26 school year. (Math)	Math	Implement	08/28/2023
	Achievement	curriculum-based and diagnostic assessments to identify gaps	- 05/13/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will improve percentage of proficiency on PSSA and Keystone Exams by 5% at the conclusion of the 2025-26 school year. (Math)	Math	Explore resources	08/26/2024
	Achievement	to assist in all tiers	-
		of math instruction	05/19/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To utilize MTSS in grades k-8 to ensure that students' academic, emotional, and behavioral needs are met. (MTSS)	Data-Based Decision-Making	Utilize data and assessments to identify appropriate tiers for students	08/26/2024 - 05/18/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will determine appropriate instructional designs by content area through continued curriculum review and development. (Instructional Design)	Academic	Review of	09/13/2023
	Standards	instructional	-
		design in various content areas	05/03/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will determine appropriate instructional designs by content area through continued curriculum review and development. (Instructional Design)	Academic Standards	Curriculum development	09/23/2024 -
		using instructional design in science, social studies, Family and Consumer Science	05/12/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will improve percentage of proficiency on PSSA and Keystone Exams by 5% at the conclusion of the 2025-26 school year. (Math)	Math	Implement	08/28/2023
	Achievement	curriculum-based	-
		and diagnostic assessments to identify gaps	05/13/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will improve percentage of proficiency on PSSA and Keystone Exams by 5% at the conclusion of the 2025-26 school year. (Math)	Math	Explore resources	08/26/2024
	Achievement	to assist in all tiers	-
		of math instruction	05/19/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals

The District will determine appropriate instructional designs by content area through continued curriculum review and development. (Instructional Design)

Action Plan Name	Communication Step	Anticipated Timeline
Academic Standards	Curriculum development using instructional design in science, social studies, Family and Consumer Science	09/23/2024 - 05/12/2025

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

Strong performance across all areas at Aiken and Dormont Elementary Schools

Elementary schools exceed state average in science

Middle School math exceeds the growth score.

Strong 6th grade scores - replicating in 7th and 8th grade will improve overall middle school performance

Fidelity to new phonics program and LETRS professional development have led to great progress in Title I schools

New elementary math program includes a robust assessment system to identify gaps in student knowledge

Improved elementary reading results will hopefully affect math performance

Advanced Placement science scores have improved.

Elementary students enjoy and are strong in science

The District has several articulation agreements for Dual Credit

Challenges

Middle school is not meeting expectations across all areas.

High School is not meeting expectations in Algebra I

Ensuring fidelity to phonics program at all elementary schools to ensure progress for all student groups

Middle School ELA progress begins to fall after sixth grade. The district needs to sustain and replicate these results in seventh and eighth grade.

Math results throughout the District need to be improved

Reading comprehension affects math performance

Implementation of new standards will be challenging when teachers have been content only driven at the secondary level.

Spiraling science content within certification limits at the middle school.

Development of interest in Internship program at the high school

Partnerships with businesses in the region for students to

Strengths

courses.
Career awareness activities have been a positive focus, with community involvement in career days.
More students are completing job shadows at the high school.
The District has an active Diversity-Equity-Inclusion Committee at each school.
Stakeholders complete a Climate Survey annually.
Addition of Special Education teachers to support inclusion at the elementary schools
The district regularly uses data to improve all systems.
Central office leadership collaborates with building principals and faculty to meet the needs of students.

Challenges

complete job shadows and internships are needed.
Establishing high expectations for all sub-groups to meet Academic Standards.
Implementing MTSS consistently to address the needs of all students
Collaboration with businesses for student opportunities is a need.
Parent Squared is a new communication tool to improve parent-school communication for the 2023-24 school year to improve communication. There will be transition as all stakeholders learn to use it to capacity.
Continued curriculum development and identification of appropriate instructional design

Most Notable Observations/Patterns

Development of partnerships and focus on math achievement

Challenges	Discussion Point	Priority for Planning
Math results throughout the District need to be improved		✓
Development of interest in Internship program at the high school		
Implementing MTSS consistently to address the needs of all students		✓
Continued curriculum development and identification of appropriate instructional design		✓

ADDENDUM B: ACTION PLAN

Action Plan: Math Achievement

Action Steps		Anticipated Start/Completion Date
Implement curriculum-based and diagnostic assessments to identify gaps		08/28/2023 - 05/13/2024
Monitoring/Evaluation		Anticipated Output
Monthly discussion at Academic Services meetings, analysis of data		Identification and use of new assessment tools and resources based on data
Material/Resources/Supports Needed		
Data Teams, assessment tools	PD Step	Comm Step
	yes	yes

Action Steps	Anticipated Start/Completion Date
Explore resources to assist in all tiers of math instruction	08/26/2024 - 05/19/2025

Monitoring/Evaluation	Anticipated Output
Monthly discussion at Academic Services meetings, analysis of data	Identification and use of new assessment tools and resources based on data

Material/Resources/Supports Needed	PD Step	Comm Step
Professional development time to explore and identify new resources	yes	yes

Action Plan: Data-Based Decision-Making

Action Steps		Anticipated Start/Completion Date
Develop and use MTSS protocols		08/28/2023 - 05/20/2024
Monitoring/Evaluation		Anticipated Output
Discussion/reflection at monthly Academic Services meetings		Development of a robust MTSS system for academics, behavior, and emotional needs of students
Material/Resources/Supports Needed		
Data Team Meeting Time		PD Step no Comm Step no

Action Steps		Anticipated Start/Completion Date
Review of instructional design in various content areas		09/13/2023 - 05/03/2024
Monitoring/Evaluation	Anticipated Output	
Surveys about instructional designs, evaluation of curriculum	Instructional designs for all content areas	
Material/Resources/Supports Needed	PD Step	Comm Step
Curricular research, such as Marzano, Rosenshine, Archer, Bloom	yes	

Action Steps	Anticipated Start/Completion Date
Curriculum development using instructional design in science, social studies, Family and Consumer Science	09/23/2024 - 05/12/2025
Monitoring/Evaluation	Anticipated Output
Surveys about instructional designs, evaluation of curriculum	Instructional designs for all content areas
Material/Resources/Supports Needed	PD Step
Content area resources, Academic Standards	yes
	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will improve percentage of proficiency on PSSA and Keystone Exams by 5% at the conclusion of the 2025-26 school year. (Math)	Math	Implement	08/28/2023
	Achievement	curriculum-based and diagnostic assessments to identify gaps	05/13/2024
The District will improve percentage of proficiency on PSSA and Keystone Exams by 5% at the conclusion of the 2025-26 school year. (Math)	Math	Explore resources	08/26/2024
	Achievement	to assist in all tiers of math instruction	05/19/2025
To utilize MTSS in grades k-8 to ensure that students' academic, emotional, and behavioral needs are met. (MTSS)	Data-Based	Utilize data and	08/26/2024
	Decision-Making	assessments to identify appropriate tiers for students	05/18/2025
The District will determine appropriate instructional designs by content area through continued curriculum review and development. (Instructional Design)	Academic	Review of	09/13/2023
	Standards	instructional design in various content areas	05/03/2024
The District will determine appropriate instructional designs by content area through	Academic	Curriculum	09/23/2024

Measurable Goals

continued curriculum review and development. (Instructional Design)

Action Plan Name	Professional Development Step	Anticipated Timeline
Standards	development	-
	using instructional design in science, social studies, Family and Consumer Science	05/12/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Math Achievement	Teachers	Review of curriculum-based assessments strengths and weaknesses; Review of diagnostic assessments; Identify additional data needed and match to assessments; Identification of new or existing resources to meet student needs; Create plans to address student gaps in math;

Evidence of Learning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Use of assessment data to create interventions for student learning gaps across tiers of instruction	10/16/2023 - 05/19/2025	Building principals; Shannon Varley, Assistant to the Superintendent for Student Achievement

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in Inclusive Settings

Professional Development Step

Audience

Topics of Prof. Dev

Data-Based Decision-Making

Teachers

Data review; data analysis; use of assessments;
instructional planning for each tier; assessment review;

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Use of assessment data to design instruction in
all tiers of instruction

10/23/2023 - 05/03/2024

Building principals; Suzanne Hanna, Director of Pupil
Services; Shannon Varley, Assistant to the
Superintendent for Student Achievement

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Academic Standards	Department and grade level leaders	Overview of best practices in instruction; instructional design problems; student engagement; review of instructional designs, such as Rosenshine, Marzano, Archer, and Bloom
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Selection and implementation of an instructional design by content area	09/13/2023 - 05/22/2024	William Stropkaj, Ed.D., Superintendent
Danielson Framework Component Met in this Plan: This Step meets the Requirements of State Required Trainings:		
Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Development	Science, social studies, and Family and Consumer Science teachers	Instructional design, Academic standards, trends in the field, assessment, goals/learning intentions
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completed content outline	10/14/2024 - 05/26/2025	Department leaders; Shannon Varley, Assistant to the Superintendent for Student Achievement

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Culturally-Relevant and Sustaining Education	k-12 Faculty	Mental wellness, cultural awareness, factors that inhibit equitable access for all students, diversity, equity

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Use of cultural awareness and diverse topics in instructional design

11/11/2024 - 11/17/2025

Principals and administrative team

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Common Ground: Culturally Relevant Sustaining Education

Professional Development Step

Audience

Topics of Prof. Dev

Professional Ethics

All certificated faculty and administration

Pennsylvania Model Code of Ethics for Educators

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Appropriate professional decision-making	08/21/2023 - 08/25/2025	William P. Stropkaj, Ed.D., Superintendent; Joseph Kubiak, Assistant to the Superintendent for Operations
Danielson Framework Component Met in this Plan: This Step meets the Requirements of State Required Trainings: Professional Ethics		
Professional Development Step Structured Literacy		
Audience		Topics of Prof. Dev
elementary, middle school, ESL, Special Education and reading specialist certified teachers and administrators		Phonology, orthography, syntax, morphology, semantics, and discourse
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Use of structured literacy in instruction	09/18/2023 - 05/04/2026	Shannon Varley, Assistant to the Superintendent for Student Achievement
Danielson Framework Component Met in this Plan: This Step meets the Requirements of State Required Trainings: Structured Literacy		

Professional Development Step	Audience	Topics of Prof. Dev
Trauma-Informed Care	k-12 staff	Working with students in crisis, helping students with mental health needs, addressing trauma in classroom settings
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Successful assistance of students in crisis	01/03/2023 - 01/19/2026	Suzanne Hanna, Director of Pupil Services
Danielson Framework Component Met in this Plan:		
This Step meets the Requirements of State Required Trainings:		
At Least 1-hour of Trauma-informed Care Training for All Staff		
Professional Development Step	Audience	Topics of Prof. Dev
Language and Literacy Acquisition	k-2 classroom teachers, ESL, special education, and reading specialists	Foundational skills; explicit instruction; Simple View of Reading; Reading Rope (Language Essentials for Teachers of Reading and Spelling)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of LETRS	09/18/2023 - 05/04/2026	Shannon Varley, Assistant to the Superintendent for Student Achievement/Allegheny Intermediate Unit
Danielson Framework Component Met in this Plan:		
This Step meets the Requirements of State Required Trainings:		
Language and Literacy Acquisition for All Students		

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will improve percentage of proficiency on PSSA and Keystone Exams by 5% at the conclusion of the 2025-26 school year. (Math)	Math Achievement	Implement curriculum-based and diagnostic assessments to identify gaps	2023-08-28 - 2024-05-13
The District will improve percentage of proficiency on PSSA and Keystone Exams by 5% at the conclusion of the 2025-26 school year. (Math)	Math Achievement	Explore resources to assist in all tiers of math instruction	2024-08-26 - 2025-05-19
The District will determine appropriate instructional designs by content area through continued curriculum review and development. (Instructional Design)	Academic Standards	Curriculum development using instructional design in science, social studies, Family and Consumer Science	2024-09-23 - 2025-05-12

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Implement curriculum-based and diagnostic assessments to identify gaps	Teachers, Administrators	Types and purposes of assessments
Anticipated Timeframe	Frequency	Delivery Method
10/09/2023 - 05/31/2024	Regular Staff Meetings	Presentation
Lead Person/Position	Shannon Varley, Assistant to the Superintendent for Student Achievement	

Communication Step	Audience	Topics/Message of Communication
Resources	Teachers	Purposes of different tiers, types of resources
Anticipated Timeframe	Frequency	Delivery Method
10/07/2024 - 05/20/2025	Monthly Data Meetings	Presentation

Lead Person/Position

Shannon Varley, Assistant to the Superintendent for Student Achievement

Communication Step

Curriculum Development

Audience

Teachers

Topics/Message of Communication

Academic Standards, Assessment, Instructional Design

Anticipated Timeframe

09/02/2024 - 04/09/2025

Frequency

Quarterly

Delivery Method

Presentation
Memorandum

Lead Person/Position

Shannon Varley, Assistant to the Superintendent for Student Achievement; Curriculum Leaders

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline

KEYSTONE OAKS SD

1000 Kelton Ave

Academic Standards and Assessment Requirements (Chapter 4) | 2023 - 2026

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	507
3 - 5	Yes	514
6 - 8	Yes	413
9 - 12	Yes	657
Total		2091

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

PA-Core English Language Arts	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
PA-Core Mathematics	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Science and Technology	K-2, 3-5, 9-12	K-2, 3-5, 6-8, 9-12
Environment and Ecology	K-2, 3-5, 9-12	K-2, 3-5, 6-8, 9-12
Civics and Government	K-2, 3-5	K-2, 3-5, 6-8, 9-12
Economics	K-2, 3-5	K-2, 3-5, 6-8, 9-12
Geography	K-2, 3-5	K-2, 3-5, 6-8
History	K-2, 3-5	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	N/A	6-8, 9-12
Reading and Writing for Science and Technical Subjects	K-2, 3-5	K-2, 3-5, 6-8, 9-12
Reading and Writing for History and Social Studies	K-2, 3-5	K-2, 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.

Curriculum is typically on a five year cycle, although assessment data, trends in the field, and new standards may alter this cycle. Curriculum/assessment data is reviewed by the Assistant to the Superintendent for Student Achievement and the related grade level/department leader to determine areas for growth. Updates are created by the grade level/department leader and members of the grade level/department. New resources are typically identified based on assessment data and incorporated in the review and writing. Before curriculum writing begins, extensive professional development occurs.

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

Resources used include the Understanding by Design model, Visible Learning research, best practices and evidence by content area, the Standards-Aligned System website, and professional development provided by the Allegheny Intermediate Unit and the Assistant to the Superintendent for Student Achievement and grade level/department leaders. Advanced Placement courses follow curriculum guides furnished by The College Board. . Additionally, District Superintendent William P. Stropkaj, Ed. D., is exploring various instructional designs, including the work of Rosenshine and Archer, with grade level/department leaders.

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

All curriculum guides and syllabi are housed by the Assistant to the Superintendent for Student Achievement and the related department/grade level leader. These are shared with teachers who are instructing the courses and principals.

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) Science curriculum aligned to new SEEDS standards needs to be written in grades 9-12 and updated for grades k-8, which is already written in alignment for NGSS. Social Studies also needs to be written for grades 6-12.	
Based on the responses above, would written curriculum be a priority in your comprehensive plan?	Yes
Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?	Yes

ASSURANCES: EDUCATOR EFFECTIVENESS

Act 13

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

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

A. Data Available Classroom Teachers	31
B. Non-Data Available Classroom Teachers	55
C. Non-Teaching Professionals	11
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
Domain 2: The Classroom Environment	2c: Managing Classroom Procedures	2b: Establishing a Culture for Learning	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3c: Engaging Students in Learning	3e: Demonstrating Flexibility and Responsiveness	3a: Communicating with Students
Domain 4: Professional Responsibilities	4d: Participating in a Professional Community	4a: Reflecting on Teaching	4b: Maintaining Accurate Records

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

Teachers will participate in principal-led professional development to focus on gaining a greater and/or enhanced understanding of the intricacies of each domain. Teachers will have the opportunity to grow instructional skills relative to each domain and reflect upon their practice through lived-experiences and professional conversations.

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

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1e: Designing Coherent Instruction	1d: Demonstrating Knowledge of Resources	1b: Demonstrating Knowledge of Students
Domain 2: The Classroom Environment	2e: Organizing Physical Space	2e: Organizing Physical Space	2e: Organizing Physical Space

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

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

Teachers will participate in principal-led professional development to focus on gaining a greater and/or enhanced understanding of the intricacies of each domain. Teachers will have the opportunity to grow instructional skills relative to each domain and reflect upon their practice through lived-experiences and professional conversations.

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

Goals Set	Comments/Considerations
Provided at the district level	Academic Achievement
Provided at the building level	School Culture
Individual principal choice	NA
Other (state what other is)	NA

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

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Locally Developed School District Rubric	K-12 Writing adapted by grade level	Text-Dependent Analysis
District-Designed Measure & Examination	K-12; all grade levels and contents	Benchmark Assessments
Nationally Recognized Standardized Test	Grades 9-12	Advanced Placement Exams
Industry Certification Examination	Grades 9-12	Industry Certification Assessments in various areas
Student Projects Pursuant to Local Requirements	K-12, various subjects	Project-Based Learning
Student Portfolios Pursuant to Local Requirements	Grades 5, 8, and 11	Online Career Portfolio

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 Learner Profile	Type of Assessment Diagnostic	
Frequency or Date Given Quarterly	3-5 Yes	6-8 Yes
Assessment Curriculum-based Benchmark Assessments	Type of Assessment Benchmark	
Frequency or Date Given Quarterly	3-5 Yes	6-8 Yes
Assessment Curriculum-based Mid-Terms and Finals	Type of Assessment Summative	
Frequency or Date Given At the end of each semester	3-5 No	6-8 No
		9-12 Yes

Assessment Stanford Achievement Test			Type of Assessment Benchmark	
Frequency or Date Given Yearly in grades 1, 2, 4, 6, and 7	K-2 Yes	3-5 Yes	6-8 Yes	9-12 No
Assessment Otis-Lennon School Abilities Test			Type of Assessment Diagnostic	
Frequency or Date Given Yearly in grades 1, 3, 5, and 7	K-2 Yes	3-5 Yes	6-8 Yes	9-12 No
Assessment Advanced Placement Exams			Type of Assessment Summative	
Frequency or Date Given Yearly	K-2 No	3-5 No	6-8 No	9-12 Yes
Assessment Curriculum-based diagnostic assessments including Lexia Core 5, Study Island, IXL, Really Great Reading, Rewards, and From Phonics to Reading.			Type of Assessment Diagnostic	
Frequency or Date Given at least 3 times per year	K-2 Yes	3-5 Yes	6-8 Yes	9-12 No
Assessment DIBELS 8			Type of Assessment Diagnostic	
Frequency or Date Given	K-2	3-5	6-8	9-12

3 times per year

Yes

Yes

No

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?

Principals, the Director of Pupil Services, and the Assistant to the Superintendent for Student Achievement meet monthly with teachers by grade level and/or department to review student data, identify students in need of support and enrichment, and create appropriate interventions.

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

SIGNATURE AND QUALITY ASSURANCE

EDUCATION AREAS OF CERTIFICATION

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

Chief School Administrator

Date

KEYSTONE OAKS SD

1000 Kelton Ave

Student Services Assurances (Chapter 12) | 2023 - 2026

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

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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 § 12.41(a))	Yes
Free Education and Attendance (in compliance with § 12.1)	Yes
School Rules (in compliance with § 12.3)	Yes
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)	Yes
Discrimination (in compliance with § 12.4)	Yes
Corporal Punishment (in compliance with § 12.5)	Yes
Exclusion from School, Classes, Hearings (in compliance with § 12.6 , § 12.7 , § 12.8)	Yes
Freedom of Expression (in compliance with § 12.9)	Yes
Confidential Communications (in compliance with § 12.12)	Yes
Searches (in compliance with § 12.14)	Yes
Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)	Yes

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

Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))	Yes
Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))	Yes
Development and Implementation of Local Wellness Program (in compliance with 42 USCS §1758b)	Yes
Establishment and Implementation of Student Assistance Programs at all of levels of the school system (§12.42)	Yes
Acceptable Use Policy for Technology Resources 24 P.S. § 4604	Yes

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

Superintendent/CEO Electronic Signature

Date

KEYSTONE OAKS SD

1000 Kelton Ave

Gifted Education Plan Assurances (Chapter 16) | 2023 - 2026

CHAPTER 16

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

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

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

1. Describe your district's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).
Public notices are published on the District website and annual notices in school handbooks and published through Parent Squared. These inform parents of their right to request an evaluation for their child and the procedure to do so.
2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.
To identify students who may be eligible for gifted education, various screening activities are conducted annually. This includes District Referral/Child Find through the Otis Lennon School Ability Test in grades 1, 3, 5, and 7 and teacher referral, as well as parent referral.
3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).
The Gifted Multi-Disciplinary Team contributes to the evaluation process and includes a certified school psychologist, the principal, the classroom teacher, the school counselor, and the parent. The following criteria may be used: individual achievement test, standardized assessments, gifted rating scale, parent and teacher input, and other educational records. During the evaluation process, the following multiple criteria are evaluated: achievement, rate of acquisition and rate of retention, demonstrated achievement, early skill development, and intervening factors masking giftedness.

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.

Keystone Oaks School District offers opportunities for acceleration and enrichment in the gifted program. Students may be offered enrichment in particular subjects based on achievement, as well as acceleration to more advanced topics. Additional options include academic competitions and independent projects, based on student strengths and interests. High School may also complete college courses.

Chief School Administrator

Date

KEYSTONE OAKS SD

1000 Kelton Ave

Induction Plan (Chapter 49) | 2023 - 2026

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

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INDUCTION PLAN COMMITTEE PARTICIPANTS

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

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

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Jennifer Bogdanski	Teacher	Teacher	Teacher
Rebekah Brooks	Teacher	Teacher	Teacher

Name	Title	Committee Role	Chosen/Appointed by
Adam Brown	Teacher	Teacher	Teacher
Aaron Colf	Teacher	Teacher	Teacher
Bill Elbeck	Teacher	Teacher	Teacher
Kevin Gallagher	Teacher	Teacher	Teacher
Jill Graham	Teacher	Teacher	Teacher
Rebecca Hritz	Teacher	Teacher	Teacher
Joseph Kubiak	Administrator	Administrator	Administration Personnel
Carolyn Manko	Teacher	Teacher	Teacher
Michelle McSwigan	Teacher	Teacher	Teacher
Michael Orsi	Teacher	Teacher	Teacher
Lainey Resetar	Teacher	Teacher	Teacher
Kristie Rosgone	Teacher	Teacher	Teacher
Amy Torcaso	Teacher	Teacher	Teacher
Nicole Varrenti	School Counselor	Education Specialist	Education Specialist

Name	Title	Committee Role	Chosen/Appointed by
Shannon Varley	Administrator	Administrator	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
Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

Plan requirements

Yes/No

MENTORS

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

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

OTHER

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

CHARACTERISTICS.

Once a teacher or educational specialist has been hired, the administrative team will review schedules and identify a mentor best able to meet the above criteria and work with the new faculty member.

NEEDS ASSESSMENT

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

Characteristics used by LEA	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative & Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	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	Yes

OTHER

Monthly log of meetings between inductee and mentor

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**

Keystone Oaks School District offers a faculty designed induction program, offering induction to long-term substitutes and non-tenured and tenured faculty new to the district. Each inductee is provided with a mentor and additional support through orientation, professional development, and principal supervision. Inductees and mentors meet at least monthly to review a detailed list of topics according to events typically occurring at particular points in the year, along with significant content such as parent-teacher conferences and Act 13. Additionally, professional staff participate in the Educator Orientation Program through the Allegheny Intermediate Unit. New faculty complete a needs assessment twice a year to generate personalized professional development, offered either through district staff or outside conferences. Depending on years of service, faculty participates in the program for 1-3 years, with tenured teachers new to the District participating for one year and non-tenured teachers participating for three years. Long-term substitutes participate for the time of their employment. Induction is monitored by the Assistant to the Superintendent for Operations and the Assistant to the Superintendent for Student Achievement.

EDUCATOR INDUCTION PLAN TOPIC AREAS

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

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism 2a: Creating an Environment of Respect and Rapport	Year 1 Fall

EDUCATOR EFFECTIVENESS

Selected Danielson Framework(s)	Timeline
1a: Demonstrating Knowledge of Content and Pedagogy	Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 3 Winter, Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 2 Winter, Year 3 Summer

CLASSROOM AND STUDENT MANAGEMENT

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Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction	Year 1 Winter, Year 1 Spring

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
1e: Designing Coherent Instruction	Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer, Year 2 Fall, Year 3 Spring, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Spring

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
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Selected Danielson Framework(s) Timeline

3c: Engaging Students in Learning Year 1 Spring, Year 1 Winter

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s) Timeline

3d: Using Assessment in Instruction Year 1 Winter, Year 1 Spring
3e: Demonstrating Flexibility and Responsiveness

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s) Timeline

4c: Communicating with Families Year 1 Winter

STANDARDS/CURRICULUM

Selected Danielson Framework(s) Timeline

1a: Demonstrating Knowledge of Content and Pedagogy	Year 1 Winter, Year 1 Spring, Year 1 Fall
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ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students	Year 2 Fall
3e: Demonstrating Flexibility and Responsiveness	

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)	Timeline
4e: Growing and Developing Professionally	Year 1 Winter

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of
Students

Year 2 Fall

EVALUATION AND MONITORING

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

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

EVALUATION AND MONITORING

Mentors and inductees complete an evaluation tool at the conclusion of each year of induction to assess the program and his/her role in it.

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.

Shannon Varley

Educator Induction Plan Coordinator

Date

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

Chief School Administrator

Date