MISSION STATEMENT
For all students to be future-ready by meeting or exceeding established goals, the Boyertown Area School District will implement coordinated, articulated, curricula and provide personalized, planned instruction aligned with Pennsylvania academic standards.

VISION STATEMENT
To cultivate an exceptional, innovative learning community that enables all students to succeed in a changing world.
EDUCATIONAL VALUE STATEMENTS

STUDENTS
Students will prioritize school attendance. Students will model respectful behavior/relationships toward others in the school community. Students will advocate for what they need and see happening. Students will provide open communication and feedback. They will provide feedback on plans that the district has to support student learning as a 50/50 partnership.

STAFF
Staff will put all students first by addressing academic, emotional, and social needs while encouraging individual pursuits on their journey to become productive members of society.

ADMINISTRATION
Administrators will engage in purposeful collaboration among all stakeholders to ensure a safe and positive environment for all students. We will provide access to the curricula and needed resources to ensure all students can learn. All members of our school community need to feel welcome.

PARENTS
Parents will encourage their kids to be kind and helpful. They will provide resources and support to reinforce the lessons taught and provided during the instructional day. Parents will make it a priority to send their children to school each day.

COMMUNITY
Community members and board members will respect differences, embrace similarities and cultivate resilience.

OTHER (OPTIONAL)
## STEERING COMMITTEE

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Building/Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marybeth Torchia</td>
<td>Administrator</td>
<td>Boyertown Area School District</td>
</tr>
<tr>
<td>Michael Stoudt</td>
<td>Administrator</td>
<td>Boyertown Area School District</td>
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<tr>
<td>Sara Obarow</td>
<td>Administrator</td>
<td>Boyertown Area School District</td>
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<tr>
<td>Kalyn Bartman</td>
<td>Administrator</td>
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<tr>
<td>David Feight</td>
<td>Administrator</td>
<td>Boyertown Area School District</td>
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<tr>
<td>James Brophy</td>
<td>Board Member</td>
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<tr>
<td>Anthony Panarello</td>
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<tr>
<td>Jeffrey Zawada</td>
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<tr>
<td>E. Wayne Foley</td>
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<tr>
<td>Stephanie Landis</td>
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<td>Boyertown Area School District</td>
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<tr>
<td>Stephanie Petri</td>
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<td>Jennifer Joyce</td>
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<td>Michael Jordan</td>
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<tr>
<td>Kara Friend</td>
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ESTABLISHED PRIORITIES

Priority Statement

Establish and maintain a focused system for continuous improvement and ensure organizational coherence. A review of and focus on both horizontal and vertical alignment of the curriculum including standards alignment and assessment practices will support organizational coherence. Integration of the key components of our Portrait of a Graduate as well as the Instructional Model will also support this work. Another priority will be the integration of the new Science standards and other PDE mandates.

We need to prioritize overall growth in ELA across our Elementary and Middle school grades. A focus on research-based, high-yield instructional strategies with ongoing data analysis and review will support work in both overall student achievement and growth in ELA.

Both elementary and secondary subgroups of students with disabilities/IEPs are trending downward in the percentage of proficient/advanced scores in ELA and Math. Our students with disabilities group appear to be the most negatively impacted by the pandemic. A review of staffing and programming at all levels needs to be examined. Instructional and assessment practices should be reviewed and prioritized during professional learning sessions. In the current school year, our special education program is being monitored by PDE. Any takeaways or corrective action noted will be implemented in the following school year.
ACTION PLAN AND STEPS

Evidence-based Strategy
Standards-aligned science curriculum

Measurable Goals

Goal Nickname | Measurable Goal Statement (Smart Goal)
--- | ---
Horizontal and Vertical alignment | By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model.

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<td>2023-07-01 - 2025-08-24</td>
<td>Stephanie Landis/Director of Teaching and Learning</td>
<td>PA STEELS standards, PDE-SAS website, meeting time to write curriculum and review materials</td>
</tr>
<tr>
<td>STEELS aligned curriculum will be implemented in K-12 classrooms.</td>
<td>2025-07-01 - 2026-06-30</td>
<td>Stephanie Landis/Director of Teaching and Learning</td>
<td>science curriculum, PDE-SAS, IXL</td>
</tr>
</tbody>
</table>

Anticipated Outcome
Curriculum design will be completed and submitted for approval. New science curriculum will be used to instruct students in the 25-26 school year.

Monitoring/Evaluation
Office of Teaching and Learning and the BASD school board will process curriculum for approval. Student data will be collected via IXL and PSSA to measure student growth in their work with the new science standards.

Evidence-based Strategy
Portrait of a Graduate

Measurable Goals

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Incorporate CEW (Career Education and Work) into content area curricula

2023-07-01 - 2026-06-30

Stephanie Landis/Director of Teaching and Learning

CEW standards, pacing guides for content area courses, PDE-SAS website

Embed impact skills aligned with the Boyertown Area School District Portrait of a Graduate and social emotional learning competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making in order to develop critical thinking, collaboration, problem solving, creativity, and effective communication, for the purpose of preparing students for college, the work force, and adult life.

2023-07-01 - 2026-06-30

Kristen Horton/Supervisor of Student Services

Social-emotional learning resources, content areas course curricula

Anticipated Outcome
CEW standards will be embedded in core content area classes, further supporting students' learning of future career opportunities. Students will gain impact skills that will make them better students as well as prepare them for adult life.

Monitoring/Evaluation
School counselors will work with Office of Teaching and Learning to submit evidence of college and career standards work as part of the Future Ready Index.

Evidence-based Strategy
Horizontal and vertical curriculum alignment
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<td>2023-07-01 - 2024-06-30</td>
<td>Stephanie Landis/Director of Teaching and Learning</td>
<td>professional collaboration time PDE-SAS website curriculum summaries for each course internal district website</td>
</tr>
<tr>
<td>Establish Learning Progressions that foster vertical curriculum alignment and clear learning targets</td>
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<td>Stephanie Landis/Director of Teaching and Learning</td>
<td>professional collaboration time PDE-SAS website internal district website</td>
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Anticipated Outcome
Aligned curriculum resources will be warehoused on a common page of our internal website for all staff to access. Curriculum resources will be closely followed to ensure that all students receive a quality education in alignment with our Instructional Model.

Monitoring/Evaluation
Classroom teachers will utilize both formative and summative assessments throughout the school year to measure student growth and mastery of concepts. Assessment tools could include IXL, CDT, PSSA, and Keystone exams.

Evidence-based Strategy
Structure Literacy practices

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**Action Step**
Identified professional staff will receive professional learning in high-yield strategies that support students' ability to decode, understand, and analyze text.

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<td>professional development training collaboration time for professional staff resource kits</td>
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**Anticipated Outcome**
Improved teaching will lead to improved learning in ELA. Improved skills in reading, writing, speaking, and listening also have a positive impact on learning in other content areas.

**Monitoring/Evaluation**
The Office of Teaching and Learning will track and monitor the completion of professional learning activities. Teachers will use formative and summative assessment tools to measure student growth. Tools used could include resources such as Heggerty and UFLI as well as assessments such as IRLA, Fountas & Pinnell, IXL, CDT, PSSA, and Keystones. A three year plan to see a 20% increase in ELA proficiency across the district on PSSA in grades 3-8 is identified.
PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals

By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment)

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<td>Literacy practices</td>
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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  

[Signature]

[Signature]
ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Elementary academic growth expectations for ELA are trending up.

Our economically disadvantaged elementary-level subgroup has demonstrated an increase in the percentage of students scoring proficient/advanced in the areas of Math and Science.

Our economically disadvantaged secondary-level subgroup has demonstrated an increase in the 5-year graduation cohort percentage.

All elementary buildings exceeded the statewide average for the number of students scoring A/P in Science.

Our ELA Keystone scores are a relative strength.

There is a fairly strong alignment between the CDT scores throughout the year and the PSSA/Keystone scores at the end of the year.

55% of our Gr. 6-8 students (based on the IXL initial snapshot assessment) are currently meeting grade-level benchmarks.

Foster a vision and culture of high expectations for success for all

Challenges

The percentage of elementary students achieving Proficient/Advanced on the ELA PSSA is below the state average.

Both elementary and secondary subgroups of students with disabilities/IEPs are trending downward in the percentage of proficient/advanced scores in ELA and Math.

Biology achievement performance is significantly lower than the state average.

33% of our students in Gr. 3-8 are scoring basic on the PSSA ELA assessment.

A strong majority of our high school Algebra 1 Keystone test takers are not scoring proficient and/or advanced on this assessment.

Only 19% of our Gr. 3-5 students (based on the IXL Initial snapshot assessment) are currently meeting grade-level benchmarks.

Our Biology Keystone assessment scores have trended downward throughout the pandemic. (a 12% drop since the spring of 2019)

Establish and maintain a focused system for continuous
Strengths

Students, educators, and families

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.

Career readiness work throughout all levels is yielding at least 98% of students meeting expected benchmarks.

BCTC

53% of our students with IEPS in grades Gr. 6-8 scored at the basic level on the ELA PSSA.

ELA scores for our students with disabilities subgroup are slightly stronger than math scores.

We are noting consistent growth in ELA scores throughout the year as we emerge out of the pandemic.

A strong majority of our middle school Algebra 1 Keystone test takers are scoring proficient and/or advanced on this assessment.

There is a fairly strong alignment between the CDT scores throughout the year and the PSSA/Keystone scores at the end of the year.

Challenges

Improvement and ensure organizational coherence

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

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.

While our benchmark level is good, we plan to prioritize continued growth in the Civics exam.

Our economically-disadvantaged subgroup of students at the high school was the lowest percentage of students meeting the career readiness benchmark. (93.9%)

Our economically-disadvantaged subgroup of students at the high school was the lowest percentage of students meeting the career readiness benchmark. (93.9%)

Approximately 20% of our students with disabilities are meeting proficiency levels in ELA and Math as measured by the CDT and PSSA assessments.

We need to prioritize overall growth in ELA across our Elementary and Middle school grades.
**Strengths**

the year.

There is a fairly strong alignment between the CDT scores throughout the year and the PSSA/Keystone scores at the end of the year.

---

**Most Notable Observations/Patterns**

We need to prioritize overall growth and achievement in ELA across our elementary and middle schools.

---

**Challenges**

| Establish and maintain a focused system for continuous improvement and ensure organizational coherence |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence |

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

| Build the capacity of central office and school |
| Build the capacity of central office and school |

---

**Discussion Point**

Both horizontal and vertical curriculum alignment; integration of priority components within the Portrait of a Graduate and Instructional Model

---

**Priority for Planning**

✓
<table>
<thead>
<tr>
<th>Challenges</th>
<th>Discussion Point</th>
<th>Priority for Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators as instructional leaders to effectively monitor, supervise,</td>
<td>This group has been most negatively impacted by the pandemic.</td>
<td>✓</td>
</tr>
<tr>
<td>and support high quality teaching and learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of elementary students achieving Proficient/Advanced on the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA PSSA is below the state average.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both elementary and secondary subgroups of students with disabilities/IEPs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>are trending downward in the percentage of proficient/advanced scores in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA and Math.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology achievement performance is significantly lower than the state</td>
<td></td>
<td></td>
</tr>
<tr>
<td>average.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33% of our students in Gr. 3-8 are scoring basic on the PSSA ELA assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our Biology Keystone assessment scores have trended downward throughout</td>
<td></td>
<td></td>
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<tr>
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<td></td>
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<tr>
<td>in the Civics exam.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>the lowest.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Challenges
percentage of students meeting the career readiness benchmark (93.9%)

We need to prioritize overall growth in ELA across our Elementary and Middle school grades.

Approximately 20% of our students with disabilities are meeting proficiency levels in ELA and Math as measured by the CDT and PSSA assessments.

Discussion Point
33% of our students in Gr. 3-8 are scoring basic on the PSSA ELA assessment; The percentage of elementary students achieving Proficiert/Advanced on the ELA PSSA is below the state average

Priority for Planning  ✔
ADDENDUM B: ACTION PLAN

Action Plan: Standards-aligned science curriculum

Action Steps

Collaborate with team of instructional leaders in developing curriculum to align with PA STEELS standards for instruction and assessment

Anticipated Start/Completion Date

07/01/2023 - 08/24/2025

Monitoring/Evaluation

Office of Teaching and Learning and the BASD school board will process curriculum for approval. Student data will be collected via IXL and PSSA to measure student growth in their work with the new science standards.

Anticipated Output

Curriculum design will be completed and submitted for approval. New science curriculum will be used to instruct students in the 25-26 school year.

Material/Resources/Supports Needed

PA STEELS standards, PDE-SAS website, meeting time to write curriculum and review materials

PD Step	Comm Step

yes	yes
Action Steps

STEELS aligned curriculum will be implemented in K-12 classrooms.

Monitoring/Evaluation

Office of Teaching and Learning and the BASD school board will process curriculum for approval. Student data will be collected via IXL and PSSA to measure student growth in their work with the new science standards.

Material/Resources/Supports Needed

science curriculum, PDE-SAS, IXL

Anticipated Start/Completion Date

07/01/2025 - 06/30/2026

Anticipated Output

Curriculum design will be completed and submitted for approval. New science curriculum will be used to instruct students in the 25-26 school year.

PD Step Comm Step

yes yes

Action Plan: Portrait of a Graduate
Action Steps

Incorporate CEW (Career Education and Work) into content area curricula

Anticipated Start/Completion Date

07/01/2023 - 06/30/2026

Monitoring/Evaluation

School counselors will work with Office of Teaching and Learning to submit evidence of college and career standards work as part of the Future Ready Index.

Anticipated Output

CEW standards will be embedded in core content area classes, further supporting students’ learning of future career opportunities. Students will gain impact skills that will make them better students as well as prepare them for adult life.

Material/Resources/Supports Needed

CEW standards, pacing guides for content area courses, PDE-SAS website

PD Step Comm Step

no no
### Action Steps
Embed impact skills aligned with the Boyertown Area School District Portrait of a Graduate and social emotional learning competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making in order to develop critical thinking, collaboration, problem solving, creativity, and effective communication, for the purpose of preparing students for college, the workforce, and adult life.

### Monitoring/Evaluation
School counselors will work with Office of Teaching and Learning to submit evidence of college and career standards work as part of the Future Ready Index.

<table>
<thead>
<tr>
<th>Material/Resources/Supports Needed</th>
<th>PD Step</th>
<th>Comm Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>social-emotional learning resources, content areas course curricula</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

### Anticipated Start/Completion Date
07/01/2023 - 06/30/2026

### Anticipated Output
CEW standards will be embedded in core content area classes, further supporting students’ learning of future career opportunities. Students will gain impact skills that will make them better students as well as prepare them for adult life.
## Action Plan: Horizontal and vertical curriculum alignment

### Action Steps

| Establish Learning Progressions that foster horizontal curriculum alignment and clear learning targets |

### Anticipated Start/Completion Date

| 07/01/2023 - 06/30/2024 |

### Monitoring/Evaluation

| Classroom teachers will utilize both formative and summative assessments throughout the school year to measure student growth and mastery of concepts. Assessment tools could include IXL, CDT, PSSA, and Keystone exams. |

### Anticipated Output

| Aligned curriculum resources will be warehoused on a common page of our internal website for all staff to access. Curriculum resources will be closely followed to ensure that all students receive a quality education in alignment with our Instructional Model. |

### Material/Resources/Supports Needed

| professional collaboration time PDE-SAS website curriculum summaries for each course internal district website |

<table>
<thead>
<tr>
<th>PD Step</th>
<th>Comm Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Action Steps</td>
<td>Anticipated Start/Completion Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Establish Learning Progressions that foster vertical curriculum alignment and clear learning targets</td>
<td>07/01/2024 - 06/30/2026</td>
</tr>
</tbody>
</table>

**Monitoring/Evaluation**

Classroom teachers will utilize both formative and summative assessments throughout the school year to measure student growth and mastery of concepts. Assessment tools could include IXL, CDT, PSSA, and Keystone exams.

**Anticipated Output**

Aligned curriculum resources will be warehoused on a common page of our internal website for all staff to access. Curriculum resources will be closely followed to ensure that all students receive a quality education in alignment with our Instructional Model.

**Material/Resources/Supports Needed**

professional collaboration time PDE-SAS website internal district website

<table>
<thead>
<tr>
<th>PD Step</th>
<th>Comm Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>
Action Plan: Structure Literacy practices

Action Steps

Identified professional staff will receive professional learning in high-yield strategies that support students' ability to decode, understand, and analyze text.

Monitoring/Evaluation

The Office of Teaching and Learning will track and monitor the completion of professional learning activities. Teachers will use formative and summative assessment tools to measure student growth. Tools used could include resources such as Heggerty and UFLI as well as assessments such as IRLA, Fountas & Pinnell, IXL, CDT, PSSA, and Keystones. A three year plan to see a 20% increase in ELA proficiency across the district on PSSA in grades 3-8 is identified.

Anticipated Start/Completion Date

07/01/2023 - 06/30/2026

Anticipated Output

Improved teaching will lead to improved learning in ELA. Improved skills in reading, writing, speaking, and listening also have a positive impact on learning in other content areas.

Material/Resources/Supports Needed

professional development training collaboration time for professional staff resource kits

PD Step  Comm Step

yes    yes
### ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

**Measurable Goals**

By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment)

<table>
<thead>
<tr>
<th>Action Plan Name</th>
<th>Professional Development Step</th>
<th>Anticipated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards-aligned science curriculum</td>
<td>Collaborate with team of instructional leaders in developing curriculum to align with PA STEELS standards for instruction and assessment</td>
<td>07/01/2023</td>
</tr>
<tr>
<td>STEELS aligned science curriculum</td>
<td>STEELS aligned curriculum will be implemented in K-12 classrooms.</td>
<td>07/01/2025</td>
</tr>
</tbody>
</table>

By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment)

By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth)

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Measurable Goals

By year three, 77% of students in Gr. 3-8 taking the ELA PSSA will score at the proficient level or higher. This will be an overall increase of 20%. (ELA growth)

By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth)

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<thead>
<tr>
<th>Action Plan Name</th>
<th>Professional Development Step</th>
<th>Anticipated Timeline</th>
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</thead>
<tbody>
<tr>
<td>social emotional learning competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making in order to develop critical thinking, collaboration, problem solving, creativity, and effective communication, for the purpose of preparing students for college, the work force, and adult life.</td>
<td>Establish Learning and Progressions that</td>
<td>07/01/2023</td>
</tr>
</tbody>
</table>
Measurable Goals

By the end of year three, 100% of identified staff (as indicated by PDE) will receive professional learning in high-yield instructional strategies that support students' ability to decode, understand, and analyze text. (Structured Literacy PL)

By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment)

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**Measurable Goals**

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**Professional Development Plans**

<table>
<thead>
<tr>
<th>Professional Development Step</th>
<th>Audience</th>
<th>Topics of Prof. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEELS Standards Curriculum Alignment</td>
<td>K-12 regular ed science teachers, K-12 special ed teachers</td>
<td>STEELs standards, horizontal and vertical alignment, student engagement, inquiry based learning, differentiation</td>
</tr>
</tbody>
</table>
Evidence of Learning

Act 13 Educator Effectiveness Template, student assessment data, Professional Learning database

Danielson Framework Component Met in this Plan:
1a: Demonstrating Knowledge of Content and Pedagogy
1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
1f: Designing Student Assessments
1c: Setting Instructional Outcomes

Anticipated Timeframe
07/01/2023 - 08/31/2025

Lead Person/Position
Stephanie Landis/ Director of Teaching and Learning

This Step meets the Requirements of State Required Trainings:
Teaching Diverse Learners in Inclusive Settings
Teaching Diverse Learners in Inclusive Settings
Teaching Diverse Learners in Inclusive Settings
Teaching Diverse Learners in Inclusive Settings
<table>
<thead>
<tr>
<th>Professional Development Step</th>
<th>Audience</th>
<th>Topics of Prof. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>High yield strategies for structured literacy instruction</td>
<td>K-12 ELA regular and special ed ELA teachers, along with reading specialists and intervention staff</td>
<td>alphabetic principle, decoding and encoding, fluency, vocabulary development, explicit and systematic instruction of phonological and phonemic awareness, student engagement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of Learning</th>
<th>Anticipated Timeframe</th>
<th>Lead Person/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act 13 Educator Effectiveness Template, student assessment data, Professional Learning database</td>
<td>07/01/2023 - 06/30/2026</td>
<td>Stephanie Landis/Director of Teaching and Learning</td>
</tr>
</tbody>
</table>
Danielson Framework Component Met in this Plan:

3d: Using Assessment in Instruction
1a: Demonstrating Knowledge of Content and Pedagogy
3e: Demonstrating Flexibility and Responsiveness
1d: Demonstrating Knowledge of Resources
3c: Engaging Students in Learning
1e: Designing Coherent Instruction
4d: Participating in a Professional Community
1a: Demonstrating Knowledge of Content and Pedagogy
1a: Demonstrating Knowledge of Content and Pedagogy
4a: Reflecting on Teaching
1e: Designing Coherent Instruction,
1c: Setting Instructional Outcomes

This Step meets the Requirements of State Required Trainings:

Structured Literacy
Language and Literacy Acquisition for All Students
Structured Literacy
<table>
<thead>
<tr>
<th>Professional Development Step</th>
<th>Audience</th>
<th>Topics of Prof. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social emotional learning training</td>
<td>K-12 professional staff</td>
<td>SEL competencies, strategies for building relationships with students and facilitating relationships between students, effective tools for creating a positive classroom environment, trauma-informed practices, restorative practices</td>
</tr>
</tbody>
</table>

**Evidence of Learning**

Act 13 Educator Effectiveness data in Domains 2 (Classroom Environment) and 3 (Instruction), student discipline data, SAP data

**Anticipated Timeframe**

07/01/2023 - 06/30/2026

**Lead Person/Position**

Kristen Horton/Supervisor of Student Services

**Danielson Framework Component Met in this Plan:**

2b: Establishing a Culture for Learning
1b: Demonstrating Knowledge of Students
3a: Communicating with Students
2a: Creating an Environment of Respect and Rapport

**This Step meets the Requirements of State Required Trainings:**

At Least 1-hour of Trauma-informed Care Training for All Staff
ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals

By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment)

<table>
<thead>
<tr>
<th>Action Plan Name</th>
<th>Communication Step</th>
<th>Anticipated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards-aligned science curriculum</td>
<td>Collaborate with team of instructional leaders in developing curriculum to align with PA STEELS standards for instruction and assessment</td>
<td>2023-07-01 - 2025-08-24</td>
</tr>
</tbody>
</table>

By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment)

By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth)

By the end of year three, 100% of identified staff (as indicated by PDE) will receive professional learning in high-yield instructional strategies that support students’ ability to decode, understand, and analyze text. (Structured Literacy PL)

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<td>STEELS aligned curriculum will be implemented in K-12 classrooms.</td>
<td>2025-07-01 - 2026-06-30</td>
</tr>
<tr>
<td>Horizontal and vertical curriculum alignment</td>
<td>Establish Learning Progressions that foster horizontal curriculum alignment and clear learning</td>
<td>2023-07-01 - 2024-06-30</td>
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</tbody>
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Measurable Goals

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## COMMUNICATIONS PLAN

<table>
<thead>
<tr>
<th>Communication Step</th>
<th>Audience</th>
<th>Topics/Message of Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of new, improved school district website</td>
<td>District staff, students, and community stakeholders</td>
<td>public website design for sharing standards, curriculum summaries, and learning targets; internal website design for warehousing curriculum and assessment resources, professional learning tools and schedules</td>
</tr>
</tbody>
</table>

### Anticipated Timeframe

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Delivery Method</th>
</tr>
</thead>
</table>
| ongoing, new website is anticipated to rollout in January 2024, additional pieces to be added on a continuous basis | Posting on district website

### Lead Person/Position

Alison Moyer/Communications Specialist
## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

<table>
<thead>
<tr>
<th>Communication Step</th>
<th>Topics of Message</th>
<th>Mode</th>
<th>Audience</th>
<th>Anticipated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>School board notification of plan</td>
<td>Comprehensive Plan Presentation</td>
<td>Google slides with in-person presentation</td>
<td>school board curriculum subcommittee, full school board</td>
<td>August through September 2023</td>
</tr>
<tr>
<td>Public notification of Comprehensive Plan</td>
<td>notification that comprehensive plan is available for 28 day review</td>
<td>email blast, newsletter, website</td>
<td>all district stakeholders</td>
<td>September through October 2023</td>
</tr>
<tr>
<td>Public notification of Comprehensive Plan approval</td>
<td>notification that comprehensive plan is approved and implemented</td>
<td>email blast, newsletter, website</td>
<td>all district stakeholders</td>
<td>November through December 2023</td>
</tr>
<tr>
<td>Curriculum and professional learning updates</td>
<td>curriculum and professional learning updates</td>
<td>website, district newsletter</td>
<td>all district stakeholders, professional staff</td>
<td>January 2024 through June 2026</td>
</tr>
<tr>
<td>Communication with Instructional leaders</td>
<td>overview of comprehensive plan, review professional learning and curriculum priorities, building action plan alignment to comprehensive plan goals</td>
<td>monthly leadership team and principal meetings</td>
<td>building administrators, central administration, curriculum supervisors</td>
<td>monthly from July 2023 through June 2026</td>
</tr>
</tbody>
</table>
BOYERTOWN AREA SD
911 Montgomery 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
Boyertown Area School District
114060753
911 Montgomery Avenue, Boyertown, PA 19512

Stephanie Landis
slandis@boyertownasd.org
610-369-7414 Ext.

Marybeth Torchia
mtorchia@boyertownasd.org

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Committee Role</th>
<th>Chosen/Appointed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara Obarow</td>
<td>Director of Teaching and Learning</td>
<td>Administrator</td>
<td>Administration Personnel</td>
</tr>
<tr>
<td>Michael Stoudt</td>
<td>Assistant Superintendent</td>
<td>Administrator</td>
<td>School Board of Directors</td>
</tr>
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<td>Teacher</td>
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<tr>
<td>Jamison Smerecki</td>
<td>Secondary Instructional Coach</td>
<td>Education Specialist</td>
<td>Teacher</td>
</tr>
<tr>
<td>Athena Baney</td>
<td>Secondary Instructional Coach</td>
<td>Education Specialist</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Lucie Bergeyova</td>
<td>HPE teacher and Wellness Coordinator</td>
<td>Teacher</td>
<td>Teacher</td>
</tr>
<tr>
<td>Michael Jordan</td>
<td>Music teacher and Related Arts Coordinator</td>
<td>Teacher</td>
<td>Teacher</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Plan requirements</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>Yes</td>
</tr>
<tr>
<td>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)</td>
<td>Yes</td>
</tr>
<tr>
<td>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)</td>
<td>Yes</td>
</tr>
<tr>
<td>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)</td>
<td>Yes</td>
</tr>
<tr>
<td>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)</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the induction plan:</td>
<td></td>
</tr>
<tr>
<td>a. Assess the needs of inductees?</td>
<td>Yes</td>
</tr>
<tr>
<td>b. Describe how the program will be structured?</td>
<td>Yes</td>
</tr>
<tr>
<td>c. Describe what content will be included, along with the delivery format and timeframe?</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Plan requirements

Yes/No
MENTORS

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

Characteristics used by LEA

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

Potential mentors have similar certifications and teaching assignments. Yes

Potential mentors must model continuous learning and reflection. Yes

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

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

Potential mentors must be willing to accept additional responsibility. Yes

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

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

Other, please specify below No

OTHER

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

The Office of Teaching and Learning partners with the Human Resources Department and building administration to select mentor candidates. Mentors are approved by these offices and then sent for final approval by the school board. Training for mentors is provided during the summer New Teacher Academy. Instructional coaches also support mentors throughout the year.
NEEDS ASSESSMENT

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

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

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

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

The Teacher Induction program gives teachers the opportunity to participate in ongoing professional learning throughout the three-year program that focuses on the unique needs of beginning educators. The BASD Induction program prioritizes skill development, personal reflection, and professional learning and networking. Our model provides teachers with general pedagogical strategies that are designed for teachers in years 0-3. The program has opportunities to collaborate and problem-solve with similar teachers of similar grade levels and content areas. Year 1 of the program focuses on Building a Foundation in BASD. Teachers meet frequently with mentors and monthly with other new colleagues attending after-school induction meetings. They also work closely with our instructional coaches and building administrators to support their success. Content prioritized in Year 1 includes: Classroom Environment: Routines and Procedures that Support Learning, The Parent Connection (Facilitating Parent Conferences or Effectively Communicating with Parents), Human Resources Information, Using Assessment to Improve Learning, Special Education: What Every Teacher Needs to Know, Technology Tools to Enhance Teaching and Learning, Cyber Bullying and Social Networking, Celebrating Your Achievements: Year 2 of the program focused on Growing the Understanding of Each New Teacher. New teachers will continue and extend their work with the instructional coach, meeting at least once per quarter. A deeper dive into assessment practices and instructional strategies is a priority. Use of the PDE SAS website, PVAAS system, and other tools to support planning, instruction, and assessment are utilized. District core values aligned to our Portrait of a Graduate and Instructional Model will be topics of focus throughout the year as work with an instructional coach continues. A needs assessment will be taken at the start of the year and goals aligned to the Danielson Framework will be established, monitored, and assessed in both non-evaluative and administrative supervisory support. Year 3 includes at least one meeting per semester with an instructional coach. New
teachers will continue to add artifacts to their Induction portfolio that represent each domain. At the end of the year, inductees will meet with supervising administrator to review the portfolio that was compiled over the past three years.
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
--- | ---
4c: Communicating with Families | Year 1 Winter, Year 2 Summer, Year 2 Winter, Year 3 Summer, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 3 Spring, Year 1 Summer, Year 3 Winter
4e: Growing and Developing Professionally |  
4b: Maintaining Accurate Records |  
4d: Participating in a Professional Community |  
4f: Showing Professionalism |  
1b: Demonstrating Knowledge of Students |  
1a: Demonstrating Knowledge of Content and Pedagogy |  

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s) | Timeline
3d: Using Assessment in Instruction
3e: Demonstrating Flexibility and Responsiveness
4b: Maintaining Accurate Records
3b: Using Questioning and Discussion Techniques
1c: Setting Instructional Outcomes
4a: Reflecting on Teaching

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s) | Timeline
---|---
| Year 1 Spring, Year 2 Winter, Year 1 Summer, Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 1 Winter, Year 2 Summer

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s) | Timeline
---|---
2b: Establishing a Culture for Learning | Year 1 Winter, Year 2 Summer, Year 1 Summer, Year 1 Fall, Year 2 Spring, Year 2 Winter, Year 2 Fall, Year 1 Spring
2e: Organizing Physical Space
2d: Managing Student Behavior
Selected Danielson Framework(s)  
2c: Managing Classroom Procedures  
2a: Creating an Environment of Respect and Rapport

STANDARDS/CURRICULUM

Selected Danielson Framework(s)  
1f: Designing Student Assessments  
1e: Demonstrating Knowledge of Content and Pedagogy  
3d: Using Assessment in Instruction  
1c: Setting Instructional Outcomes  
1e: Designing Coherent Instruction

Timeline

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

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)  
2e: Organizing Physical Space  
1e: Designing Coherent Instruction  
3d: Using Assessment in Instruction

Timeline

Year 3 Summer, Year 3 Winter, Year 3 Fall, Year 3 Spring
Selected Danielson Framework(s)  
3c: Engaging Students in Learning  
1d: Demonstrating Knowledge of Resources  

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING  

Selected Danielson Framework(s)  
3a: Communicating with Students  
4b: Maintaining Accurate Records  
1e: Designing Coherent Instruction  
3b: Using Questioning and Discussion Techniques  
1c: Setting Instructional Outcomes  
4c: Communicating with Families  
1f: Designing Student Assessments  

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

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS  

Selected Danielson Framework(s)  
1c: Setting Instructional Outcomes  

Timeline  
Year 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Spring, Year 1 Winter, Year 2 Summer, Year 2
Selected Danielson Framework(s)  
1e: Designing Coherent Instruction  
1b: Demonstrating Knowledge of Students  
3d: Using Assessment in Instruction  
1f: Designing Student Assessments  
1d: Demonstrating Knowledge of Resources  
1a: Demonstrating Knowledge of Content and Pedagogy  
3a: Communicating with Students  

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

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)  
1c: Setting Instructional Outcomes  
4b: Maintaining Accurate Records  
4a: Reflecting on Teaching  
1f: Designing Student Assessments  

Timeline  
Year 2 Summer, Year 2 Winter, Year 2 Spring, Year 2 Fall

MATERIALS AND RESOURCES FOR INSTRUCTION
Selected Danielson Framework(s) | Timeline
--- | ---
1d: Demonstrating Knowledge of Resources | Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall
1c: Setting Instructional Outcomes
3c: Engaging Students in Learning
1e: Designing Coherent Instruction

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s) | Timeline
--- | ---
2b: Establishing a Culture for Learning | Year 1 Fall, Year 1 Winter, Year 1 Spring, Year 1 Summer
2c: Managing Classroom Procedures
2d: Managing Student Behavior
2a: Creating an Environment of Respect and Rapport
3e: Demonstrating Flexibility and Responsiveness
2e: Organizing Physical Space
4a: Reflecting on Teaching

PARENTAL AND/OR COMMUNITY INVOLVEMENT
Selected Danielson Framework(s)

1b: Demonstrating Knowledge of Students
4b: Maintaining Accurate Records
4c: Communicating with Families
4e: Growing and Developing Professionally
3d: Using Assessment in Instruction

Timeline

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

New teachers complete a needs assessment survey at the start of each year. Our instructional coaches use this to tailor personalized goals to support each new teacher. New teachers provide feedback on their mentor program and their growth throughout each year in surveys. Over the three years of induction, new teachers collect artifacts that represent each domain of the Danielson framework. This portfolio is shared with the supervising administrator in the final year of the program. Student assessment data as well as teacher observation data (Act 13) is reviewed to ensure continuous growth and improvement throughout the program.
DOCUMENTATION OF PARTICIPATION AND COMPLETION

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

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

IF “NO” IS SELECTED, PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.
EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

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

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

Educator Induction Plan Coordinator

Date 10/24/2023

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 10/24/2023
BOYERTOWN AREA SD  
911 Montgomery Ave  
Professional Development Plan (Act 48) | 2023 - 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 educator 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**

Boyertown Area School District  
114060753  
911 Montgomery Avenue, Boyertown, PA 19512

Michael Stoudt  
mstoudt@boyertownasd.org  
610-369-7442 X 7442

Marybeth Torchia  
mtorchia@boyertownasd.org

**STEERING COMMITTEE**

<table>
<thead>
<tr>
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<td>Elementary Instructional Coach</td>
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<td>Education Specialist</td>
</tr>
<tr>
<td>Athena Baney</td>
<td>Middle School Instructional Coach</td>
<td>Education Specialist</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Committee Role</td>
<td>Appointed By</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Jamison Smerecki</td>
<td>High School Instructional Coach</td>
<td>Education Specialist</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Susan Groff</td>
<td>Gr. 1 teacher</td>
<td>Elementary Teacher</td>
<td>Administration Personnel</td>
</tr>
<tr>
<td>Amy Muzopappa</td>
<td>Boyertown Education Foundation Chair</td>
<td>Community Member</td>
<td>Administration Personnel</td>
</tr>
<tr>
<td>Alison Moyer</td>
<td>The Grill Shop owner</td>
<td>Local Business Representative</td>
<td>Administration Personnel</td>
</tr>
<tr>
<td>Michael Jordan</td>
<td>MS Music teacher</td>
<td>Middle School Teacher</td>
<td>Teacher</td>
</tr>
<tr>
<td>Lucie Bergeyova</td>
<td>HS HPE teacher</td>
<td>High School Teacher</td>
<td>Teacher</td>
</tr>
<tr>
<td>Rabecca Hester</td>
<td>Parent</td>
<td>Parent of Child Attending</td>
<td>Administration Personnel</td>
</tr>
</tbody>
</table>

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

The committee meets at least twice a year to: - review student data and identify pertinent professional learning opportunities to support continuous improvement. - review requirements of state-mandated professional learning. - review the 3-year plan and revise/identify priority goals for professional learning Subcommittees include: -Building-level data teams (who develop school-level action plans each year) - Leadership team (district administrators) -Instructional Coaches and Coordinators
## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### STEELS STANDARDS CURRICULUM ALIGNMENT

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Audience</th>
<th>Topics to be Included</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborate with team of instructional leaders in developing curriculum to align with PA STEELS standards for instruction and assessment</td>
<td>K-12 regular ed science teachers, K-12 special ed teachers</td>
<td>STEELs standards, horizontal and vertical alignment, student engagement, inquiry based learning, differentiation</td>
<td>Act 13 Educator Effectiveness Template, student assessment data, Professional Learning database</td>
</tr>
</tbody>
</table>

Establish Learning Progressions that foster horizontal curriculum alignment and clear learning targets

STEELS aligned curriculum will be implemented in K-12 classrooms.

Establish Learning Progressions that foster vertical curriculum alignment and clear learning targets

---

**Lead Person/Position**

Stephanie Landis/ Director of Teaching and Learning

**Anticipated Timeline**

07/01/2023 - 08/31/2025
<table>
<thead>
<tr>
<th>Type of Activities</th>
<th>Frequency</th>
<th>Danielson Framework Component Met in this Plan</th>
<th>This Step Meets the Requirements of State Required Trainings</th>
</tr>
</thead>
</table>
| Collaborative curriculum development | monthly | 1d: Demonstrating Knowledge of Resources  
1f: Designing Student Assessments  
1a: Demonstrating Knowledge of Content and Pedagogy  
1e: Designing Coherent Instruction  
1c: Setting Instructional Outcomes | Teaching Diverse Learners in Inclusive Settings |
| Inservice day | trimesterly | 1e: Designing Coherent Instruction  
1f: Designing Student Assessments  
1d: Demonstrating Knowledge of Resources  
1a: Demonstrating Knowledge of Content and Pedagogy  
3e: Demonstrating Flexibility and Responsiveness  
1c: Setting Instructional Outcomes | Teaching Diverse Learners in Inclusive Settings |
# HIGH YIELD STRATEGIES FOR STRUCTURED LITERACY INSTRUCTION

**Action Step**
Identified professional staff will receive professional learning in high-yield strategies that support students' ability to decode, understand, and analyze text.

Establish Learning Progressions that foster horizontal curriculum alignment and clear learning targets.

Establish Learning Progressions that foster vertical curriculum alignment and clear learning targets.

**Audience**
K-12 ELA regular and special ed ELA teachers, along with reading specialists and intervention staff.

**Topics to be Included**
- alphabetic principle, decoding and encoding, fluency, vocabulary development, explicit and systematic instruction of phonological and phonemic awareness, student engagement

**Evidence of Learning**
- Act 13 Educator Effectiveness Template, student assessment data, Professional Learning database

**Lead Person/Position**
Stephanie Landis/Director of Teaching and Learning

**Anticipated Timeline**
07/01/2023 - 06/30/2026

---

# LEARNING FORMAT

<table>
<thead>
<tr>
<th>Type of Activities</th>
<th>Frequency</th>
<th>Danielson Framework Component Me: in this Plan</th>
<th>This Step Meets the Requirements of State Required Trainings</th>
</tr>
</thead>
</table>

---
<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Goals</th>
<th>Subject Area</th>
</tr>
</thead>
</table>
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | trimesterly | 3d: Using Assessment in Instruction  
3e: Demonstrating Flexibility and Responsiveness  
1a: Demonstrating Knowledge of Content and Pedagogy  
1d: Demonstrating Knowledge of Resources | Structured Literacy                     |
| Professional Learning Community (PLC)         | monthly   | 4d: Participating in a Professional Community  
1a: Demonstrating Knowledge of Content and Pedagogy  
3c: Engaging Students in Learning  
1e: Designing Coherent Instruction | Language and Literacy Acquisition for All Students |
| Inservice day                                 | trimesterly | 4a: Reflecting on Teaching  
1c: Setting Instructional Outcomes  
1a: Demonstrating Knowledge of Content and Pedagogy  
1e: Designing Coherent Instruction | Structured Literacy                     |
SOCIAL EMOTIONAL LEARNING TRAINING

Action Step

Embed impact skills aligned with the Boyertown Area School District Portrait of a Graduate and social emotional learning competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making in order to develop critical thinking, collaboration, problem solving, creativity, and effective communication, for the purpose of preparing students for college, the work force, and adult life.

Audience | Topics to be Included | Evidence of Learning
--- | --- | ---
K-12 professional staff | SEL competencies, strategies for building relationships with students and facilitating relationships between students, effective tools for creating a positive classroom environment, trauma-informed practices, restorative practices | Act 13 Educator Effectiveness data in Domains 2 (Classroom Environment) and 3 (Instruction), student discipline data, SAP data

Lead Person/Position

Kristen Horton/Supervisor of Student Services

Anticipated Timeline

07/01/2023 - 06/30/2026

LEARNING FORMAT
<table>
<thead>
<tr>
<th>Type of Activities</th>
<th>Frequency</th>
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</thead>
<tbody>
<tr>
<td>Inservice Day</td>
<td>ongoing, plan to have all professional staff trained in Trauma-Informed Practices, Restorative Practices, and Social Emotional Learning by 2026</td>
</tr>
</tbody>
</table>

Danielson Framework Component Met in this Plan

| 2b: Establishing a Culture for Learning |
| 1b: Demonstrating Knowledge of Students |
| 2a: Creating an Environment of Respect and Rapport |
| 3a: Communicating with Students |

This Step Meets the Requirements of State Required Trainings

At Least 1-hour of Trauma-informed Care Training for All Staff
OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

ACT 55 TRAINING

<table>
<thead>
<tr>
<th>Audience</th>
<th>Topics to be Included</th>
<th>Evidence of Learning</th>
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<tbody>
<tr>
<td>all K-12 educators</td>
<td>Educators shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom; Shall not sexually harass students or engage in sexual misconduct; Shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, vaping products, illegal or unauthorized drugs or knowingly allow any student or underage person to consume alcohol, tobacco, vaping products, or illegal or unauthorized drugs in the presence of the educator. Shall refrain from inappropriate communication with a student or minor, including, inappropriate communication achieved by electronic communication. Inappropriate communication includes communications that are sexually explicit, that include images, depictions, jokes, stories or other remarks of a sexualized nature, that can be reasonably interpreted as flirting or soliciting sexual contact or a romantic relationship, or that comment on the physical or sexual attractiveness or the romantic or sexual history, activities, preferences, desires or fantasies of either the educator or the student.</td>
<td>Act 13 Educator Effectiveness (Domain 3 and 4), Act 55 Vector training completion</td>
</tr>
</tbody>
</table>

Lead Person/Position

Virginia Fredericksen/ CHRO

Anticipated Timeline

07/01/2023 - 06/30/2026

LEARNING FORMAT
<table>
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<tr>
<th>Type of Activities</th>
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<th>Danielson Framework Component Met in this Plan</th>
<th>This Step Meets the Requirements of State Required Trainings</th>
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<tr>
<td>Course(s)</td>
<td>annually</td>
<td>3a: Communicating with Students</td>
<td>Professional Ethics</td>
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<td>4f: Showing Professionalism</td>
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PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines

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

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

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

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

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

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

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

Do the implementation steps cover at least a three-year implementation horizon? Yes
Professional Education Plan Guidelines

Are the following professional development activities included in the Act 48 Professional Development Plan?

1. Language and Literacy Acquisition for All Students
   - Yes
2. Teaching Diverse Learners in Inclusive Settings
   - Yes
3. At least 1-hour of trauma-informed care training for all staff
   - Yes
4. Professional Ethics Program Framework Guidelines
   - Yes
5. Culturally Relevant and Sustaining Education Program Framework Guidelines
   - No
   - Yes

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

- 2022-2023

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

- Curriculum supervisors

Is the LEA using or planning to implement Structured Literacy (Select One)?

- Hybrid, Structured Literacy components integrated into reading program.
EVALUATION AND REVIEW

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

Each year, buildings create Action Plans with input from a team of professional staff and administrators after reviewing student data to identify strengths and needs. The resulting data and plans are reviewed on a continual basis for implementation and revision. Elements of the action plans are also tied to professional learning for staff to support the work towards achieving established goals. An annual professional development plan and timeline is created in the Office of Teaching and Learning to design and implement differentiated opportunities for professional staff to learn and grow together. This plan is part of a more long-term overview of district goals. Professional learning days are planned and scheduled for staff, and participation is documented through our Frontline system as part of their contractual requirement for professional learning. Trainings on topics mandated by the state are scheduled and carried out. Choice is also embedded in some of the learning options. Professional staff may not use personal days on professional learning days, in order to stress the importance of engagement in training opportunities. Differentiated supervision options, as well as clinical observations, include documentation of implementation of professional learning in practice. Act 13 evaluations and walkthroughs include feedback on classroom environment and instruction that aligns with professional learning priorities. Feedback from staff, along with review of student data and action plan revisions, help to determine future professional learning needs.
PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson: 

[Signature] 

Date 10/24/2023

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: 

[Signature] 

Date 10/24/2023
Boystown Area School District
911 Montgomery Avenue, Boyertown PA 19512

Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the (Name of LEA Entity) Boyertown Area SD _______ reviewed and approved the plan(s) at the following Board Meeting, held on (date) Oct. 26, 2023. The plan(s) was (were) approved by a vote of ___ 8 ___ (yes) and ___ / ___ (no).

Plan(s) Approved at School Board Meeting:

Place a check in the box next to the board approved plan(s).

X

Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances* (Chapter 16)

School Plan(s)

List school name and plan type on the next page.
Affirmed on this 24th day of October, 2023

By: ___________________________ (Signature of Board President)

______________________________ (Print Name)

______________________________ Board of Education
<table>
<thead>
<tr>
<th>School Name</th>
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Plan Types:
- Non-Designated – non – Title I
- Schoolwide Title I
- CSI
- ATSI – Title I
  - ATSI – non – Title I
- TSI – Title I
- TSI – non – Title I