

POTTSTOWN SD

230 Beech St

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

Prepare each student, by name, for success at every level.

VISION STATEMENT

The Pottstown School District develops students through quality teaching, family involvement, community partnerships, and fiscal management to become responsible, contributing citizens in a dynamic and diverse world.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

All decisions are made in the best interest of students.

STAFF

Provide staff with what is needed to support their work.

ADMINISTRATION

Leadership development that will impact students, staff, and the overall culture of the school community.

PARENTS

Partnerships with parents to foster trust at the highest level.

COMMUNITY

Engaging with community members to promote connectedness in values.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Stephen Rodriguez	Administrator	Pottstown School District
Ryan Oxenford	Administrator	Pottstown School District
Matthew Boyer	Administrator	Pottstown School District
LaTanya White-Springfield	Administrator	Pottstown School District
Maureen Jampo	Administrator	Pottstown School District
Sherri Morett	Administrator	Pottstown School District
John Armato	Board Member	Pottstown School District
Laura Johnson	Board Member	Pottstown School District
Robert Decker	Staff Member	Pottstown School District
Thomas Hylton	Board Member	Pottstown School District
Sue Lawrence	Board Member	Pottstown School District
Katrina Beardon	Board Member	Pottstown School District
Deb Gratzinger	Staff Member	Pottstown School District

Name	Position	Building/Group
Mary Ellen Urquhart	Staff Member	Pottstown School District
Gail Kennedy	Administrator	Pottstown School District
Elizabeth Yoder	Staff Member	Pottstown School District
Taylor Powell	Student	Pottstown School District
Kirsten Cherneskie	Staff Member	Pottstown School District
John Connor	Administrator	Pottstown School District
Laura Cornish	Parent	Pottstown School District
Danielle Davis	Administrator	Pottstown School District
Kathryn Fretz	Staff Member	Pottstown School District
Matt Fabian	Staff Member	Pottstown School District
Judy Friend	Staff Member	Pottstown School District
Stephanie Dunn	Staff Member	Pottstown School District
Maricela Guzman Contreras	Parent	Pottstown School District
Adrienne Harr	Staff Member	Pottstown School District
Jamie Fazekas	Staff Member	Pottstown School District

Name	Position	Building/Group
Mark Ellison	Student	Pottstown School District
Therol Dix	Community Member	Montgomery County Community College
Allen Ferster	Staff Member	Pottstown School District
Amy Francis	Board Member	Pottstown School District
Kelly Grosser	Community Member	YWCA
Dacey Horohoe	Staff Member	Pottstown School District
Ted Freese	Staff Member	Pottstown School District
Ashley Ermold	Staff Member	Pottstown School District
Dr. Vernon Ross, Jr.	Community Member	Bethel Community Church of Pottstown
Heather Kurtz	Staff Member	Pottstown School District
Kristin Kozik	Administrator	Pottstown School District
Rachael Joyce	Administrator	Pottstown School District
Mike Ishler	Administrator	Pottstown School District
Kishan Patel	Student	Pottstown School District
Kelli Wolfel	Staff Member	Pottstown School District

Name	Position	Building/Group
Beth Kramer	Administrator	Pottstown School District
Jane Hospador	Staff Member	Pottstown School District
Mary Ellen Lammey	Staff Member	Pottstown School District
Brian Hostetler	Administrator	Pottstown School District
Mercedez Jackson	Parent	Family Advisory Committee
Naomi Parson	Student	Pottstown School District
Jimi Chalvaporn	Student	Pottstown School District
Michele Andre	Staff Member	Pottstown School District
Michael Anthony	Community Member	Rev. Heart of God Worship Ctr.
Cal Benfield	Staff Member	Pottstown School District
Krista Benfield	Staff Member	Pottstown School District
Calista Boyer	Administrator	Pottstown School District
Stephanie Braccili	Staff Member	Pottstown School District
Kim Brown	Administrator	Pottstown School District
Howard Brown	Community Member	Pottstown Area Health & Wellness Fndn

Name	Position	Building/Group
Iris Bucci	Staff Member	Pottstown School District
Tamara Charles	Parent	Family Advisory Committee
Christine Chase	Staff Member	Pottstown School District
Ben DiPette	Staff Member	Pottstown School District
Gavin Lawler	Administrator	Pottstown School District
Holly Lee	Staff Member	Pottstown School District
Kelly Leibold	Staff Member	Pottstown School District
Denise Leschak	Staff Member	Pottstown School District
Dave Livengood	Administrator	Pottstown School District
Carol Livingston	Staff Member	Pottstown School District
Missy Lopez	Staff Member	Pottstown School District
John Martin	Staff Member	Pottstown School District
Brad Mayberry	Staff Member	Pottstown School District
Danielle McCoy	Administrator	Pottstown School District
Sara Miller	Staff Member	Pottstown School District

Name	Position	Building/Group
Corina Miller	Staff Member	Pottstown School District
Matt Moyer	Administrator	Pottstown School District
Tracy Pasquale	Staff Member	Pottstown School District
Kim Perry-Malloy	Administrator	Pottstown School District
Kim Petro	Staff Member	Pottstown School District
Athena Procsal	Staff Member	Pottstown School District
Robin Romero	Administrator	Pottstown School District
Kelly Smale	Staff Member	Pottstown School District
Rachel Smith	Staff Member	Pottstown School District
Kim Stilwell	Staff Member	Pottstown School District
Darla Stout	Staff Member	Pottstown School District
Margaret Taraboletti	Staff Member	Pottstown School District
Lisa Thomas	Other	Devereux
Jesse Tupper	Staff Member	Pottstown School District
Jennifer Vena-Perry	Staff Member	Pottstown School District

Name	Position	Building/Group
Danielle Walt	Staff Member	Pottstown School District
Mandy Wampole	Staff Member	Pottstown School District
Kaylee Weldon	Staff Member	Pottstown School District
Chelise Wilkerson	Staff Member	Pottstown School District
Jennifer Winneberger	Staff Member	Pottstown School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Every student will gain equitable access to challenging learning opportunities, demonstrate ownership of their own learning, and receive necessary support that facilitates their physical, social-emotional, and cognitive well-being.	Regular Attendance School climate and culture
Every student will successfully navigate critical transitions in their schooling and will graduate from high school ready for college, career and productive post-secondary experiences.	Graduation rate Other
Every student will make continuous growth toward meeting or exceeding academic standards and will apply their learning in order to demonstrate mastery of core skills at all grade levels.	Other
Every student will learn and apply a solid foundation of social-emotional skills that will enable each student to develop academic curiosity and meet grade-level standards in literacy and numeracy by Grade 3.	Mathematics Early Literacy

ACTION PLAN AND STEPS

Evidence-based Strategy

Aligned Instructional System: Align curriculum, assessment, technology and materials to state/district standards that are culturally relevant for students.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Proficiency on Keystone Exams	By 2025, increase the percentage of students passing classes through content mastery in grades 6-9, culminating in an increase of 10th grade students on track to graduate. KEYSTONES ELA - 75% Students will score proficient / advanced on the Keystone Exam - 15% increase (2018-2019 60% of students demonstrated proficiency on the Keystone Exam) Math- 50% of Students will score proficient / advanced on the Keystone Exam - 15% increase (2018-2019 8/20 students demonstrated proficiency on the Keystone Exam) Science- 13/20 Students will score proficient / advanced on the Keystone Exam - 15% increase (2018-2019 10/20 students demonstrated proficiency on the Keystone Exam)
Master of Core Skills & Standards	By 2025, increase the percentage of students meeting grade level standards as measured by state assessments. ELA - 11/20 8th grade students will meet grade level standards as measured by state assessment 15% increase (2018-2019 BASELINE = 8/20) By 2025: Math - 5/20 8th grade students will meet grade level standards as measured by state assessment 15% increase (2018-2019 BASELINE = 2/20) Science - 10/20 8th grade students will meet grade level standards as measured by state assessment 15% increase (2018-2019 BASELINE = 7/20)
Grade 3 Math	By 2025, increase the percentage of students in Grade PK-3 meeting grade level standards in math by 5 percentage points annually on PSSAs. 53% (38% baseline - avg 6.75/20 in 2019)
Grade 3 ELA	By 2025, increase the percentage of students in Grade PK-3 meeting grade level standards in ELA by 5 percentage points annually on PSSAs. 60% (45% baseline - avg=9/20 in 2019)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Align curriculum, assessment, technology and materials to state/district standards that are culturally relevant for students.	2022-06-01 - 2025-06-30	Ryan Oxenford / Director of Curriculum	Curriculum Writing, purchase of additional evidence-based resources for core instruction and intervention, assessments aligned to standards, professional development on best practices in instruction and assessment.

Anticipated Outcome

Data-Informed Differentiation

Monitoring/Evaluation

Goals 1, 3, 4

Evidence-based Strategy

PBIS Implementation: Create a safe climate for learning and work through consistent implementation of PBIS, including the built-in parent component

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Discipline Disproportionality	By 2025, reduce the discipline index for Black/African-American students to 1.00 (2019-2020, the discipline index for Black/African-American students is 1.83)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify building PBIS team: include counselor, grade level representative, regular and special education representative, family member and administrative leader Identified 3 to 5 training dates for team training Identify common values and expectations, identify the definitions of major and minor behavior, identify data analysis process, etc	2022-08-15 - 2025-06-30	LaTanya White-Springfield / Director of Student Services	Training in PBIS / Meeting schedule to support the fidelity of implementation

Anticipated Outcome
Reduction of student discipline

Monitoring/Evaluation
Semi- Annually

Evidence-based Strategy
Data-Informed Differentiation: Teachers use data, evidence-based practices, and scaffolding to match and link curriculum and instruction to students' needs within an MTSS framework.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance at Pottstown High School	By 2025, increase the percentage of students attending 90% of the time at PHS to 81% (15% increase from 2018-2019 rate of 66%)
Discipline Disproportionality	By 2025, reduce the discipline index for Black/African-American students to 1.00 (2019-2020, the discipline index for Black/African-American students is 1.83)
Graduation Rate	By 2025, increase high school graduation rates and reduced dropout rates for all students, and especially for African American Students and Students with Disabilities. All students - PHS increases the graduation rate to 81% (2019-2020 = 72.4%) Black/African American - Graduation Rate increase to 70% (2019-2020 = 61%) Student w/ Disabilities - Increase graduation rate to 66% (2019-2020 = 56.6%)
Proficiency on Keystone Exams	By 2025, increase the percentage of students passing classes through content mastery in grades 6-9, culminating in an increase of 10th grade students on track to graduate. KEYSTONES ELA - 75% Students will score proficient / advanced on the Keystone Exam - 15% increase (2018-2019 60% of students demonstrated proficiency on the Keystone Exam) Math- 50% of Students will score proficient / advanced on the Keystone Exam - 15% increase (2018-2019 8/20 students demonstrated proficiency on the Keystone Exam) Science- 13/20 Students will score proficient / advanced on the Keystone Exam - 15% increase (2018-2019 10/20 students demonstrated proficiency on the Keystone Exam)
Master of Core Skills & Standards	By 2025, increase the percentage of students meeting grade level standards as measured by state assessments. ELA - 11/20 8th grade students will meet grade level standards as measured by state assessment 15% increase (2018-2019 BASELINE = 8/20) By 2025: Math - 5/20 8th grade students will meet grade level standards as measured by state assessment 15% increase (2018-2019 BASELINE = 2/20) Science - 10/20 8th grade students will meet grade level standards as measured by state assessment 15% increase (2018-2019 BASELINE = 7/20)
Grade 3 Math	By 2025, increase the percentage of students in Grade PK-3 meeting grade level standards in math by 5 percentage points annually on PSSAs. 53% (38% baseline - avg 6.75/20 in 2019)

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

Grade 3 ELA

By 2025, increase the percentage of students in Grade PK-3 meeting grade level standards in ELA by 5 percentage points annually on PSSAs. 60% (45% baseline - avg=9/20 in 2019)

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

Teachers use data, evidence-based practices, and scaffolding to match and link curriculum and instruction to students' needs within an MTSS framework.

2022-08-15 -
2025-06-30

Ryan Oxenford
/ Director of
Curriculum

Systematic meeting
schedule with regular
monitoring of vital signs.

Anticipated Outcome

Improved student achievement on standardized testing

Monitoring/Evaluation

Future Ready Index

Evidence-based Strategy

Data-Informed Collaboration: Teachers use common meeting time to collaborate, reflect and analyze student work, data, and best practices.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Teachers use common meeting time to collaborate, reflect and analyze student work, data, and best practices.	2022-08-15 - 2025-06-30	Ryan Oxenford / Director of Curriculum	Meeting structures established prior to the start of the school year. Evidence-based resources which provide timely data. professional development on data review / action planning / progress monitoring.	
Department / Grade Level Meetings are scheduled biweekly for teachers to review data and adjust lesson planning priorities.	2022-08-15 - 2025-06-30	Ryan Oxenford / Director of Curriculum	Organized scheduling and meeting template	
Development of Vital Sign	2022-08-15 - 2025-06-30	Ryan Oxenford / Director of Curriculum	Building level administrators will collaborate with central administration to design a series of 'vital signs' to determine the health of each building.	
Classroom Visitations	2022-08-15 - 2025-06-30	Ryan Oxenford / Director of Curriculum	Classroom Visitation Template	
Anticipated Outcome				
Improved student achievement on standardized testing				

Monitoring/Evaluation

Future Ready Index

Evidence-based Strategy

Multi-tiered Systems of Support The District develops a full continuum of integrated systems of tiered support to promote academic learning and healthy development for all students.

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The District develops a full continuum of integrated systems of tiered support to promote academic learning and healthy development for all students.	2021-08-16 - 2025-06-30	Sherri Morett / Director of Special Education, LaTanya White-Springfield / Director of Student Services, Ryan Oxenford / Director of Curriculum	Alignment of Tier I curriculum. Meeting structure established. Common assessments / grading practices. Development and monitoring of district vital signs.
Data Dashboard and and Personalized Monitoring - Create a data dashboard to inform the public of district department and school performance.	2021-08-16 - 2025-06-30	Sherri Morett / Director of Special Education	Technical Support through MCIUI

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Effective Interventions - Ensure that the comprehensive curriculum includes a tiered intervention system that promotes collaboration between general education and special education.	2021-08-16 - 2025-06-30	Ryan Oxenford / Director of Curriculum & Sherri Morett / Director of Special Education	Training / Updated Evidence-Based Intervention Resources
Professional Development for MTSS Provide differentiated professional development to strengthen Multi-Tiered Systems of Support (MTSS) for academics, behavior, and restorative practices focusing on critical transitions.	2021-08-16 - 2025-06-30	Ryan Oxenford / Director of Curriculum & Sherri Morett / Director of Special Education	Training / Updated Evidence-Based Intervention Resources / Access to digital resources to support skill development / Meeting schedule

Anticipated Outcome

Improved student achievement on standardized testing

Monitoring/Evaluation

Future Ready Index



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By 2025, reduce the discipline index for Black/African-American students to 1.00 (2019-2020, the discipline index for Black/African-American students is 1.83) (Discipline Disproportionality)</p>	<p>PBIS Implementation: Create a safe climate for learning and work through consistent implementation of PBIS, including the built-in parent component</p>	<p>Identify building PBIS team: include counselor, grade level representative, regular and special education representative, family member and administrative leader Identified 3 to 5 training dates for team training Identify common values and expectations, identify the definitions of major and minor behavior, identify data analysis process, etc</p>	<p>08/15/2022 - 06/30/2025</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By 2025, increase the percentage of students attending 90% of the time at PHS to 81% (15% increase from 2018-2019 rate of 66%) (Attendance at Pottstown High School)</p>	<p>Data-Informed Differentiation:</p>	<p>Teachers use data, evidence-based practices,</p>	<p>08/15/2022 - 06/30/2025</p>
<p>By 2025, reduce the discipline index for Black/African-American students to 1.00 (2019-2020, the discipline index for Black/African-American students is 1.83) (Discipline Disproportionality)</p>	<p>Teachers use data, evidence-based practices, and scaffolding to match and link curriculum and instruction to students' needs within an MTSS framework.</p>	<p>Teachers use data, evidence-based practices, and scaffolding to match and link curriculum and instruction to students' needs within an MTSS framework.</p>	
<p>By 2025, increase high school graduation rates and reduced dropout rates for all students, and especially for African American Students and Students with Disabilities. All students - PHS increases the graduation rate to 81% (2019-2020 = 72.4%) Black/African American - Graduation Rate increase to 70% (2019-2020 = 61%) Student w/ Disabilities - Increase graduation rate to 66% (2019-2020 = 56.6%) (Graduation Rate)</p>	<p>Data-Informed Differentiation:</p>	<p>Teachers use data, evidence-based practices, and scaffolding to match and link curriculum and instruction to students' needs within an MTSS framework.</p>	
<p>By 2025, increase the percentage of students passing classes through content mastery in grades 6-9, culminating in an increase of 10th grade students on track to graduate. KEYSTONES ELA - 75% Students will score proficient / advanced on the Keystone Exam - 15% increase (2018-2019 60% of students demonstrated proficiency on the Keystone Exam) Math- 50% of Students will score proficient / advanced on the Keystone Exam - 15% increase (2018-2019 8/20 students demonstrated proficiency on the Keystone Exam) Science- 13/20 Students will score proficient / advanced on the Keystone Exam - 15% increase (2018-2019 10/20 students</p>	<p>Data-Informed Differentiation:</p>	<p>Teachers use data, evidence-based practices, and scaffolding to match and link curriculum and instruction to students' needs within an MTSS framework.</p>	

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

demonstrated proficiency on the Keystone Exam) (Proficiency on Keystone Exams)

By 2025, increase the percentage of students meeting grade level standards as measured by state assessments. ELA - 11/20 8th grade students will meet grade level standards as measured by state assessment 15% increase (2018-2019 BASELINE = 8/20) By 2025: Math - 5/20 8th grade students will meet grade level standards as measured by state assessment 15% increase (2018-2019 BASELINE = 2/20) Science - 10/20 8th grade students will meet grade level standards as measured by state assessment 15% increase (2018-2019 BASELINE = 7/20) (Master of Core Skills & Standards)

By 2025, increase the percentage of students in Grade PK-3 meeting grade level standards in math by 5 percentage points annually on PSSAs. 53% (38% baseline - avg 6.75/20 in 2019) (Grade 3 Math)

By 2025, increase the percentage of students in Grade PK-3 meeting grade level standards in ELA by 5 percentage points annually on PSSAs. 60% (45% baseline - avg=9/20 in 2019) (Grade 3 ELA)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Data-Informed Collaboration: Teachers use common meeting time to collaborate, reflect and analyze student work, data, and best practices.	Teachers use common meeting time to collaborate, reflect and analyze student work, data, and best practices.	08/15/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Data-Informed Collaboration: Teachers use common meeting time to collaborate, reflect and analyze student work, data, and best practices.	Department / Grade Level Meetings are scheduled biweekly for teachers to review data and adjust lesson planning priorities.	08/15/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Data-Informed Collaboration: Teachers use common meeting time to collaborate, reflect and analyze student work, data, and best practices.	Development of Vital Sign	08/15/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Data-Informed Collaboration: Teachers use common meeting time to collaborate, reflect and analyze student work, data, and best practices.	Classroom Visitations	08/15/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Multi-tiered Systems of Support The District develops a full continuum of integrated systems of tiered support to promote academic learning and healthy development for all students.	The District develops a full continuum of integrated systems of tiered support to promote academic learning and healthy development for all students.	08/16/2021 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Multi-tiered Systems of Support The District develops a full continuum of integrated systems of tiered support to promote academic learning and healthy development for all students.	Data Dashboard and and Personalized Monitoring - Create a data dashboard to inform the public of district department and school performance.	08/16/2021 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Multi-tiered Systems of Support The District develops a full continuum of integrated systems of tiered support to promote academic learning and healthy development for all students.	Effective Interventions - Ensure that the comprehensive curriculum includes a tiered intervention system that promotes collaboration between general education and special education.	08/16/2021 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Multi-tiered Systems of Support The District develops a full continuum of integrated systems of tiered support to promote academic learning and healthy development for all students.	Professional Development for MTSS Provide differentiated professional development to strengthen Multi-Tiered Systems of Support (MTSS) for academics, behavior, and restorative practices focusing on critical transitions.	08/16/2021 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2025, increase the percentage of students passing classes through content mastery in grades 6-9, culminating in an increase of 10th grade students on track to graduate.</p> <p>KEYSTONES ELA - 75% Students will score proficient / advanced on the Keystone Exam - 15% increase (2018-2019 60% of students demonstrated proficiency on the Keystone Exam) Math- 50% of Students will score proficient / advanced on the Keystone Exam - 15% increase (2018-2019 8/20 students demonstrated proficiency on the Keystone Exam) Science- 13/20 Students will score proficient / advanced on the Keystone Exam - 15% increase (2018-2019 10/20 students demonstrated proficiency on the Keystone Exam) (Proficiency on Keystone Exams)</p>	<p>Aligned Instructional System: Align curriculum, assessment, technology and materials to state/district standards that are culturally relevant for students.</p>	<p>Align curriculum, assessment, technology and materials to state/district standards that are culturally relevant for students.</p>	<p>06/01/2022 - 06/30/2025</p>
<p>By 2025, increase the percentage of students meeting grade level standards as measured by state assessments. ELA - 11/20 8th grade students will meet grade level standards as measured by state assessment 15% increase (2018-2019 BASELINE = 8/20)</p> <p>By 2025: Math - 5/20 8th grade students will meet grade level standards as measured by state assessment 15% increase (2018-2019 BASELINE = 2/20) Science - 10/20 8th grade students will meet grade level standards as measured by state assessment 15% increase (2018-2019 BASELINE = 7/20) (Master of Core Skills & Standards)</p>	<p>Aligned Instructional System: Align curriculum, assessment, technology and materials to state/district standards that are culturally relevant for students.</p>	<p>Align curriculum, assessment, technology and materials to state/district standards that are culturally relevant for students.</p>	<p>06/01/2022 - 06/30/2025</p>
<p>By 2025, increase the percentage of students in Grade PK-3 meeting grade level</p>			

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

standards in math by 5 percentage points annually on PSSAs. 53% (38% baseline - avg 6.75/20 in 2019) (Grade 3 Math)

By 2025, increase the percentage of students in Grade PK-3 meeting grade level standards in ELA by 5 percentage points annually on PSSAs. 60% (45% baseline - avg=9/20 in 2019) (Grade 3 ELA)

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.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Grad Rate - Building on work... leverage and expand to SWD

There has been over a 5% increase in the graduation rate between 2018 and 2020, 67% to 72%. The school district is also demonstrating that students at PHS are growing and reaching grade level proficiency. Three out of four elementary schools demonstrated growth in mathematics.

The school district has a comprehensive career and technical programs which provides students the opportunity to direct career exposure and training prior to high school graduation.

Further work has been completed under Act 339 to ensure students as young as third grade begin to have opportunities to learn about various careers.

Through comprehensive planning, the district core planning team has established a goal of “Every student will successfully navigate critical transitions in their schooling and will graduate from high school ready for college, career and productive post-secondary experiences.”

The plans are developed in collaboration between departments at the central staff level. Elements within the the plans are

Challenges

3 / 6 schools did not meet performance standards in regards to percent regular attendance.

There is a disparity in the achievement between student student groups with African-American/Black students not reaching grade level standards.

30 to 40% of students from households designated as low-income are reaching grade level benchmarks in ELA and math

Through the work of MTSS, high school staff have access to more data to carefully guide the alignment of support to students in need.

In order to align resources to meet the needs of the students and improve student achievement, the school district will use data driven decisions to improve core instruction and intervention.

Through MTSS, the district is now able to align resources to meet the needs of the students and improve student achievement, the school district will use data driven decisions to improve core instruction and intervention.

Students now have access to personal electronic devices through

Strengths

monitored by directors and align to the mission of the school district.

Through the structure of MTSS, the school district is aligning resources to the needs of students at all levels. Students have demonstrated growth through a response to instruction and intervention.

Due to funding inequities, the school district has partnered with a series of community organizations to build and sustain education support for students and families. The various grants have provided opportunities to the members of the Pottstown School District that would not otherwise be available. Members of the district business office have routinely demonstrated resourcefulness in aligning local, state, and federal programs to achieve the district's goals and priorities.

Through school improvement planning, Pottstown High School has demonstrated an increase in the four year cohort graduation rate.

Between 60 and 80% of students in elementary schools met standards in achievement for science.

Across the district, the math growth indicates instruction in alignment with student growth needs.

Challenges

district issued Chromebooks.

PHS students who are economically disadvantaged had an attendance rate of 58% during the 2018–2019 school year; therefore, an improvement in school attendance for such a large population of students would increase the opportunity to increase student achievement

The school district will work to continue to build a capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning.

Through the MTSS work, the district is improving the ability to support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards aligned instruction.

The high school is continuing to focus on improving the graduation rate. MTSS structures have been put into place K through 12 in order to create alignment with instruction for all students based on performance indicators.

Success in the Early Years

Mastery of Core Skills and Knowledge

Strengths

Students have been meeting the science standards.

Challenges

Overall student achievement is below the state standard. There is growth in math, but limited achievement.

We lack interventions for science. All science content is taught in core instruction.

Readiness for College, Career & Life

Engaged, Responsible, and Resilient Learners

Most Notable Observations/Patterns

Through the work of MTSS, the district is improving the ability to support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards aligned instruction.

Challenges

Discussion Point

Priority for Planning

There is a disparity in the achievement between student student groups with African-American/Black students not reaching grade level standards.

Overall student achievement is below the state standard.

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

There is growth in math, but limited achievement.

The school district will work to continue to build a capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning.

Through the MTSS work, the district is improving the ability to support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards aligned instruction.

Success in the Early Years

We must see an increase in the percentage of students in Grades PK-3 who meet milestone criteria for social-emotional, physical and cognitive development.

Mastery of Core Skills and Knowledge

It is important that students are making a minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.

Readiness for College, Career & Life

It is essential to have a structure in place to improve high school graduation rates and reduce dropout rates for all students, and especially for African American Students and Students with Disabilities.

Engaged, Responsible, and Resilient Learners

It is important that students feel safe, have a sense of

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

belonging, and/or personally meaningful friendship, and/or believe that their school is vibrant and inclusive with rules that are fair and equitable.

ADDENDUM B: ACTION PLAN

Action Plan: Aligned Instructional System: Align curriculum, assessment, technology and materials to state/district standards that are culturally relevant for students.

Action Steps	Anticipated Start/Completion Date		
Align curriculum, assessment, technology and materials to state/district standards that are culturally relevant for students.	06/01/2022 - 06/30/2025		
Monitoring/Evaluation	Anticipated Output		
Goals 1, 3, 4	Data-Informed Differentiation		
Material/Resources/Supports Needed	PD Step	Comm Step	
Curriculum Writing, purchase of additional evidence-based resources for core instruction and intervention, assessments aligned to standards, professional development on best practices in instruction and assessment.	no	yes	

Action Plan: PBIS Implementation: Create a safe climate for learning and work through consistent implementation of PBIS, including the built-in parent component

Action Steps	Anticipated Start/Completion Date
Identify building PBIS team: include counselor, grade level representative, regular and special education representative, family member and administrative leader Identified 3 to 5 training dates for team training Identify common values and expectations, identify the definitions of major and minor behavior, identify data analysis process, etc	08/15/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Semi- Annually	Reduction of student discipline

Material/Resources/Supports Needed	PD Step	Comm Step
Training in PBIS / Meeting schedule to support the fidelity of implementation	yes	no

Action Plan: Data-Informed Differentiation: Teachers use data, evidence-based practices, and scaffolding to match and link curriculum and instruction to students’ needs within an MTSS framework.

Action Steps	Anticipated Start/Completion Date
Teachers use data, evidence-based practices, and scaffolding to match and link curriculum and instruction to students’ needs within an MTSS framework.	08/15/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Future Ready Index	Improved student achievement on standardized testing

Material/Resources/Supports Needed	PD Step	Comm Step
Systematic meeting schedule with regular monitoring of vital signs.	yes	no



Action Plan: Data-Informed Collaboration: Teachers use common meeting time to collaborate, reflect and analyze student work, data, and best practices.

Action Steps**Anticipated Start/Completion Date**

Teachers use common meeting time to collaborate, reflect and analyze student work, data, and best practices.

08/15/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Future Ready Index

Improved student achievement on standardized testing

Material/Resources/Supports Needed

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

Meeting structures established prior to the start of the school year. Evidence-based resources which provide timely data. professional development on data review / action planning / progress monitoring.

yes no



Action Steps**Anticipated Start/Completion Date**

Department / Grade Level Meetings are scheduled biweekly for teachers to review data and adjust lesson planning priorities.

08/15/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Future Ready Index

Improved student achievement on standardized testing

Material/Resources/Supports Needed**PD Step****Comm Step**

Organized scheduling and meeting template

yes

no



Action Steps**Anticipated Start/Completion Date**

Development of Vital Sign

08/15/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Future Ready Index

Improved student achievement on standardized testing

Material/Resources/Supports Needed**PD
Step****Comm
Step**

Building level administrators will collaborate with central administration to design a series of 'vital signs' to determine the health of each building.

yes

no



Action Steps**Anticipated Start/Completion Date**

Classroom Visitations

08/15/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Future Ready Index

Improved student achievement on standardized testing

Material/Resources/Supports Needed**PD Step****Comm Step**

Classroom Visitation Template

yes

no

Action Plan: Multi-tiered Systems of Support The District develops a full continuum of integrated systems of tiered support to promote academic learning and healthy development for all students.

Action Steps**Anticipated Start/Completion Date**

The District develops a full continuum of integrated systems of tiered support to promote academic learning and healthy development for all students.

08/16/2021 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Future Ready Index

Improved student achievement on standardized testing

Material/Resources/Supports Needed

PD Step **Comm Step**

Alignment of Tier I curriculum. Meeting structure established. Common assessments / grading practices. Development and monitoring of district vital signs.

yes no



Action Steps**Anticipated Start/Completion Date**

Data Dashboard and and Personalized Monitoring -
Create a data dashboard to inform the public of district
department and school performance.

08/16/2021 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Future Ready Index

Improved student achievement on standardized testing

Material/Resources/Supports Needed**PD Step****Comm Step**

Technical Support through MCIUI

yes

no



Action Steps**Anticipated Start/Completion Date**

Effective Interventions - Ensure that the comprehensive curriculum includes a tiered intervention system that promotes collaboration between general education and special education.

08/16/2021 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Future Ready Index

Improved student achievement on standardized testing

Material/Resources/Supports Needed**PD Step****Comm Step**

Training / Updated Evidence-Based Intervention Resources

yes

no



Action Steps**Anticipated Start/Completion Date**

Professional Development for MTSS Provide differentiated professional development to strengthen Multi-Tiered Systems of Support (MTSS) for academics, behavior, and restorative practices focusing on critical transitions.

08/16/2021 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Future Ready Index

Improved student achievement on standardized testing

Material/Resources/Supports Needed

**PD
Step**

**Comm
Step**

Training / Updated Evidence-Based Intervention Resources / Access to digital resources to support skill development / Meeting schedule

yes

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By 2025, reduce the discipline index for Black/African-American students to 1.00 (2019-2020, the discipline index for Black/African-American students is 1.83) (Discipline Disproportionality)</p>	<p>PBIS Implementation: Create a safe climate for learning and work through consistent implementation of PBIS, including the built-in parent component</p>	<p>Identify building PBIS team: include counselor, grade level representative, regular and special education representative, family member and administrative leader Identified 3 to 5 training dates for team training Identify common values and expectations, identify the definitions of major and minor behavior, identify data analysis process, etc</p>	<p>08/15/2022 - 06/30/2025</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By 2025, increase the percentage of students attending 90% of the time at PHS to 81% (15% increase from 2018-2019 rate of 66%) (Attendance at Pottstown High School)</p>	<p>Data-Informed Differentiation:</p>	<p>Teachers use data, evidence-based practices,</p>	<p>08/15/2022 -</p>
<p>By 2025, reduce the discipline index for Black/African-American students to 1.00 (2019-2020, the discipline index for Black/African-American students is 1.83) (Discipline Disproportionality)</p>	<p>Teachers use data, evidence-based practices, and scaffolding to match and link curriculum and instruction to students' needs within an MTSS framework.</p>	<p>and scaffolding to match and link curriculum and instruction to students' needs within an MTSS framework.</p>	<p>06/30/2025</p>
<p>By 2025, increase high school graduation rates and reduced dropout rates for all students, and especially for African American Students and Students with Disabilities. All students - PHS increases the graduation rate to 81% (2019-2020 = 72.4%) Black/African American - Graduation Rate increase to 70% (2019-2020 = 61%) Student w/ Disabilities - Increase graduation rate to 66% (2019-2020 = 56.6%) (Graduation Rate)</p>	<p>to match and link curriculum and instruction to students' needs within an MTSS framework.</p>	<p>and scaffolding to match and link curriculum and instruction to students' needs within an MTSS framework.</p>	
<p>By 2025, increase the percentage of students passing classes through content mastery in grades 6-9, culminating in an increase of 10th grade students on track to graduate. KEYSTONES ELA - 75% Students will score proficient / advanced on the Keystone Exam - 15% increase (2018-2019 60% of students demonstrated proficiency on the Keystone Exam) Math- 50% of Students will score proficient / advanced on the Keystone Exam - 15% increase (2018-2019 8/20 students demonstrated proficiency on the Keystone Exam) Science- 13/20 Students will score proficient / advanced on the Keystone Exam - 15% increase (2018-2019 10/20 students demonstrated proficiency on the Keystone Exam) (Proficiency on Keystone Exams)</p>			

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

By 2025, increase the percentage of students meeting grade level standards as measured by state assessments. ELA - 11/20 8th grade students will meet grade level standards as measured by state assessment 15% increase (2018-2019 BASELINE = 8/20) By 2025: Math - 5/20 8th grade students will meet grade level standards as measured by state assessment 15% increase (2018-2019 BASELINE = 2/20) Science - 10/20 8th grade students will meet grade level standards as measured by state assessment 15% increase (2018-2019 BASELINE = 7/20) (Master of Core Skills & Standards)

By 2025, increase the percentage of students in Grade PK-3 meeting grade level standards in math by 5 percentage points annually on PSSAs. 53% (38% baseline - avg 6.75/20 in 2019) (Grade 3 Math)

By 2025, increase the percentage of students in Grade PK-3 meeting grade level standards in ELA by 5 percentage points annually on PSSAs. 60% (45% baseline - avg=9/20 in 2019) (Grade 3 ELA)

Data-Informed Collaboration:	Teachers use common meeting time to collaborate, reflect and analyze student work, data, and	08/15/2022
Teachers use common meeting time to collaborate, reflect and analyze student work, data, and	time to collaborate, reflect and analyze student work, data, and best practices.	-
		06/30/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	best practices.		
	Data-Informed Collaboration: Teachers use common meeting time to collaborate, reflect and analyze student work, data, and best practices.	Department / Grade Level Meetings are scheduled biweekly for teachers to review data and adjust lesson planning priorities.	08/15/2022 - 06/30/2025
	Data-Informed Collaboration: Teachers use common meeting time to collaborate, reflect and analyze student work, data, and best practices.	Development of Vital Sign	08/15/2022 - 06/30/2025
	Data-Informed Collaboration:	Classroom Visitations	08/15/2022 -

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

Teachers use common meeting time to collaborate, reflect and analyze student work, data, and best practices.

06/30/2025

Multi-tiered Systems of Support The District develops a full continuum of integrated systems of tiered support to promote academic learning and healthy development for all students.

The District develops a full continuum of integrated systems of tiered support to promote academic learning and healthy development for all students.

08/16/2021 - 06/30/2025

Multi-tiered

Data Dashboard

08/16/2021 -

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

Systems of Support The District develops a full continuum of integrated systems of tiered support to promote academic learning and healthy development for all students.

and and Personalized Monitoring - Create a data dashboard to inform the public of district department and school performance.

06/30/2025

Multi-tiered Systems of Support The District develops a full continuum of integrated systems of tiered support to promote academic

Effective Interventions - Ensure that the comprehensive curriculum includes a tiered intervention system that promotes collaboration between general

08/16/2021 - 06/30/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	learning and healthy development for all students.	education and special education.	
	Multi-tiered Systems of Support The District develops a full continuum of integrated systems of tiered support to promote academic learning and healthy development for all students.	Professional Development for MTSS Provide differentiated professional development to strengthen Multi-Tiered Systems of Support (MTSS) for academics, behavior, and restorative practices focusing on critical transitions.	08/16/2021 - 06/30/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS - Aligned Instructional System	PSD Staff	Curriculum alignment. Instruction in Tier I, II, III. Common assessment and grading practices. Methods for increasing student attendance. Understanding data to improve the achievement of underperforming subgroups.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased attendance, reduced discipline referrals, student growth on standardized achievement tests.	06/01/2022 - 06/30/2025	Sherri Morett / Director of Special Education, LaTanya White-Springfield / Director of Student Services, Ryan Oxenford / Director of Curriculum

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Data Driven Decision Making	All Staff	Ongoing professional development to improve the practice of using data to drive decision making.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased depth of data through a variety of sources.	09/01/2022 - 06/30/2025	Ryan Oxenford / Director of Curriculum

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Act 13 Training	PSD Teachers	Teacher Evaluation System under Act 13 of 2020

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completion of requirements under Act 13, including: Student Performance Measures; Building Scores; Teacher Specific Data; Observation & Practice	08/16/2021 - 06/30/2025	Matt Boyer / Director of Human Resources & Ryan Oxenford / Director of Curriculum

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2025, increase the percentage of students passing classes through content mastery in grades 6-9, culminating in an increase of 10th grade students on track to graduate. KEYSTONES ELA - 75% Students will score proficient / advanced on the Keystone Exam - 15% increase (2018-2019 60% of students demonstrated proficiency on the Keystone Exam) Math- 50% of Students will score proficient / advanced on the Keystone Exam - 15% increase (2018-2019 8/20 students demonstrated proficiency on the Keystone Exam) Science- 13/20 Students will score proficient / advanced on the Keystone Exam - 15% increase (2018-2019 10/20 students demonstrated proficiency on the Keystone Exam) (Proficiency on Keystone Exams)</p>	<p>Aligned Instructional System: Align curriculum, assessment, technology and materials to state/district standards</p>	<p>Align curriculum, assessment, technology and materials to state/district standards that are culturally relevant for students.</p>	<p>2022-06-01 - 2025-06-30</p>
<p>By 2025, increase the percentage of students meeting grade level standards as measured by state assessments. ELA - 11/20 8th grade students will meet grade level standards as measured by state assessment 15% increase (2018-2019 BASELINE = 8/20) By 2025: Math - 5/20 8th grade students will meet grade level standards as measured by state assessment 15% increase (2018-2019 BASELINE = 2/20) Science - 10/20 8th grade students will meet grade level standards as measured by state assessment 15% increase (2018-2019 BASELINE = 7/20) (Master of Core Skills & Standards)</p>	<p>that are culturally relevant for students.</p>		
<p>By 2025, increase the percentage of students in Grade PK-3 meeting grade level standards in math by 5 percentage points annually on PSSAs. 53% (38% baseline - avg 6.75/20 in 2019) (Grade 3 Math)</p>			
<p>By 2025, increase the percentage of students in Grade PK-3 meeting grade level standards in ELA by 5 percentage points annually on PSSAs. 60% (45% baseline - avg=9/20 in 2019) (Grade 3 ELA)</p>			

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Curriculum	School District Families	Curriculum elements and information on assessments.
Anticipated Timeframe	Frequency	Delivery Method
09/01/2022 - 06/30/2025	Annually	Posting on district website
Lead Person/Position		
Ryan Oxenford / Director of Curriculum		

Communication Step	Audience	Topics/Message of Communication
Posting of Comprehensive Plan	Stakeholders at all levels	Overview of the Comprehensive Plan (both State required document and the 'Community Document')

Anticipated Timeframe**Frequency****Delivery Method**

06/03/2022 - 06/30/2025

Posting on district website

Lead Person/Position

Ryan Oxenford

Communication Step**Audience****Topics/Message of Communication**

Community Forum to Review Comprehensive Plan

Community Members and Parents

Overview of the Comprehensive Planning process and key priorities identified within the work.

Anticipated Timeframe**Frequency****Delivery Method**

11/23/2021 - 12/01/2021

2 Events

Webinar

Lead Person/Position

Lauren Klaffky, Performance Fact, Inc.

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Plan with the district leadership team.	Development of planning timeline	Virtual	District leadership team	2/23/21-2/25/21
School Board Planning	Development of planning timeline	Virtual	Pottstown School Board	4/8/21-2/17/22
Student Voice - meet with students from school throughout the district.	Student Perception	Virtual	Pottstown School District Students	4/13/21
Comprehensive Core Planning Team Meeting	Development of the Comprehensive Plan based on data	In Person	Comprehensive Core Planning Team	6/8/21-1/5/22

POTTSTOWN SD

230 Beech St

Academic Standards and Assessment Requirements (Chapter 4) | 2022 - 2025

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)

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

ACADEMIC STANDARDS AND PLANNING

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

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

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
PA-Core English Language Arts	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
PA-Core Mathematics	K-2, 3-5, 6-8, 9-12	3-5, 6-8, 9-12
Science and Technology	3-5, 6-8, 9-12	3-5, 6-8, 9-12
Environment and Ecology	3-5, 6-8, 9-12	3-5, 6-8, 9-12
Civics and Government	3-5, 6-8, 9-12	3-5, 6-8, 9-12
Economics	6-8, 9-12	6-8, 9-12
Geography	6-8, 9-12	6-8, 9-12
History	3-5, 6-8, 9-12	3-5, 6-8, 9-12
Arts and Humanities	6-8, 9-12	6-8, 9-12
Health, Safety, and Physical Education	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Family and Consumer Sciences	6-8	6-8

Chapter 4
Curriculum and Instruction Requirements

Written Curriculum Framework

Taught within the Grade Span

Reading and Writing for Science and Technical Subjects

6-8

6-8

Reading and Writing for History and Social Studies

6-8

6-8

Career Education and Work

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

ASSURANCES: STANDARDS ALIGNMENT

The academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Pennsylvania's public schools.

Standards	Yes/No
A. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
B. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
C. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
D. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
E. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards.	Yes

1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum.

Include timelines and personnel involved.

In an effort for all staff to remain current in their subject area, we review curriculum documents and materials once every six years in our Curriculum Cycle with guidance provided by the Director of Curriculum, Instruction and Professional Development. The Secondary Departments are lead by Department Chairs to complete this task. Elementary Committees are convened for the different subject areas and are afforded the opportunity to meet a few days throughout the school year to accomplish the task. The district has reviewed, revised and updated the Math and Language Arts curriculum documents to reflect the PA Core Standards, with regular opportunities to check that instruction continues to match the planned course.

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

In order to determine the need to align the curriculum, the district has reviewed, revised and updated the Math and Language Arts curriculum documents to reflect the PA Core Standards. This is accomplished through summer curriculum writing in which staff members who are fluent with the PA Core Standards and the content area work together to align the curriculum and ensure standards and eligible content is taught.

3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.

On a biweekly basis the curriculum documents are accessed and utilized during District Grade Level Meetings. The purpose of these meetings is to set pacing and instructional priorities based on recent student performance balanced against long term goals/objectives.

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

Yes

ASSURANCES: CURRICULUM AND INSTRUCTION

Chapter 4 establishes that public education provides planned instruction. As defined by Chapter 4, planned instruction is the instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity.

Standards	Yes/No
A. LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
B. Essential content is developed from PA Core/Academic Content Standards.	Yes
C. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic or Alternate Content Standards.	Yes
D. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic or Alternate Content Standards exist.	Yes
E. Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
F. Course objectives to be achieved by all students are identified.	Yes
G. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.	Yes

1. What is your LEA's approved cycle for reviewing the locally developed curriculum?

In an effort for all staff to remain current in their subject area, we review curriculum documents and materials once every six years in our

Curriculum Cycle with guidance provided by the Director of Curriculum, Instruction and Professional Development. The Secondary Departments are lead by Department Chairs to complete this task. Elementary Committees are convened for the different subject areas and are afforded the opportunity to meet a few days throughout the school year to accomplish the task. The district has reviewed, revised and updated the Math and Language Arts curriculum documents to reflect the PA Core Standards, with regular opportunities to check that instruction continues to match the planned course.

2. What is your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle?

Math and ELA have been a focus area during the summer of 2020 and 2021. With a new text adoption in kindergarten and first grade, those respective grades will rewrite curriculum and align a pacing plan. Science will be a target curricular area over the next two years due to the adoption of New Generation Science Standards.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

ACT 13

Act 13 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year.
Act 13 classifies educators as Classroom Professionals, Non-Teaching Principals, and Principals.

Assess the strengths, challenges, and trends of the classroom/school environments and instructional practices within your LEA.

Check if Act 13 is not used in educator evaluations (Charter/Cyber Charter School's only).

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories? (Total percent sum of the 4 response boxes should equal 100%)
 - a. Data Available Classroom Teachers
85
 - b. Non-Data Available Classroom Teachers
0
 - c. Non-Teaching Professionals
12
 - d. Principals
3
- Total
100

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

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1a: Demonstrating Knowledge of Content and Pedagogy	1d: Demonstrating Knowledge of Resources	1f: Designing Student Assessments
Domain 2: The Classroom Environment	2e: Organizing Physical Space	2e: Organizing Physical Space	2e: Organizing Physical Space
Domain 3: Instruction	3e: Demonstrating Flexibility and Responsiveness	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction
Domain 4: Professional Responsibilities	4c: Communicating with Families	4d: Participating in a Professional Community	4d: Participating in a Professional Community

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

We will continue to ensure that teachers have a sound understanding of both pedagogy and content in order to align learning outcomes to student needs. Secondary teachers use assessments and we are working towards common assessments and common grading practices within courses.

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

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1f: Designing Student Assessments	1b: Demonstrating Knowledge of Students	1d: Demonstrating Knowledge of Resources

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4a: Reflecting on Teaching	4a: Reflecting on Teaching

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

We are going to continue to focus on developing improved questioning and discussion techniques at all levels. "Reflecting on Teaching" will be built into regular professional learning meetings.

6. In planning for the implementation of Act 13, what information would be used to determine the LEA Selected Measures and Principal Performance Goals? How will those goals be determined?

Goals Set

Comments/Considerations

Provided at the district level

An overview of the process and suggested template was provided. Grade level and department leaders participated in a preparation meeting and led the process with their respective grade level / departments.

Provided at the building level

Building leaders carefully reviewed LEA Selected Measure and provided feedback directly to teachers.

Provided at the grade level

Worked with grade level partners to create common performance goals.

Goals Set	Comments/Considerations
Provided within the content area	Worked with departments at the secondary level to create common performance goals.
Individual teacher choice	Teachers will have leeway to select performance goals rooted in historical performance.
Other (state what other is)	N/A

7. What student performance evidence or artifacts will classroom teachers use to measure the progress and effectiveness of meeting the set goals? (include all those classified as classroom teachers)

Evidence	Grades/Content Area	Comments
Locally Developed School District Rubric	N/A	Students will be scored based on locally developed rubric.
District-Designed Measure & Examination	N/A	N/A
Nationally Recognized Standardized Test	K-6 ELA, Secondary-according to content area	Teachers designed SPM consistent with SLO goals within the same grade level / content area.
Industry Certification Examination	N/A	N/A
Student Projects Pursuant to Local Requirements	N/A	N/A

Evidence

Grades/Content Area

Comments

Student Portfolios Pursuant to Local Requirements

N/A

N/A

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

Based on the responses above, would instructional practices be a priority in your comprehensive plan? Yes

ASSESSMENT

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

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

Assessment

Summative Assessments: Summative assessments occur at the end of a school level, grade, or course. They are considered high-stakes assessments and it is the data from summative assessments on which public accountability systems are based. Examples of summative assessments are PSSA and Keystone exams, Finals, etc

Type of Assessment

Summative

Frequency or Date Given

K-2

3-5

6-8

9-12

Yearly

No

Yes

Yes

Yes

Assessment

Formative assessments occur during instruction to provide feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. A key feature of a formative assessment is that it should be regarded as a

Type of Assessment

Formative

process rather than a particular kind of assessment. There are number of formative assessment strategies that can be implemented during classroom instruction. Examples of formative assessments are questioning strategies, think-pair-share, whiteboards, exit slips, and progress-monitoring probes.

Frequency or Date Given	K-2	3-5	6-8	9-12
Daily / Regularly	Yes	Yes	Yes	Yes

Assessment

Benchmark assessments are designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrative proficiency on grade level standards. They measure the degree to which a student has mastered a given concept, skill and/or application. Examples of benchmark assessments are Acadience Reading and K-2 Acadience Math

Type of Assessment

Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
Beginning / Middle / End of the Year	Yes	Yes	Yes	No

Assessment

Diagnostic assessments are used prior to instruction to determine each student's strengths, weaknesses, knowledge and skills. Establishing these permits the instructor to remediate student deficits and adjust instruction to meet pupils' unique needs. Examples of diagnostic assessments are PAA, QPS, and Classroom Diagnostic Tools (CDTs).

Type of Assessment

Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
Beginning / Middle / End of the Year	Yes	Yes	Yes	No

ASSESSMENT (CONTINUED)

EDUCATION AREAS OF CERTIFICATION

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

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

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

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

The school district will use benchmark assessments 3 times per year (Beginning / Middle / End of the Year) to determine the current status of students achievement. For students below benchmark on those assessment, staff will give a diagnostic assessment to determine the specific area(s) in which the student has needs.

SIGNATURE AND QUALITY ASSURANCE

EDUCATION AREAS OF CERTIFICATION

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

Chief School Administrator

Date

POTTSTOWN SD

230 Beech St

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

CHAPTER 16

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

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

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

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

The Pottstown School District utilizes the Montgomery County Intermediate Unit to provide advertisements to parents and the public about Chapter 16. The district also uses social media, the district's website, and student handbooks to provide annual updates for parents about the gifted program.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.

The district uses multiple measures and assessments to determine which student may be eligible for gifted services. All students are administered the Arcadiance math and reading assessment in grades K to 5. We also use state assessments, CDTs, and curriculum-based assessments. All buildings have MTSS teams that meet weekly to discuss students' needs, including those whose data may present as gifted learners. All students in second grade are tested to determine the need for further evaluation for giftedness.

3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

The district utilizes Oracle to track all students' data, including, attendance, grades, behaviors, SEL, reading, writing, and math data, in addition to all students being tested in grade two to determine a need for further evaluations in the realm of giftedness. The MTSS meets weekly to review data to determine which students require enrichment and acceleration. Those students who are identified are moved forward to an evaluation.

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

The district provides enrichment within the content areas via the curriculum. Students are provided enrichment within the classroom to support their individual learning needs. Some students with like needs are pulled into small groups weekly during the intervention and enrichment designated times. Students who require acceleration of the curriculum are placed in advanced classes, or they may be accelerated for all subjects or may be accelerated based on individual subject needs.

Chief School Administrator

Date

POTTSTOWN SD

230 Beech St

Student Services Assurances (Chapter 12) | 2022 - 2025

STUDENT SERVICES ASSURANCES (CHAPTER 12)

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

PROFILE AND PLAN ESSENTIALS

Pottstown School District
123466403
232 Beech Street , Pottstown, Pennsylvania 19464

LaTanya White-Springfield
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6103273200 Ext.

Mr. Stephen Rodriguez
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STUDENT SERVICES ASSURANCE

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

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

Safe Schools Programs, Strategies and Actions**In Compliance? Yes or No**

Peer Helper Programs

No

Safety and Violence Prevention Curricula

Yes

Comprehensive School Safety and Violence Prevention Plans ([Article XIII-B of the School Code](#))

Yes

Purchase of Security-Related Technology

Yes

Student, Staff and Visitor Identification Systems

Yes

Placement of School Resource Officers

No

Counseling Services available for all Students

Yes

Internet Web-Based System for the Management of Student Discipline

Yes

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

Other Chapter 12 Requirements	In Compliance? Yes or No
Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))	Yes
Free Education and Attendance (in compliance with § 12.1)	Yes
School Rules (in compliance with § 12.3)	Yes
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)	Yes
Discrimination (in compliance with § 12.4)	Yes
Corporal Punishment (in compliance with § 12.5)	Yes
Exclusion from School, Classes, Hearings (in compliance with § 12.6 , § 12.7 , § 12.8)	Yes
Freedom of Expression (in compliance with § 12.9)	Yes
Confidential Communications (in compliance with § 12.12)	Yes
Searches (in compliance with § 12.14)	Yes
Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)	Yes

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

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

Yes

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

Yes

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

Yes

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

Yes

Acceptable Use Policy for Technology Resources 24 P.S. [§ 4604](#)

Yes

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

Superintendent/CEO Electronic Signature

Date

POTTSTOWN SD

230 Beech St

Induction Plan (Chapter 49) | 2022 - 2025

INDUCTION PLAN (CHAPTER 49)

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

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

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

PROFILE AND PLAN ESSENTIALS

Pottstown School District

123466403

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INDUCTION PLAN COMMITTEE PARTICIPANTS

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

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

STEERING COMMITTEE



Name

Title

Committee Role

Chosen/Appointed by

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

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

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

MENTORS

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

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

OTHER

Inductees are required both to observe and be observed by mentor teachers eight times over the two-year induction period. Mentors and

teachers are expected to meet to reflect upon instructional practice. Additionally, building principals conduct multiple observations prior to each evaluation period. Charlotte Danielson's Framework for Teaching and the Pennsylvania Department of Education rubric are utilized through this process. Teachers must make note of domain one planning and preparation, domain two the classroom environment, domain three classroom instruction, and domain four, professional responsibilities in each observation. Reflection and discussion on each of the domains is an important part of the post-observation conference. It is during these conferences that inductees and mentors/ administrators can focus on instructional areas for improvement. Regular meetings are mandated between the new teacher and the mentor teacher. A list is provided of the minimum number of topics that must be addressed. Foremost on this list is how to properly utilize student data in the form of PSSA, PVAAS, DIBELS Next, CDT and other diagnostic or benchmark assessments. Mentors and inductees are encouraged to discuss formal and informal methods of formative assessment and how to differentiate instruction based on the outcome of the data. In-service days are dedicated to the analysis of data and planning for instruction. Lesson plans must be completed three days ahead and submitted to the building principal for all new teachers during the entire first year of teaching. If the teacher is hired mid-year, then the teacher must submit plans for 12 months after hire. Principals review the submitted lessons and conference with the inductee as necessary to modify plans. Research-based practices should be evident in lesson plans and failure to use the research-based instructional models provided by the school district is grounds for unsatisfactory evaluations. New teachers or inductees must submit a portfolio of required completed expectations and assignments within the induction program. Also, teachers must keep a portfolio, organized by the four domains in Charlotte Danielson's rubric, to be used as evidence collection for mid-year and summative evaluations. It is through the review of these written reports that the teacher, mentor, and administrative team can identify and support the needs of the new teacher. New teachers and mentors are expected to complete a survey regarding the induction experience in the Pottstown School District. It is from these surveys that we will determine any changes that need to be made in the future. Based on feedback that the District received as a result of the surveys, an additional component of "quarterly meetings" was added in 2014-2015 and has continued since. Inductees will be required to attend quarterly meetings where they will have a chance to "check in" with their job-alike counterparts, update their progress with the induction requirements, and receive additional professional development in an area of need. The District's induction program is adaptable to the needs of the new teacher. In some cases, teachers come to us with previous teaching experience or induction participation. For these cases, we modify the program requirements to meet the needs of the new teacher while preserving the District's goals for acclimating staff to the culture and assuring positive, effective teaching practices.

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

CHARACTERISTICS.

Mentor teachers are required to be of similar certification or assignment, in good standing with the district, never having received formal discipline or poor summative evaluations, and a willingness to provide ongoing support for new teachers. Mentor teachers are often teacher leaders within the district, including grade level leaders, department chairs, former teacher of the year or teacher of the district winners. Another requirement for these teachers is that they must be at least tenured. We also look for teachers that have excellent results in moving students higher in achievement on state wide assessment tests, be they PSSA or Keystone exams. Teacher mentors make a commitment to extra time and additional responsibility in order to properly train the teacher. This means loss of preparation time to conduct interviews and observations, as well as regular, often weekly, meetings with the teacher to help with the lesson planning, classroom management, classroom instruction, and professional responsibilities. Mentors are required to be a part of a mentor training where expectations are clearly delineated and questions are answered for those teachers. Of a great advantage to mentor teachers are the many resources provided by the district to show the new teacher. Our policies, procedures, and resources are listed in multiple areas and assessable electronically as well as in paper copy form. These resources are reviewed with mentor teachers.

NEEDS ASSESSMENT

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

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

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 Pottstown School District induction program is a two-year process that allows for a repetition of learning as well as participation in activities that thoroughly explain the culture and philosophy of the district. This includes mandatory book studies, review of professional articles, and structured review and dialogue on the following subjects: student achievement, health and wellbeing, best instructional practices, and trauma-informed care/ sensitivity. There are also multiple opportunities for new teachers to work in groups with their mentor teacher, grade level colleagues, or professional learning communities to address: code of professional practice or conduct for educators, all levels of assessments both formative and summative, instructional practices, emergency protocols, relationship building, safe schools practices, standards and curriculum, instruction, IEP and 504 plan accommodations, ESL learning, data-driven decision-making, and a wide variety of print, electronic, and technological resources. All inductees are also included in the District's professional development offerings throughout the school year. The Pottstown School District emphasizes data-driven decision making, especially regarding instructional decisions and practices for all of our students. Inductees are involved in the process of utilizing data collected throughout the school year to make instructional decisions. Also, District teachers review curriculum documents and PA Core and State standards throughout the year to maintain alignment between the instruction that takes place in the classroom and the standards-aligned curriculum documents. The induction program is overseen and conducted by both the Director of Curriculum and Instruction and the Director of Human Resources. The collaboration between these two important departments within the District allows for teachers to be highly supported and held accountable for District expectations. Principals, mentors, and supervisors are also required to be involved and support teachers at a high level. The school district also allows for a variety of learning opportunities that are not scheduled. Teachers new to the district have up to two years to attend and analyze the importance of to

school board meetings. They also have the opportunity to complete collaborative conferences as it is appropriate for their specific grade level or discipline. Within the first six months, teachers are required to videotape themselves and observe themselves, evaluating where they can do better and what their strengths are. All of the activities are recorded in the reflective journal/ portfolio that teachers are required to submit at the end of the two-year induction process.

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

Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

Year 1 Fall

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

3b: Using Questioning and Discussion

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

Selected Danielson Framework(s)

Timeline

Techniques

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

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

Year 1 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

Year 1 Fall

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4b: Maintaining Accurate Records

Year 1 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

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

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2d: Managing Student Behavior

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

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

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

EVALUATION AND MONITORING

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

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

EVALUATION AND MONITORING

New teachers meet with their mentors on a regular basis, conducting peer observations at least once per month. In addition to the building-level support offered by a mentor and building principal, inductees attend quarterly meetings where they will have a chance to "check in" with their job-alike counterparts, update their progress with the induction requirements, and receive additional professional development in an identified area of need. This will help the Curriculum and Human Resource offices monitor the current needs of inductees. This will allow for better support for our newest faculty members. Individual check-ins may be required, based on the needs of the inductee. The District has also established deadlines for each component of induction. The deadlines will help us monitor progress through the induction program, allowing early identification of potential problems. The District will support the inductees so that they are able to complete the program in a timely manner. New teachers and mentors are expected to complete a survey regarding the induction experience in the Pottstown School District. The District will survey participant likes and dislikes of the program as well as an evaluation on the quality of the mentor. It is from these surveys that we will determine any changes that need to be made in the future. The District will seek feedback on the quality of the information and projects related to induction and will use that feedback to improve the program in the future.

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.

Ryan Oxenford
Educator Induction Plan Coordinator

05/20/2022
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

POTTSTOWN SD

230 Beech St

Professional Development Plan (Act 48) | 2022 - 2025

ACT 48

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

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

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

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

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

Exemplary professional education for staff:

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

PROFILE AND PLAN ESSENTIALS

Pottstown School District

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Ryan Oxenford

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6109706612

Mr. Stephen Rodriguez

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Ann Marie McDonnell	Grade Level Representative - 4th	Ann Marie McDonnell	Administration Personnel
Evelyn Blair-Miller	Grade Level Representative - Kindergarten	Evelyn Blair-Miller	Administration Personnel
Jane Hospador	Grade Level Representative - 1st	Jane Hospador	Administration Personnel
Jill Bolonski	Grade Level Representative - 2nd	Jill Bolonski	Administration Personnel
Ted Freese	Department Chair - Library K-12	Ted Freese	Administration Personnel
Alison Moyer	Department Chair - Health and PE K-12	Alison Moyer	Administration Personnel

Name	Title	Committee Role	Appointed By
Amber Schollenberger	Department Chair - Social Studies PHS	Amber Schollenberger	Administration Personnel
Sara Miller	Department Chair - Science PHS	Sara Miller	Administration Personnel
Beth Yoder	Department Chair - Art K-12	Beth Yoder	Administration Personnel
Bob Decker	Department Chair - Math PHS	Bob Decker	Administration Personnel
Eileen Basham	Department Chair - Math PHS	Eileen Basham	Administration Personnel
Katie Minger	Department Chair - ELA PHS	Katie Minger	Administration Personnel
John Martin	Department Chair - Social Studies PMS	John Martin	Administration Personnel
Jesse Tupper	Department Chair - Math PMS	Jesse Tupper	Administration Personnel
Tracy Pasquale	Department Chair - ELA 5/6	Tracy Pasquale	Administration Personnel
Kim Petro	Department Chair - ELA 7/8	Kim Petro	Administration Personnel
Michelle Andre	Department Chair - Science PMS	Michelle Andre	Administration Personnel
Kristen Cherneskie	Department Chair - Foreign Language PHS	Kristen Cherneskie	Administration Personnel
Kelly Smale	Department Chair - Special Ed PHS	Kelly Smale	Administration Personnel
Jaime Fazekas	Grade Level Representative - 3rd	Jaime Fazekas	Administration Personnel
Beth Mason	Department Chair - Special Ed PMS	Beth Mason	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.

Department Chairs (secondary) and Grade Level Leaders (elementary) will meet at least annually to review the professional development plan for the year. After the required trainings are built into the calendar, the district will use a series of professional development contributors, ranging from the superintendent to department chairs, to align professional development opportunities with the strategies and practices defined within the Comprehensive Plan (2022).

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

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

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

MTSS - ALIGNED INSTRUCTIONAL SYSTEM

Action Step	Audience	Topics to be Included	Evidence of Learning
Align curriculum, assessment, technology and materials to state/district standards that are culturally relevant for students.	PSD Staff	Curriculum alignment. Instruction in Tier I, II, III. Common assessment and grading practices. Methods for increasing student attendance. Understanding data to improve the achievement of underperforming subgroups.	Increased attendance, reduced discipline referrals, student growth on standardized achievement tests.
Lead Person/Position			Anticipated Timeline
Sherri Morett / Director of Special Education, LaTanya White-Springfield / Director of Student Services, Ryan Oxenford / Director of Curriculum			06/01/2022 - 06/30/2025

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	Weekly Core Team meetings, Biweekly Grade Level Meetings		Language and Literacy Acquisition for All Students

DATA DRIVEN DECISION MAKING

Action Step	Audience	Topics to be Included	Evidence of Learning
Align curriculum, assessment, technology and materials to state/district standards that are culturally relevant for students.	All Staff	Ongoing professional development to improve the practice of using data to drive decision making.	Increased depth of data through a variety of sources.

Lead Person/Position	Anticipated Timeline
Ryan Oxenford / Director of Curriculum	09/01/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Monthly		Teaching Diverse Learners in an Inclusive Setting

ACT 13 TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers use common meeting time to collaborate, reflect and analyze student work, data, and best practices.	PSD Teachers	Teacher Evaluation System under Act 13 of 2020	Completion of requirements under Act 13, including: Student Performance Measures; Building Scores; Teacher Specific Data; Observation & Practice
Lead Person/Position			Anticipated Timeline
Matt Boyer / Director of Human Resources & Ryan Oxenford / Director of Curriculum			08/16/2021 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 time training for all staff members and training built into the induction plan for all new professional employees.		

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

EVALUATION AND REVIEW

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

The Professional Education Plan is under regular review. The process in place includes starting with the superintendent and identifying yearly professional development requirement under various acts, such as youth Suicide Prevention, Title IX training, Mandated Reporter, etc. If the required professional development is aligned within the professional development calendar, the curriculum office and human resource office identify additional areas in which further professional development are needed. Furthermore, directors are consulted, followed by building principles and department/grade level leaders. Based on elements within the comprehensive planning and instructional priorities to find by the school district, professional development is committed towards aligning with the strategies and practices to meet the goals.

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.

Ryan Oxenford

03/21/2022

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