BOYERTOWN AREA SD

911 Montgomery Ave

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

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

VISION STATEMENT

To cultivate an exceptional, innovative learning community that enables all students to succeed in a changing world.

EDUCATIONAL VALUE STATEMENTS

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

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

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

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

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

OTHER (OPTIONAL)

STEERING COMMITTEE

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

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

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Establish and maintain a focused system for continuous improvement and ensure organizational coherence. A review of and focus on both horizontal and vertical alignment of the curriculum including standards alignment and assessment practices will support organizational coherence. Integration of the key components of our Portrait of a Graduate as well as the Instructional Model will also support this work. Another priority will be the integration of the new Science standards and other PDE mandates.	Essential Practices 1: Focus on Continuous Improvement of Instruction
We need to prioritize overall growth in ELA across our Elementary and Middle school grades. A focus on research-based, high-yield instructional strategies with ongoing data analysis and review will support work in both overall student achievement and growth in ELA.	Professional learning English Language Arts
Both elementary and secondary subgroups of students with disabilities/IEPs are trending downward in the percentage of proficient/advanced scores in ELA and Math.. Our students with disabilities group appear to be the most negatively impacted by the pandemic. A review of staffing and programming at all levels needs to be examined. Instructional and assessment practices should be reviewed and prioritized during professional learning sessions. In the current school year, our special education program is being monitored by PDE. Any takeaways or corrective action noted will be implemented in the following school year.	Essential Practices 5: Allocate Resources Strategically and Equitably

ACTION PLAN AND STEPS

Evidence-based Strategy

Standards-aligned science curriculum

Measurable Goals

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

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

Anticipated Outcome

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

Monitoring/Evaluation

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

Evidence-based Strategy

Portrait of a Graduate

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Spec Ed Growth	By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks.
Horizontal and Vertical alignment	By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model.
ELA growth	By year three, 77% of students in Gr. 3-8 taking the ELA PSSA will score at the proficient level or higher. This will be an overall increase of 20%.

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

Incorporate CEW (Career Education and Work) into content area curricula	2023-07-01 - 2026-06-30	Stephanie Landis/Director of Teaching and Learning	CEW standards, pacing guides for content area courses, PDE-SAS website
Embed impact skills aligned with the Boyertown Area School District Portrait of a Graduate and social emotional learning competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making in order to develop critical thinking, collaboration, problem solving, creativity, and effective communication, for the purpose of preparing students for college, the work force, and adult life.	2023-07-01 - 2026-06-30	Kristen Horton/Supervisor of Student Services	social-emotional learning resources, content areas course curricula

Anticipated Outcome

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

Monitoring/Evaluation

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

Evidence-based Strategy

Horizontal and vertical curriculum alignment

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Spec Ed Growth	By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks.
Structured Literacy PL	By the end of year three, 100% of identified staff (as indicated by PDE) will receive professional learning in high-yield instructional strategies that support students' ability to decode, understand, and analyze text.
Horizontal and Vertical alignment	By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model.
ELA growth	By year three, 77% of students in Gr. 3-8 taking the ELA PSSA will score at the proficient level or higher. This will be an overall increase of 20%.

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

Anticipated Outcome

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

Monitoring/Evaluation

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

Evidence-based Strategy

Structure Literacy practices

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Spec Ed Growth	By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks.
Structured Literacy PL	By the end of year three, 100% of identified staff (as indicated by PDE) will receive professional learning in high-yield instructional strategies that support students' ability to decode, understand, and analyze text.
Horizontal and Vertical alignment	By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model.
ELA growth	By year three, 77% of students in Gr. 3-8 taking the ELA PSSA will score at the proficient level or higher. This will be an overall increase of 20%.

Goal Nickname	Measurable Goal Statement (Smart Goal)

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

Anticipated Outcome

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

Monitoring/Evaluation

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

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment)	Standards-aligned science curriculum	Collaborate with team of instructional leaders in developing curriculum to align with PA STEELS standards for instruction and assessment	07/01/2023 - 08/24/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment)	Standards-aligned science curriculum	STEELS aligned curriculum will be implemented in K-12 classrooms.	07/01/2025 - 06/30/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		communication, for the purpose of preparing students for college, the work force, and adult life.	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth) By the end of year three, 100% of identified staff (as indicated by PDE) will receive professional learning in high-yield instructional strategies that support students' ability to decode, understand, and analyze text. (Structured Literacy PL) By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment) By year three, 77% of students in Gr. 3-8 taking the ELA PSSA will score at the proficient level or higher. This will be an overall increase of 20%. (ELA growth)	Horizontal and vertical curriculum alignment	Establish Learning Progressions that foster horizontal curriculum alignment and clear learning targets	07/01/2023 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth) By the end of year three, 100% of identified staff (as indicated by PDE) will receive professional learning in high-yield instructional strategies that support students' ability to decode, understand, and analyze text. (Structured Literacy PL) By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment) By year three, 77% of students in Gr. 3-8 taking the ELA PSSA will score at the proficient level or higher. This will be an overall increase of 20%. (ELA growth)	Structure Literacy practices	Identified professional staff will receive professional learning in high-yield strategies that support students' ability to decode, understand, and analyze text.	07/01/2023 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment)	Standards-aligned science curriculum	Collaborate with team of instructional leaders in developing curriculum to align with PA STEELS standards for instruction and assessment	07/01/2023 - 08/24/2025

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth) By the end of year three, 100% of identified staff (as indicated by PDE) will receive professional learning in high-yield instructional strategies that support students' ability to decode, understand, and analyze text. (Structured Literacy PL) By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment) By year three, 77% of students in Gr. 3-8 taking the ELA PSSA will score at the proficient level or higher. This will be an overall increase of 20%. (ELA growth)	Structure Literacy practices	Identified professional staff will receive professional learning in high-yield strategies that support students' ability to decode, understand, and analyze text.	07/01/2023 - 06/30/2026

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

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

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

Chief School Administrator   *Marybeth Torchia*

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Elementary academic growth expectations for ELA are trending up

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

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

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

Our ELA Keystone scores are a relative strength.

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

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

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

Challenges

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

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

Biology achievement performance is significantly lower than the state average.

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

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

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

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

Establish and maintain a focused system for continuous

Strengths

students, educators, and families

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

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

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

BCTC

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

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

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

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

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

Challenges

improvement and ensure organizational coherence

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

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

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

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

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

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

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

Strengths

the year.

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

Most Notable Observations/Patterns

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

Challenges	Discussion Point	Priority for Planning
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Both horizontal and vertical curriculum alignment; integration of priority components within the Portrait of a Graduate and Instructional Model	✓
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district		
Build the capacity of central office and school		

Challenges	Discussion Point	Priority for Planning
administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning		
The percentage of elementary students achieving Proficient/Advanced on the ELA PSSA is below the state average.		
Both elementary and secondary subgroups of students with disabilities/IEPs are trending downward in the percentage of proficient/advanced scores in ELA and Math.	This group has been most negatively impacted by the pandemic.	✓
Biology achievement performance is significantly lower than the state average.		
33% of our students in Gr. 3-8 are scoring basic on the PSSA ELA assessment.		
Our Biology Keystone assessment scores have trended downward throughout the pandemic. (a 12% drop since the spring of 2019)		
While our benchmark level is good, we plan to prioritize continued growth in the Civics exam.		
Our economically-disadvantaged subgroup of students at the high school was the lowest		

Challenges	Discussion Point	Priority for Planning
percentage of students meeting the career readiness benchmark. (93.9%)		
We need to prioritize overall growth in ELA across our Elementary and Middle school grades.	33% of our students in Gr. 3-8 are scoring basic on the PSSA ELA assessment; The percentage of elementary students achieving Proficient/Advanced on the ELA PSSA is below the state average	✓
Approximately 20% of our students with disabilities are meeting proficiency levels in ELA and Math as measured by the CDT and PSSA assessments.		

ADDENDUM B: ACTION PLAN

Action Plan: Standards-aligned science curriculum

Action Steps

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

Anticipated Start/Completion Date

07/01/2023 - 08/24/2025

Monitoring/Evaluation

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

Anticipated Output

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

Material/Resources/Supports Needed	PD Step	Comm Step
PA STEELS standards, PDE-SAS website, meeting time to write curriculum and review materials	yes	yes

Action Steps	Anticipated Start/Completion Date
STEELS aligned curriculum will be implemented in K-12 classrooms.	07/01/2025 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Office of Teaching and Learning and the BASD school board will process curriculum for approval. Student data will be collected via IXL and PSSA to measure student growth in their work with the new science standards.	Curriculum design will be completed and submitted for approval. New science curriculum will be used to instruct students in the 25-26 school year.

Material/Resources/Supports Needed		PD Step	Comm Step
science curriculum, PDE-SAS, IXL		yes	yes

Action Plan: Portrait of a Graduate

Action Steps

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

Anticipated Start/Completion Date

07/01/2023 - 06/30/2026

Monitoring/Evaluation

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

Anticipated Output

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

Material/Resources/Supports Needed

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

PD Step	Comm Step
no	no

Action Steps

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

Anticipated Start/Completion Date

07/01/2023 - 06/30/2026

Monitoring/Evaluation

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

Anticipated Output

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

Material/Resources/Supports Needed

social-emotional learning resources, content areas course curricula

PD Step	Comm Step
yes	no

Action Plan: Horizontal and vertical curriculum alignment

Action Steps	Anticipated Start/Completion Date
Establish Learning Progressions that foster horizontal curriculum alignment and clear learning targets	07/01/2023 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Classroom teachers will utilize both formative and summative assessments throughout the school year to measure student growth and mastery of concepts. Assessment tools could include IXL, CDT, PSSA, and Keystone exams.	Aligned curriculum resources will be warehoused on a common page of our internal website for all staff to access. Curriculum resources will be closely followed to ensure that all students receive a quality education in alignment with our Instructional Model.

Material/Resources/Supports Needed	PD Step	Comm Step
professional collaboration time PDE-SAS website curriculum summaries for each course internal district website	yes	yes

Action Steps

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

Anticipated Start/Completion Date

07/01/2024 - 06/30/2026

Monitoring/Evaluation

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

Anticipated Output

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

Material/Resources/Supports Needed

professional collaboration time PDE-SAS website internal district website

PD Step	Comm Step
yes	yes

Action Plan: Structure Literacy practices

Action Steps

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

Anticipated Start/Completion Date

07/01/2023 - 06/30/2026

Monitoring/Evaluation

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

Anticipated Output

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

Material/Resources/Supports Needed	PD Step	Comm Step
professional development training collaboration time for professional staff resource kits	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment)	Standards-aligned science curriculum	Collaborate with team of instructional leaders in developing curriculum to align with PA STEELS standards for instruction and assessment	07/01/2023 - 08/24/2025
By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment)	Standards-aligned science curriculum	STEELS aligned curriculum will be implemented in K-12 classrooms.	07/01/2025 - 06/30/2026
By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth) By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment)	Portrait of a Graduate	Embed impact skills aligned with the Boyertown Area School District Portrait of a Graduate and	07/01/2023 - 06/30/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By year three, 77% of students in Gr. 3-8 taking the ELA PSSA will score at the proficient level or higher. This will be an overall increase of 20%. (ELA growth)		social emotional learning competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making in order to develop critical thinking, collaboration, problem solving, creativity, and effective communication, for the purpose of preparing students for college, the work force, and adult life.	
By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth)	Horizontal and	Establish Learning Progressions that	07/01/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of year three, 100% of identified staff (as indicated by PDE) will receive professional learning in high-yield instructional strategies that support students' ability to decode, understand, and analyze text. (Structured Literacy PL) By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment) By year three, 77% of students in Gr. 3-8 taking the ELA PSSA will score at the proficient level or higher. This will be an overall increase of 20%. (ELA growth)	vertical curriculum alignment	foster horizontal curriculum alignment and clear learning targets	06/30/2024
By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth) By the end of year three, 100% of identified staff (as indicated by PDE) will receive professional learning in high-yield instructional strategies that support students' ability to decode, understand, and analyze text. (Structured Literacy PL) By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment) By year three, 77% of students in Gr. 3-8 taking the ELA PSSA will score at the proficient level or higher. This will be an overall increase of 20%. (ELA growth)	Horizontal and vertical curriculum alignment	Establish Learning Progressions that foster vertical curriculum alignment and clear learning targets	07/01/2024 - 06/30/2026
By the end of year 3, students with disabilities will increase their progress towards	Structure	Identified	07/01/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
grade-level proficiency benchmarks. (Spec Ed Growth) By the end of year three, 100% of identified staff (as indicated by PDE) will receive professional learning in high-yield instructional strategies that support students' ability to decode, understand, and analyze text. (Structured Literacy PL) By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment) By year three, 77% of students in Gr. 3-8 taking the ELA PSSA will score at the proficient level or higher. This will be an overall increase of 20%. (ELA growth)	Literacy practices	professional staff will receive professional learning in high-yield strategies that support students' ability to decode, understand, and analyze text.	- 06/30/2026

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
STEELS Standards Curriculum Alignment	K-12 regular ed science teachers, K-12 special ed teachers	STEELs standards, horizontal and vertical alignment, student engagement, inquiry based learning, differentiation

Evidence of Learning

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

Anticipated Timeframe

07/01/2023 - 08/31/2025

Lead Person/Position

Stephanie Landis/ Director of Teaching and Learning

Danielson Framework Component Met in this Plan:

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

3e: Demonstrating Flexibility and Responsiveness

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in Inclusive Settings
Teaching Diverse Learners in Inclusive Settings
Teaching Diverse Learners in Inclusive Settings
Teaching Diverse Learners in Inclusive Settings

Professional Development Step

High yield strategies for structured literacy instruction

Audience

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

Topics of Prof. Dev

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

Evidence of Learning

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

Anticipated Timeframe

07/01/2023 - 06/30/2026

Lead Person/Position

Stephanie Landis/Director of Teaching and Learning

Danielson Framework Component Met in this Plan:

3d: Using Assessment in Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

3e: Demonstrating Flexibility and Responsiveness

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

4d: Participating in a Professional Community

1a: Demonstrating Knowledge of Content and Pedagogy

1a: Demonstrating Knowledge of Content and Pedagogy

4a: Reflecting on Teaching

1e: Designing Coherent Instruction.

1c: Setting Instructional Outcomes

This Step meets the Requirements of State Required Trainings:

Structured Literacy
Language and Literacy Acquisition for All Students
Structured Literacy

Professional Development Step

Social emotional learning training

Audience

K-12 professional staff

Topics of Prof. Dev

SEL competencies, strategies for building relationships with students and facilitating relationships between students, effective tools for creating a positive classroom environment, trauma-informed practices, restorative practices

Evidence of Learning

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

Anticipated Timeframe

07/01/2023 - 06/30/2026

Lead Person/Position

Kristen Horton/Supervisor of Student Services

Danielson Framework Component Met in this Plan:

2b: Establishing a Culture for Learning

1b: Demonstrating Knowledge of Students

3a: Communicating with Students

2a: Creating an Environment of Respect and Rapport

This Step meets the Requirements of State Required Trainings:

At Least 1-hour of Trauma-informed Care Training for All Staff

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment)	Standards-aligned science curriculum	Collaborate with team of instructional leaders in developing curriculum to align with PA STEELS standards for instruction and assessment	2023-07-01 - 2025-08-24
By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment)	Standards-aligned science curriculum	STEELS aligned curriculum will be implemented in K-12 classrooms.	2025-07-01 - 2026-06-30
By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth) By the end of year three, 100% of identified staff (as indicated by PDE) will receive professional learning in high-yield instructional strategies that support students' ability to decode, understand, and analyze text. (Structured Literacy PL)	Horizontal and vertical curriculum alignment	Establish Learning Progressions that foster horizontal curriculum alignment and clear learning	2023-07-01 - 2024-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		targets	
By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment) By year three, 77% of students in Gr. 3-8 taking the ELA PSSA will score at the proficient level or higher. This will be an overall increase of 20%. (ELA growth)			
By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth) By the end of year three, 100% of identified staff (as indicated by PDE) will receive professional learning in high-yield instructional strategies that support students' ability to decode, understand, and analyze text. (Structured Literacy PL) By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment) By year three, 77% of students in Gr. 3-8 taking the ELA PSSA will score at the proficient level or higher. This will be an overall increase of 20%. (ELA growth)	Horizontal and vertical curriculum alignment	Establish Learning Progressions that foster vertical curriculum alignment and clear learning targets	2024-07-01 - 2026-06-30
By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks. (Spec Ed Growth)	Structure Literacy	Identified professional staff	2023-07-01 - 2026-06-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of year three, 100% of identified staff (as indicated by PDE) will receive professional learning in high-yield instructional strategies that support students' ability to decode, understand, and analyze text. (Structured Literacy PL)	practices	will receive professional learning in high-yield strategies that support students' ability to decode, understand, and analyze text.	30
By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model. (Horizontal and Vertical alignment)			
By year three, 77% of students in Gr. 3-8 taking the ELA PSSA will score at the proficient level or higher. This will be an overall increase of 20%. (ELA growth)			

COMMUNICATIONS PLAN

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

Anticipated Timeframe	Frequency	Delivery Method
07/01/2023 - 06/30/2024	ongoing, new website is anticipated to rollout in January 2024, additional pieces to be added on a continuous basis	Posting on district website Newsletter

Lead Person/Position

Alison Moyer/Communications Specialist

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

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

BOYERTOWN AREA SD

911 Montgomery Ave

Induction Plan (Chapter 49) | 2023 - 2026

INDUCTION PLAN (CHAPTER 49)

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

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

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

PROFILE AND PLAN ESSENTIALS

Boyertown Area School District

114060753

911 Montgomery Avenue , Boyertown, PA 19512

Stephanie Landis

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610-369-7414 Ext.

Marybeth Torchia

mtorchia@boyertownasd.org

INDUCTION PLAN COMMITTEE PARTICIPANTS

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

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

STEERING COMMITTEE

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

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

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

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

Plan requirements	Yes/No
Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

Plan requirements   **Yes/No**

MENTORS

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

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

OTHER

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

CHARACTERISTICS.

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

NEEDS ASSESSMENT

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

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

OTHER

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

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

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

teachers will continue to add artifacts to their Induction portfolio that represent each domain. At the end of the year, inductees will meet with supervising administrator to review the portfolio that was compiled over the past three years.

EDUCATOR INDUCTION PLAN TOPIC AREAS

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

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families
4e: Growing and Developing Professionally
4b: Maintaining Accurate Records
4d: Participating in a Professional Community
4f: Showing Professionalism
1b: Demonstrating Knowledge of Students
1a: Demonstrating Knowledge of Content and Pedagogy

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

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

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

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

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

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

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

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

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

Selected Danielson Framework(s)　　　　**Timeline**

2c: Managing Classroom Procedures
2a: Creating an Environment of Respect
and Rapport

STANDARDS/CURRICULUM

Selected Danielson Framework(s)　　　　**Timeline**

1f: Designing Student Assessments　　　　Year 1 Summer, Year 3 Winter, Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 3 Spring, Year 2
1a: Demonstrating Knowledge of　　　　Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer, Year 1 Spring, Year 3 Fall
Content and Pedagogy
3d: Using Assessment in Instruction
1c: Setting Instructional Outcomes
1e: Designing Coherent Instruction

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)　　　　**Timeline**

2e: Organizing Physical Space　　　　Year 3 Summer, Year 3 Winter, Year 3 Fall, Year 3 Spring
1e: Designing Coherent Instruction
3d: Using Assessment in Instruction

Selected Danielson Framework(s)   **Timeline**

3c: Engaging Students in Learning
1d: Demonstrating Knowledge of
Resources

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)   **Timeline**

3a: Communicating with Students   Year 1 Summer, Year 3 Winter, Year 2 Winter, Year 3 Summer, Year 1 Winter, Year 2 Summer,
4b: Maintaining Accurate Records   Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring, Year 1 Spring, Year 3 Fall
1e: Designing Coherent Instruction
3b: Using Questioning and Discussion
Techniques
1c: Setting Instructional Outcomes
4c: Communicating with Families
1f: Designing Student Assessments

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)   **Timeline**

1c: Setting Instructional Outcomes   Year 1 Spring, Year 3 Fall, Year 2 Fall, Year 3 Spring, Year 1 Winter, Year 2 Summer, Year 2

Selected Danielson Framework(s)

1e: Designing Coherent Instruction
1b: Demonstrating Knowledge of
Students
3d: Using Assessment in Instruction
1f: Designing Student Assessments
1d: Demonstrating Knowledge of
Resources
1a: Demonstrating Knowledge of
Content and Pedagogy
3a: Communicating with Students

Timeline

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

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

1c: Setting Instructional Outcomes
4b: Maintaining Accurate Records
4a: Reflecting on Teaching
1f: Designing Student Assessments

Timeline

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

MATERIALS AND RESOURCES FOR INSTRUCTION

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

CLASSROOM AND STUDENT MANAGEMENT

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

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students 4b: Maintaining Accurate Records 4c: Communicating with Families 4e: Growing and Developing Professionally 3d: Using Assessment in Instruction	Year 2 Spring, Year 1 Spring, Year 1 Fall, Year 1 Winter, Year 2 Winter, Year 2 Fall

EVALUATION AND MONITORING

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

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

EVALUATION AND MONITORING

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

DOCUMENTATION OF PARTICIPATION AND COMPLETION

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

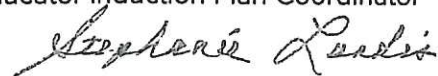| Participation	Completion
Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each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

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

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

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

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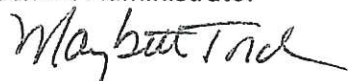
Educator Induction Plan Coordinator

Date 10/24/2023

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

Chief School Administrator

Date 10/24/2023

BOYERTOWN AREA SD

911 Montgomery Ave

Professional Development Plan (Act 48) | 2023 - 2026

ACT 48

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

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

a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.

b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.

c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.

d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.

e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.

f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

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

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

Exemplary professional education for staff:

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

PROFILE AND PLAN ESSENTIALS

Boyertown Area School District

114060753

911 Montgomery Avenue, Boyertown, PA 19512

Michael Stoudt

mstoudt@boyertownasd.org

610-369-7442 X 7442

Marybeth Torchia

mtorchia@boyertownasd.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Michael Stoudt	Assistant Superintendent	Administrator	School Board of Directors
Jennifer Joyce	K-8 Curriculum Supervisor	Administrator	Administration Personnel
Rochelle Towne	Gr. 6-12 Curriculum Supervisor	Administrator	Administration Personnel
Rabecca Hester	Instructional Technology Coordinator/Instructional Coach	Education Specialist	Education Specialist
Kimberly Hole	Elementary Instructional Coach	Education Specialist	Education Specialist
Athena Baney	Middle School Instructional Coach	Education Specialist	Education Specialist

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

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

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

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

STEELS STANDARDS CURRICULUM ALIGNMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Collaborate with team of instructional leaders in developing curriculum to align with PA STEELS standards for instruction and assessment	K-12 regular ed science teachers, K-12 special ed teachers	STEELs standards, horizontal and vertical alignment, student engagement, inquiry based learning, differentiation	Act 13 Educator Effectiveness Template, student assessment data, Professional Learning database
Establish Learning Progressions that foster horizontal curriculum alignment and clear learning targets			
STEELS aligned curriculum will be implemented in K-12 classrooms.			
Establish Learning Progressions that foster vertical curriculum alignment and clear learning targets			

Lead Person/Position

Stephanie Landis/ Director of Teaching and Learning

Anticipated Timeline

07/01/2023 - 08/31/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	monthly	1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes	Teaching Diverse Learners in Inclusive Settings
Inservice day	trimesterly	1e: Designing Coherent Instruction 1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 3e: Demonstrating Flexibility and Responsiveness 1c: Setting Instructional Outcomes	Teaching Diverse Learners in Inclusive Settings

HIGH YIELD STRATEGIES FOR STRUCTURED LITERACY INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Identified professional staff will receive professional learning in high-yield strategies that support students' ability to decode, understand, and analyze text. Establish Learning Progressions that foster horizontal curriculum alignment and clear learning targets Establish Learning Progressions that foster vertical curriculum alignment and clear learning targets	K-12 ELA regular and special ed ELA teachers, along with reading specialists and intervention staff	alphabetic principle, decoding and encoding, fluency, vocabulary development, explicit and systematic instruction of phonological and phonemic awareness, student engagement	Act 13 Educator Effectiveness Template, student assessment data, Professional Learning database

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

LEARNING FORMAT

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

Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	trimesterly	3d: Using Assessment in Instruction	Structured Literacy
		3e: Demonstrating Flexibility and Responsiveness	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		1d: Demonstrating Knowledge of Resources	
Professional Learning Community (PLC)	monthly	4d: Participating in a Professional Community	Language and Literacy Acquisition for All Students
		1a: Demonstrating Knowledge of Content and Pedagogy	
		3c: Engaging Students in Learning	
		1e: Designing Coherent Instruction	
Inservice day	trimesterly	4a: Reflecting on Teaching	Structured Literacy
		1c: Setting Instructional Outcomes	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		1e: Designing Coherent Instruction	

SOCIAL EMOTIONAL LEARNING TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Embed impact skills aligned with the Boyertown Area School District Portrait of a Graduate and social emotional learning competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making in order to develop critical thinking, collaboration, problem solving, creativity, and effective communication, for the purpose of preparing students for college, the work force, and adult life.	K-12 professional staff	SEL competencies, strategies for building relationships with students and facilitating relationships between students, effective tools for creating a positive classroom environment, trauma-informed practices, restorative practices	Act 13 Educator Effectiveness data in Domains 2 (Classroom Environment) and 3 (Instruction), student discipline data, SAP data

Lead Person/Position

Kristen Horton/Supervisor of Student Services

Anticipated Timeline

07/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	ongoing, plan to have all professional staff trained in Trauma-Informed Practices, Restorative Practices, and Social Emotional Learning by 2026	2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 3a: Communicating with Students	At Least 1-hour of Trauma-informed Care Training for All Staff

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

ACT 55 TRAINING

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

Lead Person/Position

Virginia Fredericksen/ CHRO

Anticipated Timeline

07/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	annually	3a: Communicating with Students	Professional Ethics
		4f: Showing Professionalism	

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

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

Professional Education Plan Guidelines | Yes/No

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

Language and Literacy Acquisition for All Students	Yes
Teaching Diverse Learners in Inclusive Settings	Yes
At least 1-hour of trauma-informed care training for all staff	Yes
Professional Ethics Program Framework Guidelines	Yes
Culturally Relevant and Sustaining Education Program Framework Guidelines	No
Structured Literacy Program Framework Guidelines	Yes
When is the first year the LEA will offer Structured Literacy Training to the staff?	2022-2023

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

Is the LEA using or planning to implement Structured Literacy (Select One)?
Hybrid, Structured Literacy components integrated into reading program.
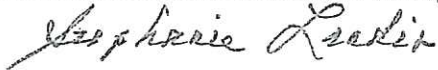
EVALUATION AND REVIEW

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

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

PROFESSIONAL EDUCATION PLAN ASSURANCES

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

Professional Education Committee Chairperson: Date   10/24/2023

Stephanie Leslie

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   10/24/2023

Maybat Tnd

Boyertown Area School District

911 Montgomery Avenue, Boyertown PA 19512

Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the (Name of LEA Entity) **Boyertown Area SD** reviewed and approved the plan(s) at the following Board Meeting, held on (date) Oct. 24, 2023 The plan(s) was (were) approved by a vote of 8 (yes) and 1 (no).

Plan(s) Approved at School Board Meeting:
> *Place a check in the box next to the board approved plan(s).*

| X | Comprehensive Plan

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

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

| | School Plan(s)
> *List school name and plan type on the next page.*

Affirmed on this __24th__ day of __October__ , 20 __23__

By: _____ (Signature of Board President)

___Anthony D. Panarello_____ (Print Name)

___Boyertown Area School District_ Board of Education

School Name	Plan Type

Plan Types:

- Non-Designated – non – Title I
- Schoolwide Title I
- CSI
- ATSI – Title I
  - ATSI – non – Title I
- TSI – Title I
- TSI – non – Title I