

BOYERTOWN AREA SD

911 Montgomery Ave

Comprehensive Plan | 2023 - 2026

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

Name	Position	Building/Group
Marybeth Torchia	Administrator	Boyertown Area School District
Michael Stoudt	Administrator	Boyertown Area School District
Sara Obarow	Administrator	Boyertown Area School District
Kalyn Bartman	Administrator	Boyertown Area School District
David Feight	Administrator	Boyertown Area School District
James Brophy	Board Member	Boyertown Area School District
Anthony Panarello	Board Member	Boyertown Area School District
Jeffrey Zawada	Board Member	Boyertown Area School District
E. Wayne Foley	Administrator	Boyertown Area School District
Stephanie Landis	Administrator	Boyertown Area School District
Stephanie Petri	Administrator	Boyertown Area School District
Kristen Horton	Administrator	Boyertown Area School District
Jennifer Joyce	Administrator	Boyertown Area School District

Name	Position	Building/Group
Rochelle Towne	Administrator	Boyertown Area School District
Lucie Bergeyova	Staff Member	Boyertown Area School District
Michael Jordan	Staff Member	Boyertown Area School District
Jamison Smerecki	Staff Member	Boyertown Area School District
Athena Baney	Staff Member	Boyertown Area School District
Alison Moyer	Community Member	Boyertown Area School District
Kim Hole	Staff Member	Boyertown Area School District
Jackie Carney	Staff Member	Boyertown Area School District
Amy Muzopappa	Community Member	Boyertown Area School District
Susan Groff	Parent	Boyertown Area School District
Rabecca Hester	Parent	Boyertown Area School District
Morgan Dwornik	Student	Boyertown Area School District
Liliana Myers	Student	Boyertown Area School District
Kara Friend	Student	Boyertown Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>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.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>
<p>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.</p>	<p>Professional learning English Language Arts</p>
<p>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.</p>	<p>Essential Practices 5: Allocate Resources Strategically and Equitably</p>

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.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Collaborate with team of instructional leaders in developing curriculum to align with PA STEELS standards for instruction and assessment	2023-07-01 - 2025-08-24	Stephanie Landis/Director of Teaching and Learning	PA STEELS standards, PDE-SAS website, meeting time to write curriculum and review materials
STEELS aligned curriculum will be implemented in K-12 classrooms.	2025-07-01 - 2026-06-30	Stephanie Landis/Director of Teaching and Learning	science curriculum, PDE-SAS, IXL

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

Goal Nickname	Measurable Goal Statement (Smart Goal)
Spec Ed Growth	By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks.
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.
ELA growth	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%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
-------------	------------------------------	----------------------	-------------------------------------

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 CASEL competencies, such as critical thinking, collaboration, problem solving, creativity, and effective communication, to prepare 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

Measurable Goals

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

Goal Nickname	Measurable Goal Statement (Smart Goal)
Spec Ed Growth	By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks.
Structured Literacy PL	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.
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.
ELA growth	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%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish Learning Progressions that foster horizontal curriculum alignment and clear learning targets	2023-07-01 - 2024-06-30	Stephanie Landis/Director of Teaching and Learning	professional collaboration time PDE-SAS website curriculum summaries for each course internal district website
Establish Learning Progressions that foster vertical curriculum alignment and clear learning targets	2024-07-01 - 2026-06-30	Stephanie Landis/Director of Teaching and Learning	professional collaboration time PDE-SAS website internal district website

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

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Spec Ed Growth	By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks.
Structured Literacy PL	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.
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.
ELA growth	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%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identified professional staff will receive professional learning in high-yield strategies that support students' ability to decode, understand, and analyze text.	2023-07-01 - 2026-06-30	Stephanie Landis/Director of Teaching and Learning	professional development training collaboration time for professional staff resource kits

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	Action Plan Name	Professional Development Step	Anticipated Timeline
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)	Standards-aligned science curriculum	Collaborate with team of instructional leaders in developing curriculum to align with PA STEELS standards for instruction and assessment	07/01/2023 - 08/24/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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)	Standards-aligned science curriculum	STEELS aligned curriculum will be implemented in K-12 classrooms.	07/01/2025 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth)	Portrait of a Graduate	Embed impact skills aligned with CASEL competencies, such as critical thinking, collaboration, problem solving, creativity, and effective communication, to prepare students for college, the work force, and adult life.	07/01/2023 - 06/30/2026
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 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)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth)	Horizontal and vertical curriculum alignment	Establish Learning Progressions that foster horizontal curriculum alignment and clear learning targets	07/01/2023
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)			06/30/2024
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)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth)	Horizontal and vertical curriculum alignment	Establish Learning Progressions that foster vertical curriculum alignment and clear learning targets	07/01/2024
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)			06/30/2026
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)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth)	Structure Literacy practices	Identified professional staff will receive professional learning in high- yield strategies that support students' ability to decode, understand, and analyze text.	07/01/2023 - 06/30/2026
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)			
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)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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)	Standards-aligned science curriculum	Collaborate with team of instructional leaders in developing curriculum to align with PA STEELS standards for instruction and assessment	07/01/2023 - 08/24/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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)	Standards-aligned science curriculum	STEELS aligned curriculum will be implemented in K-12 classrooms.	07/01/2025 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth)</p>	<p>Horizontal and vertical curriculum alignment</p>	<p>Establish Learning Progressions that foster horizontal curriculum alignment and clear learning targets</p>	<p>07/01/2023 - 06/30/2024</p>
<p>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)</p>			
<p>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)</p>			
<p>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)</p>			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth)</p>	<p>Horizontal and vertical curriculum alignment</p>	<p>Establish Learning Progressions that foster vertical curriculum alignment and clear learning targets</p>	<p>07/01/2024 - 06/30/2026</p>
<p>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)</p>			
<p>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)</p>			
<p>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)</p>			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth)</p>	<p>Structure Literacy practices</p>	<p>Identified professional staff will receive</p>	<p>07/01/2023 - 06/30/2026</p>
<p>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)</p>		<p>professional learning in high- yield strategies</p>	
<p>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)</p>		<p>that support students' ability to decode,</p>	
<p>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)</p>		<p>understand, and analyze text.</p>	

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

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.

Foster a vision and culture of high expectations for success for all students, educators, and families

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

BCTC

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.

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

Strengths

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

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.

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.

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

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

Challenges

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.

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)

Strengths

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

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

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

Discussion Point

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

Priority for Planning

✓

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

Challenges**Discussion Point****Priority for Planning**

administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

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.

This group has been most negatively impacted by the pandemic.

✓

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.

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

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

Challenges**Discussion Point****Priority for Planning**

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.

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



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

ADDENDUM B: ACTION PLAN

Action Plan: Standards-aligned science curriculum

Action Steps	Anticipated Start/Completion Date	
Collaborate with team of instructional leaders in developing curriculum to align with PA STEELS standards for instruction and assessment	07/01/2023 - 08/24/2025	
Monitoring/Evaluation	Anticipated Output	
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.	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	PD Step	Comm Step
PA STEELS standards, PDE-SAS website, meeting time to write curriculum and review materials	yes	yes

Action Steps**Anticipated Start/Completion Date**

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

07/01/2025 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

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.

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**PD Step****Comm Step**

science curriculum, PDE-SAS, IXL

yes

yes

Action Plan: Portrait of a Graduate

Action Steps**Anticipated Start/Completion Date**

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

07/01/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

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.

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**PD Step****Comm Step**

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

no

no



Action Steps**Anticipated Start/Completion Date**

Embed impact skills aligned with CASEL competencies, such as critical thinking, collaboration, problem solving, creativity, and effective communication, to prepare students for college, the work force, and adult life.

07/01/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

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.

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**PD Step****Comm Step**

social-emotional learning resources, content areas course curricula

yes

no

Action Plan: Horizontal and vertical curriculum alignment

Action Steps**Anticipated Start/Completion Date**

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

07/01/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

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.

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**PD Step****Comm Step**

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

yes

yes



Action Steps**Anticipated Start/Completion Date**

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

07/01/2024 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

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.

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**PD Step****Comm Step**

professional collaboration time PDE-SAS website internal district website

yes

yes



Action Plan: Structure Literacy practices

Action Steps	Anticipated Start/Completion Date
Identified professional staff will receive professional learning in high-yield strategies that support students' ability to decode, understand, and analyze text.	07/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
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.	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	PD Step	Comm Step
professional development training collaboration time for professional staff resource kits	yes	yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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)	Standards-aligned science curriculum	Collaborate with team of instructional leaders in developing curriculum to align with PA STEELS standards for instruction and assessment	07/01/2023 - 08/24/2025
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)	Standards-aligned science curriculum	STEELS aligned curriculum will be implemented in K-12 classrooms.	07/01/2025 - 06/30/2026
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 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)	Portrait of a Graduate	Embed impact skills aligned with CASEL competencies, such as critical thinking,	07/01/2023 - 06/30/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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)		collaboration, problem solving, creativity, and effective communication, to prepare students for college, the work force, and adult life.	
By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth)	Horizontal and vertical curriculum alignment	Establish Learning Progressions that foster horizontal curriculum alignment and clear learning targets	07/01/2023
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)			06/30/2024
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)	Horizontal and	Establish Learning Progressions that	07/01/2024 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>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)</p> <p>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)</p> <p>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)</p>	vertical curriculum alignment	foster vertical curriculum alignment and clear learning targets	06/30/2026
<p>By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth)</p> <p>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)</p> <p>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)</p> <p>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)</p>	Structure Literacy practices	Identified professional staff will receive professional learning in high-yield strategies that support students' ability to decode, understand, and analyze text.	07/01/2023 - 06/30/2026



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
STEELS Standards Curriculum Alignment	K-12 science teachers	STEELS standards, horizontal and vertical alignment, student engagement, inquiry based learning
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Act 13 Educator Effectiveness Template, student assessment data, Professional Learning database	07/01/2023 - 08/31/2025	Stephanie Landis/ Director of Teaching and Learning

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

1f: Designing Student Assessments

Professional Development Step

Audience

Topics of Prof. Dev

High yield strategies for structured literacy instruction

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

alphabetic principle, decoding and encoding, fluency, vocabulary development, explicit and systematic instruction of phonological and phonemic awareness, student engagement

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Act 13 Educator Effectiveness Template, student assessment data, Professional Learning database	07/01/2023 - 06/30/2026	Stephanie Landis/Director of Teaching and Learning

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness	Structured Literacy
1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy
3d: Using Assessment in Instruction	Structured Literacy
1d: Demonstrating Knowledge of Resources	
1e: Designing Coherent Instruction	
4d: Participating in a Professional Community	
1a: Demonstrating Knowledge of Content and Pedagogy	
3c: Engaging Students in Learning	
1e: Designing Coherent Instruction	
1c: Setting Instructional Outcomes	
4a: Reflecting on Teaching	
1a: Demonstrating Knowledge of Content and Pedagogy	



Professional Development Step	Audience	Topics of Prof. Dev
Social emotional learning training	K-12 professional staff	CASEL 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

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Act 13 Educator Effectiveness data in Domains 2 (Classroom Environment) and 3 (Instruction), student discipline data, SAP data	07/01/2023 - 06/30/2026	Kristen Horton/Supervisor of Student Services

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 3a: Communicating with Students	At Least 1-hour of Trauma-informed Care Training for All Staff



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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)	Standards-aligned science curriculum	Collaborate with team of instructional leaders in developing curriculum to align with PA STEELS standards for instruction and assessment	2023-07-01 - 2025-08-24
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)	Standards-aligned science curriculum	STEELS aligned curriculum will be implemented in K-12 classrooms.	2025-07-01 - 2026-06-30
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)	Horizontal and vertical curriculum alignment	Establish Learning Progressions that foster horizontal curriculum alignment and clear learning	2023-07-01 - 2024-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>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)</p> <p>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)</p>		targets	
<p>By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth)</p> <p>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)</p> <p>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)</p> <p>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)</p>	Horizontal and vertical curriculum alignment	Establish Learning Progressions that foster vertical curriculum alignment and clear learning targets	2024-07-01 - 2026-06-30
<p>By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth)</p>	Structure Literacy	Identified professional staff	2023-07-01 - 2026-06-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>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)</p> <p>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)</p> <p>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)</p>	practices	will receive professional learning in high-yield strategies that support students' ability to decode, understand, and analyze text.	30



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Development of new, improved school district website	District staff, students, and community stakeholders	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
Anticipated Timeframe	Frequency	Delivery Method
07/01/2023 - 06/30/2024	ongoing, new website is anticipated to rollout in January 2024, additional pieces to be added on a continuous basis	Posting on district website Newsletter
Lead Person/Position	Alison Moyer/Communications Specialist	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

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

BOYERTOWN AREA SD

911 Montgomery Ave

Professional Development Plan (Act 48) | 2023 - 2026

ACT 48

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

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

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

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

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

Exemplary professional education for staff:

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

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Michael Stoudt	Assistant Superintendent	Administrator	School Board of Directors
Jennifer Joyce	K-8 Curriculum Supervisor	Administrator	Administration Personnel
Rochelle Towne	Gr. 6-12 Curriculum Supervisor	Administrator	Administration Personnel
Rabecca Hester	Instructional Technology Coordinator/Instructional Coach	Education Specialist	Education Specialist
Kimberly Hole	Elementary Instructional Coach	Education Specialist	Education Specialist
Athena Baney	Middle School Instructional Coach	Education Specialist	Education Specialist
Jamison Smerecki	High School Instructional Coach	Education Specialist	Education Specialist
Susan Groff	Gr. 1 teacher	Elementary Teacher	Administration Personnel
Amy Muzopappa	Boyertown Education Foundation Chair	Community Member	Administration Personnel
Alison Moyer	The Grill Shop owner	Local Business Representative	Administration Personnel
Michael Jordan	MS Music teacher	Middle School Teacher	Teacher

Name	Title	Committee Role	Appointed By
Lucie Bergeyova	HS HPE teacher	High School Teacher	Teacher
Rabecca Hester	Parent	Parent of Child Attending	Administration Personnel

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

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

Action Step	Audience	Topics to be Included	Evidence of Learning
Collaborate with team of instructional leaders in developing curriculum to align with PA STEELS standards for instruction and assessment	K-12 science teachers	STEELS standards, horizontal and vertical alignment, student engagement, inquiry based learning	Act 13 Educator Effectiveness Template, student assessment data, Professional Learning database
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	Anticipated Timeline
Stephanie Landis/ Director of Teaching and Learning	07/01/2023 - 08/31/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	monthly	1f: Designing Student Assessments 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources	
Inservice day	trimesterly	1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction	

HIGH YIELD STRATEGIES FOR STRUCTURED LITERACY INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Establish Learning Progressions that	K-12 ELA regular and	alphabetic principle, decoding and	Act 13 Educator

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>foster horizontal curriculum alignment and clear learning targets</p> <p>Identified professional staff will receive professional learning in high-yield strategies that support students' ability to decode, understand, and analyze text.</p> <p>Establish Learning Progressions that foster vertical curriculum alignment and clear learning targets</p>	<p>special ed ELA teachers, along with reading specialists and intervention staff</p>	<p>encoding, fluency, vocabulary development, explicit and systematic instruction of phonological and phonemic awareness, student engagement</p>	<p>Effectiveness</p> <p>Template, student assessment data, Professional Learning database</p>

Lead Person/Position	Anticipated Timeline
Stephanie Landis/Director of Teaching and Learning	07/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	trimesterly	<p>3d: Using Assessment in Instruction</p> <p>1a: Demonstrating Knowledge of</p>	Structured Literacy

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Content and Pedagogy 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness	
Professional Learning Community (PLC)	monthly	1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 4d: Participating in a Professional Community 1e: Designing Coherent Instruction	Structured Literacy
Inservice day	trimesterly	1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 4a: Reflecting on Teaching	Structured Literacy

SOCIAL EMOTIONAL LEARNING TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Embed impact skills aligned with CASEL competencies, such as critical thinking, collaboration, problem solving, creativity, and effective communication, to prepare students for college, the work force, and adult life.	K-12 professional staff	CASEL 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		Anticipated Timeline	
Kristen Horton/Supervisor of Student Services		07/01/2023 - 06/30/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	ongoing, plan to have all professional staff trained in Trauma-Informed Practices, Restorative Practices, and Social Emotional Learning by 2026	1b: Demonstrating Knowledge of Students 3a: Communicating with Students	At Least 1-hour of Trauma-informed Care Training for All Staff

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

Professional Education Plan Guidelines

Yes/No

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

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

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:

Date

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

Superintendent or Chief Administrative Officer:

Date

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

sllandis@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

Name	Title	Committee Role	Chosen/Appointed by
Sara Obarow	Director of Teaching and Learning	Administrator	Administration Personnel
Michael Stoudt	Assistant Superintendent	Administrator	School Board of Directors

Name	Title	Committee Role	Chosen/Appointed by
Jennifer Joyce	K-8 Curriculum Supervisor	Administrator	Administration Personnel
Rochelle Towne	Gr. 6-12 Curriculum Supervisor	Administrator	Administration Personnel
Rabecca Hester	Instructional Technology Coordinator/Instructional Coach	Education Specialist	Education Specialist
Kimberly Hole	Elementary Instructional Coach	Education Specialist	Teacher
Jamison Smerecki	Secondary Instructional Coach	Education Specialist	Teacher
Athena Baney	Secondary Instructional Coach	Education Specialist	Education Specialist
Lucie Bergeyova	HPE teacher and Wellness Coordinator	Teacher	Teacher
Michael Jordan	Music teacher and Related Arts Coordinator	Teacher	Teacher

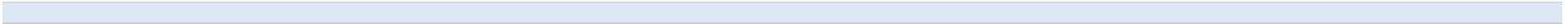
EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

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.

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?

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	No
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	No
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	No
Other, please specify below	No

OTHER

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

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

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
4e: Growing and Developing Professionally 4d: Participating in a Professional Community 4f: Showing Professionalism 4c: Communicating with Families 1b: Demonstrating Knowledge of Students 4b: Maintaining Accurate Records 1a: Demonstrating Knowledge of Content and Pedagogy	Year 2 Winter, Year 3 Summer, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 2 Summer, Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 1 Summer, Year 3 Winter

ASSESSMENTS AND PROGRESS MONITORING

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

3d: Using Assessment in Instruction	Year 2 Summer, Year 2 Winter, Year 2 Fall, Year 2 Spring
4b: Maintaining Accurate Records	
3e: Demonstrating Flexibility and Responsiveness	
3b: Using Questioning and Discussion Techniques	
4a: Reflecting on Teaching	
1c: Setting Instructional Outcomes	

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

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

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2a: Creating an Environment of Respect and Rapport	Year 1 Spring, Year 2 Fall, Year 1 Summer, Year 1 Winter, Year 2 Summer, Year 2 Winter, Year 1 Fall, Year 2 Spring
2c: Managing Classroom Procedures	

Selected Danielson Framework(s)**Timeline**

2b: Establishing a Culture for Learning
2d: Managing Student Behavior
2e: Organizing Physical Space

STANDARDS/CURRICULUM

Selected Danielson Framework(s)**Timeline**

1a: Demonstrating Knowledge of Content and Pedagogy
1c: Setting Instructional Outcomes
1f: Designing Student Assessments
1e: Designing Coherent Instruction
3d: Using Assessment in Instruction

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 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Spring

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)**Timeline**

2e: Organizing Physical Space
3d: Using Assessment in Instruction
1d: Demonstrating Knowledge of

Year 3 Summer, Year 3 Fall, Year 3 Spring, Year 3 Winter

Selected Danielson Framework(s)

Timeline

Resources

1e: Designing Coherent Instruction

3c: Engaging Students in Learning

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

1f: Designing Student Assessments

3b: Using Questioning and Discussion
Techniques

3a: Communicating with Students

1c: Setting Instructional Outcomes

4c: Communicating with Families

1e: Designing Coherent Instruction

4b: Maintaining Accurate Records

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

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

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of

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

Selected Danielson Framework(s)

Timeline

Students

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

3d: Using Assessment in Instruction

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of

Resources

1f: Designing Student Assessments

1a: Demonstrating Knowledge of

Content and Pedagogy

3a: Communicating with Students

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

4b: Maintaining Accurate Records

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

4a: Reflecting on Teaching

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

1e: Designing Coherent Instruction
1c: Setting Instructional Outcomes
3c: Engaging Students in Learning
1d: Demonstrating Knowledge of Resources

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

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2b: Establishing a Culture for Learning
2e: Organizing Physical Space
2d: Managing Student Behavior
2c: Managing Classroom Procedures
2a: Creating an Environment of Respect and Rapport
3e: Demonstrating Flexibility and Responsiveness
4a: Reflecting on Teaching

Year 1 Spring, Year 1 Winter, Year 1 Fall, Year 1 Summer

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)**Timeline**

4b: Maintaining Accurate Records

4c: Communicating with Families

4e: Growing and Developing

Professionally

1b: Demonstrating Knowledge of

Students

3d: Using Assessment in Instruction

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

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.

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