

MIFFLIN COUNTY SD

201 Eighth St - Highland Park

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

Educate each student to meet life's challenges.

VISION STATEMENT

The Relentless Pursuit of Excellence!

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Expect to be prepared to model Ready, Responsible, Respectful and Safe behaviors on a daily basis.

STAFF

Expect to increase student achievement and growth through effective differentiated instruction for all of our students.

ADMINISTRATION

Expect to work as a collaborative team that openly communicates and promotes academic excellence.

PARENTS

Expect the Mifflin County School District to openly communicate and promote academic excellence in a safe learning environment that differentiates instruction for all students.

COMMUNITY

Expect the Mifflin County School District to openly communicate and promote academic excellence in a safe learning environment that differentiates instruction for all students.

OTHER (OPTIONAL)

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
MCSD teachers will work relentlessly to increase achievement and growth through effective differentiated instruction for all students.	Essential Practices 1: Focus on Continuous Improvement of Instruction
A strategic and systemic Social Emotional Learning (SEL) process will be fully developed to support all students in the MCSD.	Social emotional learning
The MCSD will work relentlessly to develop a Multi-Tiered System of Supports (MTSS) framework that helps educators provide academic and behavioral strategies for students with various need.	Essential Practices 3: Provide Student-Centered Support Systems Early Literacy

ACTION PLAN AND STEPS

Evidence-based Strategy	
PBIS	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Social Emotional	Positive Behavior Interventions and Supports (PBIS) will be fully implemented in all MCSD schools. Schools will

Goal Nickname	Measurable Goal Statement (Smart Goal)
Learning	work relentlessly towards banner status at the various Tiers. 100% of all schools in the MCSD will have achieved Tier I banner status.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Positive Behavior Interventions and Supports (PBIS) will be fully implemented in all MCSD schools. Schools will work relentlessly towards banner status at the various Tiers.	2021-08-26 - 2024-06-30	PBIS Core Team/Building Principal	MCSD Mental Health Coordinator TIU 11 Educational Consultants SWPBIS Tiered Fidelity Inventory PBIS Incentives and Rewards

Anticipated Outcome
100% of all schools in the MCSD will have achieved Tier I banner status. Ready, Responsible, Respectful, Safe behavioral expectations exhibited by all.

Monitoring/Evaluation
SWPBIS Tiered Fidelity Inventory completed annually by each building's PBIS Core Team and TIU 11.

Evidence-based Strategy
1:1 Technology Initiative

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Differentiated Instruction	Differentiated instruction for all students will be observed through a highly effective evaluation system.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The district will implement a 1 to 1 technology initiative beginning the 2021-2022 academic year. Our 1 to 1 initiative will provide every K-12 student their own device for personalized educational use to help support differentiated instruction as the achievement gap has been significantly increased by the COVID-19 pandemic. K/1 students will each receive an iPad and grade 2-12 students will receive a laptop to support any future remote learning that may be necessary due to health and safety concerns of the COVID 19 pandemic.	2021-08-26 - 2024-06-30	Director of Technology	iPads, Laptops, Carts, Wireless Access Points

Anticipated Outcome
Our 1 to 1 initiative will provide every K-12 student their own device for personalized educational use to help support differentiated instruction as the achievement gap has been significantly increased by the COVID-19 pandemic. K/1 students will each receive an iPad and grade 2-12 students will receive a laptop to support any future remote learning that may be necessary due to health and safety concerns of the COVID 19 pandemic.

Monitoring/Evaluation
PA-Etep Walk through documentation of use of technology and differentiation of instruction. Laptops/iPads will be purchased to meet a 1:1 ratio in the district.

Evidence-based Strategy

Heggerty/95% Group

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Differentiated Instruction	Differentiated instruction for all students will be observed through a highly effective evaluation system.
3rd Grade Reading Levels	By June 1, 2024 95% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System.
Multi-Tiered Systems of Support	A K-12 Multi-Tiered Systems of Support in ELA that will include Tier I, Tier II and Tier III levels of support will be developed by the MCSD.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Kindergarten and Grade 1 teachers will add Heggerty Phonemic Awareness and 95% group supplemental resources into daily curriculum.	2021-08-26 - 2024-06-30	K/1 Teachers, Elementary Principals	Heggerty Phonemic Awareness Curriculum 95% Group Resources

Anticipated Outcome

Increase in PSF and FSF DIBELS Acadience Data

Monitoring/Evaluation

DIBELS Acadience Data

Evidence-based Strategy

MTSS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Differentiated Instruction	Differentiated instruction for all students will be observed through a highly effective evaluation system.
Multi-Tiered Systems of Support	A K-12 Multi-Tiered Systems of Support in ELA that will include Tier I, Tier II and Tier III levels of support will be developed by the MCSD.
3rd Grade Reading Levels	By June 1, 2024 95% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Analyze core instruction for effectiveness. Research, design and implement effective interventions for at-risk students. (Tier I, Tier II and Tier III)	2021-08-26 - 2024-06-30	Chief of Academics	Utilization of all available data to make instructional decisions regarding core instruction and increase efficiency of Tier, I,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			Tier II and Tier III service delivery.
Anticipated Outcome			
Decrease in the number of students who need Tier II and Tier III levels of support.			
Monitoring/Evaluation			
Monitor student progress in all Tiers with analysis of Acadience, Benchmark Assessment System and Panaroma.			
Evidence-based Strategy			
After-school and Summer School Tutoring			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Differentiated Instruction	Differentiated instruction for all students will be observed through a highly effective evaluation system.		
3rd Grade Reading Levels	By June 1, 2024 95% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System.		
Social Emotional Learning	Positive Behavior Interventions and Supports (PBIS) will be fully implemented in all MCSD schools. Schools will work relentlessly towards banner status at the various Tiers. 100% of all schools in the MCSD will have		

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

achieved Tier I banner status.

Multi-Tiered Systems of Support

A K-12 Multi-Tiered Systems of Support in ELA that will include Tier I, Tier II and Tier III levels of support will be developed by the MCSD.

Action Step

**Anticipated
Start/Completion**

**Lead
Person/Position**

**Materials/Resources/Supports
Needed**

COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction.

2021-01-04 -
2024-06-30

Principals,
Tutors

Tutors/Intervention
Resources/Transportation

Anticipated Outcome

Students will increase the number of hours of in person learning thus impacting their performance scores on local assessments.

Monitoring/Evaluation

Review of the total number of students attending after-school and summer school tutoring. Analysis of data for those students who attend after-school and summer school tutoring

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Positive Behavior Interventions and Supports (PBIS) will be fully implemented in all MCSD schools. Schools will work relentlessly towards banner status at the various Tiers. 100% of all schools in the MCSD will have achieved Tier I banner status. (Social Emotional Learning)	PBIS	Positive Behavior Interventions and Supports (PBIS) will be fully implemented in all MCSD schools. Schools will work relentlessly towards banner status at the various Tiers.	08/26/2021 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Differentiated instruction for all students will be observed through a highly effective evaluation system. (Differentiated Instruction)	1:1 Technology Initiative	The district will implement a 1 to 1 technology initiative beginning the 2021-2022 academic year. Our 1 to 1 initiative will provide every K-12 student their own device for personalized educational use to help support differentiated instruction as the achievement gap has been significantly increased by the COVID-19 pandemic. K/1	08/26/2021 - 06/30/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		<p>students will each receive an iPad and grade 2-12 students will receive a laptop to support any future remote learning that may be necessary due to health and safety concerns of the COVID 19 pandemic.</p>	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Differentiated instruction for all students will be observed through a highly effective evaluation system. (Differentiated Instruction)	Heggerty/95% Group	Kindergarten and Grade 1 teachers will add Heggerty Phonemic Awareness and 95% group supplemental resources into daily curriculum.	08/26/2021 - 06/30/2024
By June 1, 2024 95% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (3rd Grade Reading Levels)			
A K-12 Multi-Tiered Systems of Support in ELA that will include Tier I, Tier II and Tier III levels of support will be developed by the MCSD. (Multi-Tiered Systems of Support)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Differentiated instruction for all students will be observed through a highly effective evaluation system. (Differentiated Instruction)	MTSS	Analyze core instruction for effectiveness.	08/26/2021 -
By June 1, 2024 95% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (3rd Grade Reading Levels)		Research, design and implement effective interventions for at-risk students.	06/30/2024
A K-12 Multi-Tiered Systems of Support in ELA that will include Tier I, Tier II and Tier III levels of support will be developed by the MCSD. (Multi-Tiered Systems of Support)		(Tier I, Tier II and Tier III)	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Differentiated instruction for all students will be observed through a highly effective evaluation system. (Differentiated Instruction)	After-school and Summer School Tutoring	COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction.	01/04/2021 - 06/30/2024
By June 1, 2024 95% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (3rd Grade Reading Levels)			
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A K-12 Multi-Tiered Systems of Support in ELA that will include Tier I, Tier II and Tier III levels of support will be developed by the MCSD. (Multi-Tiered Systems of Support)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Positive Behavior Interventions and Supports (PBIS) will be fully implemented in all MCSD schools. Schools will work relentlessly towards banner status at the various Tiers. 100% of all schools in the MCSD will have achieved Tier I banner status. (Social Emotional Learning)	PBIS	Positive Behavior Interventions and Supports (PBIS) will be fully implemented in all MCSD schools. Schools will work relentlessly towards banner status at the various Tiers.	08/26/2021 - 06/30/2024

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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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By June 1, 2024 95% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (3rd Grade Reading Levels)			
A K-12 Multi-Tiered Systems of Support in ELA that will include Tier I, Tier II and Tier III levels of support will be developed by the MCSD. (Multi-Tiered Systems of Support)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Differentiated instruction for all students will be observed through a highly effective evaluation system. (Differentiated Instruction)	MTSS	Analyze core instruction for effectiveness.	08/26/2021 -
By June 1, 2024 95% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (3rd Grade Reading Levels)		Research, design and implement effective interventions for at-risk students.	06/30/2024
A K-12 Multi-Tiered Systems of Support in ELA that will include Tier I, Tier II and Tier III levels of support will be developed by the MCSD. (Multi-Tiered Systems of Support)		(Tier I, Tier II and Tier III)	

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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A K-12 Multi-Tiered Systems of Support in ELA that will include Tier I, Tier II and Tier III levels of support will be developed by the MCSD. (Multi-Tiered Systems of Support)			

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 placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

 09/30/2021 Draft

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Emphasis on differentiation of instruction for all students.

Development of a Multi-Tiered Systems of Support.

Emphasis on third grade reading levels.

Effective evaluation of all employees to support high quality literacy instruction for all students.

Emphasis on differentiation of instruction for all students.

Development of a Multi-Tiered Systems of Support.

Researching evidence based math resources for purchase and implementation in K-12 classrooms.

Effective evaluation of all employees to support high quality math instruction for all students.

Emphasis on differentiation of instruction for all students.

Development of a Multi-Tiered Systems of Support.

Challenges

Alignment of K-12 curriculum to meet ELA standards.

Time to research the most effective strategies and resources to support differentiation of instruction for all students in literacy.

Sustaining the human, resource and fiscal capacity to support the development of a Multi-Tiered Systems of Support.

Alignment of K-12 curriculum to meet Math standards.

Time to research the most effective strategies and resources to support differentiation of instruction for all students in mathematics.

Sustaining the human, resource and fiscal capacity to support the development of a Multi-Tiered Systems of Support.

Having the human, resource and fiscal capacity for implementation and sustainability of 1:1 technology initiative.

The technical pieces could be resolved by working with the tech department to make the login process more user friendly

Strengths

Researching evidence based science, technology and engineering resources for purchase and implementation in K-12 classrooms.

Implementation of 1:1 technology initiative.

Our strengths as a school in terms of implement our career readiness program is that our educators and staff are meeting the career readiness standards with the education they are providing our students. Our educators have been very flexible when it comes to the online program challenges faced and understand the need for students to be able to have an online portfolio for their career readiness. We continue to refine and grow each year in how to assure the online program fits our schedules and students needs.

All student group meets interim goal/improvement target for percent proficient/advanced in English Language Arts/Literature at East Derry Elementary, Lewistown Elementary and Strodes Mills Elementary.

All student group meets interim goal/improvement target for percent proficient/advanced in Mathematics at East Derry Elementary, Indian Valley Elementary and Strodes Mills Elementary.

Challenges

Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio.

56.5 % of all 3rd grade students in the MCSD performed At/Above Proficiency on the 2019 ELA PSSA.

22.7 % of all 3rd grade students with disabilities in the MCSD performed At/Above Proficiency on the 2019 ELA PSSA.

46.8 % of all 3rd grade economically disadvantaged students in the MCSD performed At/Above Proficiency on the 2019 ELA PSSA.

Economically disadvantaged students in grades 3, 5 and 8 had a lower At/Above Proficiency percentage than the all student group on both the 2019 ELA and Math PSSA.

Students with disabilities in grades 3, 5 and 8 had a lower At/Above Proficiency percentage than the all student group on both the 2019 ELA and Math PSSA.

Support students social and emotional learning through a strategic and systemic SEL Implementation.

Strengths

Administrative emphasis on development of a K-12 Multi-Tiered Systems of Support.

Systemic focus on heterogeneous grouping as part of the development of a K-12 Multi-Tiered Systems of Support.

K-12 priority to differentiate instruction in ELA and Mathematics for all students.

After-school and summer school programs currently being implemented for recovery of lost instructional time due to COVID 19 pandemic.

1:1 technology initiative to support differentiation of instruction for all students K-12.

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.

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

Challenges

Support full implementation of Positive Behavior Interventions and Supports in all MCSD Schools.

Coordinate and monitor supports aligned with students' and families' needs.

Ensure effective, standards-aligned curriculum and assessment.

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

Most Notable Observations/Patterns

Emphasis on third grade reading levels. Emphasis on differentiation of instruction for all students. Sustaining the human, resource and fiscal capacity to support the development and implementation of a K-12 Multi-Tiered Systems of Support. Support students social and emotional learning learning through a strategic and systemic SEL Implementation. Effective evaluation of all employees to support high quality instruction for all students.

Challenges	Discussion Point	Priority for Planning
Alignment of K-12 curriculum to meet ELA standards.		
Time to research the most effective strategies and resources to support differentiation of instruction for all students in literacy.		
Sustaining the human, resource and fiscal capacity to support the development of a Multi-Tiered Systems of Support.		
Having the human, resource and fiscal capacity for implementation and sustainability of 1:1 technology initiative.		
Coordinate and monitor supports aligned with students' and families' needs.		
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction		
Support students social and emotional learning through a strategic and systemic SEL Implementation.		
Support full implementation of Positive Behavior Interventions and Supports in all MCSD Schools.		

ADDENDUM B: ACTION PLAN

Action Plan: PBIS

Action Steps	Anticipated Start/Completion Date
Positive Behavior Interventions and Supports (PBIS) will be fully implemented in all MCSD schools. Schools will work relentlessly towards banner status at the various Tiers.	08/26/2021 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
SWPBIS Tiered Fidelity Inventory completed annually by each building's PBIS Core Team and TIU 11.	100% of all schools in the MCSD will have achieved Tier I banner status. Ready, Responsible, Respectful, Safe behavioral expectations exhibited by all.

Material/Resources/Supports Needed	PD Step	Comm Step
MCSD Mental Health Coordinator TIU 11 Educational Consultants SWPBIS Tiered Fidelity Inventory PBIS Incentives and Rewards	yes	yes

Action Plan: 1:1 Technology Initiative

Action Steps	Anticipated Start/Completion Date	
The district will implement a 1 to 1 technology initiative beginning the 2021-2022 academic year. Our 1 to 1 initiative will provide every K-12 student their own device for personalized educational use to help support differentiated instruction as the achievement gap has been significantly increased by the COVID-19 pandemic. K/1 students will each receive an iPad and grade 2-12 students will receive a laptop to support any future remote learning that may be necessary due to health and safety concerns of the COVID 19 pandemic.	08/26/2021 - 06/30/2024	
Monitoring/Evaluation	Anticipated Output	
PA-Etep Walk through documentation of use of technology and differentiation of instruction. Laptops/iPads will be purchased to meet a 1:1 ratio in the district.	Our 1 to 1 initiative will provide every K-12 student their own device for personalized educational use to help support differentiated instruction as the achievement gap has been significantly increased by the COVID-19 pandemic. K/1 students will each receive an iPad and grade 2-12 students will receive a laptop to support any future remote learning that may be necessary due to health and safety concerns of the COVID 19 pandemic.	
Material/Resources/Supports Needed	PD Step	Comm Step
iPads, Laptops, Carts, Wireless Access Points	yes	no

Action Plan: Heggerty/95% Group

Action Steps		Anticipated Start/Completion Date	
Kindergarten and Grade 1 teachers will add Heggerty Phonemic Awareness and 95% group supplemental resources into daily curriculum.		08/26/2021 - 06/30/2024	
Monitoring/Evaluation		Anticipated Output	
DIBELS Acadience Data		Increase in PSF and FSF DIBELS Acadience Data	
Material/Resources/Supports Needed		PD Step	Comm Step
Heggerty Phonemic Awareness Curriculum 95% Group Resources		yes	yes

Action Plan: MTSS

Action Steps		Anticipated Start/Completion Date	
Analyze core instruction for effectiveness. Research, design and implement effective interventions for at-risk students. (Tier I, Tier II and Tier III)		08/26/2021 - 06/30/2024	
Monitoring/Evaluation		Anticipated Output	
Monitor student progress in all Tiers with analysis of Acadience, Benchmark Assessment System and Panaroma.		Decrease in the number of students who need Tier II and Tier III levels of support.	
Material/Resources/Supports Needed		PD Step	Comm Step
Utilization of all available data to make instructional decisions regarding core instruction and increase efficiency of Tier, I, Tier II and Tier III service delivery.		yes	yes

Action Plan: After-school and Summer School Tutoring

Action Steps		Anticipated Start/Completion Date	
COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction.		01/04/2021 - 06/30/2024	
Monitoring/Evaluation		Anticipated Output	
Review of the total number of students attending after-school and summer school tutoring. Analysis of data for those students who attend after-school and summer school tutoring		Students will increase the number of hours of in person learning thus impacting their performance scores on local assessments.	
Material/Resources/Supports Needed		PD Step	Comm Step
Tutors/Intervention Resources/Transportation		yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Differentiated instruction for all students will be observed through a highly effective evaluation system. (Differentiated Instruction)	1:1 Technology Initiative	The district will implement a 1 to 1 technology initiative beginning the 2021-2022 academic year. Our 1 to 1 initiative will provide every K-12 student their	08/26/2021 - 06/30/2024

Measurable Goals**Action Plan
Name****Professional
Development Step****Anticipated
Timeline**

own device for personalized educational use to help support differentiated instruction as the achievement gap has been significantly increased by the COVID-19 pandemic. K/1 students will each receive an iPad and grade 2-12 students will receive a laptop to support any future remote learning that may be necessary due to health and safety concerns of the COVID 19 pandemic.

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Differentiated instruction for all students will be observed through a highly effective evaluation system. (Differentiated Instruction)</p> <p>By June 1, 2024 95% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (3rd Grade Reading Levels)</p> <p>A K-12 Multi-Tiered Systems of Support in ELA that will include Tier I, Tier II and Tier III levels of support will be developed by the MCSD. (Multi-Tiered Systems of Support)</p>	Heggerty/95% Group	<p>Kindergarten and Grade 1 teachers will add Heggerty Phonemic Awareness and 95% group supplemental resources into daily curriculum.</p>	<p>08/26/2021</p> <p>-</p> <p>06/30/2024</p>
<p>Differentiated instruction for all students will be observed through a highly effective evaluation system. (Differentiated Instruction)</p> <p>By June 1, 2024 95% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (3rd Grade Reading Levels)</p> <p>A K-12 Multi-Tiered Systems of Support in ELA that will include Tier I, Tier II and Tier III levels of support will be developed by the MCSD. (Multi-Tiered Systems of Support)</p>	MTSS	<p>Analyze core instruction for effectiveness. Research, design and implement effective interventions for at-risk students. (Tier I, Tier II and Tier III)</p>	<p>08/26/2021</p> <p>-</p> <p>06/30/2024</p>
<p>Differentiated instruction for all students will be observed through a highly effective evaluation system. (Differentiated Instruction)</p>	After-school and Summer	COVID 19 pandemic has	<p>01/04/2021</p> <p>-</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Positive Behavior Interventions and Supports (PBIS) will be fully implemented in all MCSD schools. Schools will work relentlessly towards banner status at the various Tiers. 100% of all schools in the MCSD will have achieved Tier I banner status. (Social Emotional Learning)</p> <p>By June 1, 2024 95% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (3rd Grade Reading Levels)</p> <p>A K-12 Multi-Tiered Systems of Support in ELA that will include Tier I, Tier II and Tier III levels of support will be developed by the MCSD. (Multi-Tiered Systems of Support)</p>	School Tutoring	significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction.	06/30/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Trauma Informed Practices	PBIS Coaches/PBIS Core Team	Core Team Responsibilities, Incentives, Celebrations, Staff Acknowledgements and Community Outreach/Parental Engagement

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Students will demonstrate Ready, Responsible, Respectful and Safe behaviors will lead to a reduction of minor and major behavioral referrals.	08/26/2021 - 06/30/2024	Mental Health Coordinator, TIU Consultants PBIS Coaches

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting
4c: Communicating with Families	
2d: Managing Student Behavior	
2b: Establishing a Culture for Learning	
2a: Creating and Environment of Respect and Rapport	
3c: Engaging Students in Learning	

Professional Development Step	Audience	Topics of Prof. Dev
MTSS	K-12 Teachers, Title I, Integration Teachers, Special Education, Psychologist, Guidance Counselor, Principal,	Research, design and implement effective interventions for at-risk students. (Tier II and Tier III)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Utilization of all available data to make instructional decisions and increase efficiency of Tier II and Tier III service delivery.	08/26/2021 - 06/30/2024	Chief of Academics Director of Student Services Principals Psychologists Counselors

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students
4c: Communicating with Families	
1f: Designing Student Assessments	
1a: Demonstrating Knowledge of Content and Pedagogy	
4b: Maintaining Accurate Records	
3d: Using Assessment in Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Trauma Informed Practices	K-12 Teachers, Counselors, Principals	Signs of Trauma, Trauma Informed Teaching Strategies. Recognizing the Impacts of Trauma, School Policies on Trauma, Staff Self Care, Morning Meetings
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of Morning Meetings in all K-12 classrooms.	08/26/2020 - 06/30/2024	Director of Student Services Mental Health Coordinator School Counselors School Psychologists
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
2a: Creating and Environment of Respect and Rapport		Trauma Informed Training (Act 18)
3a: Communicating with Students		
1b: Demonstrating Knowledge of Students		
2c: Managing Classroom Procedures		
1d: Demonstrating Knowledge of Resources		
2d: Managing Student Behavior		
2b: Establishing a Culture for Learning		
4c: Communicating with Families		

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Positive Behavior Interventions and Supports (PBIS) will be fully implemented in all MCSD schools. Schools will work relentlessly towards banner status at the various Tiers. 100% of all schools in the MCSD will have achieved Tier I banner status. (Social Emotional Learning)	PBIS	Positive Behavior Interventions and Supports (PBIS) will be fully implemented in all MCSD schools. Schools will work relentlessly towards banner status at the various Tiers.	2021-08-26 - 2024-06-30
Differentiated instruction for all students will be observed through a highly effective evaluation system. (Differentiated Instruction)	Heggerty/95% Group	Kindergarten and Grade 1 teachers will add Heggerty Phonemic Awareness and 95% group supplemental resources into daily curriculum.	2021-08-26 - 2024-06-30
A K-12 Multi-Tiered Systems of Support in ELA that will include Tier I, Tier II and Tier III levels of support will be developed by the MCSD. (Multi-Tiered Systems of Support)			
By June 1, 2024 95% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (3rd Grade Reading Levels)			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Differentiated instruction for all students will be observed through a highly effective evaluation system. (Differentiated Instruction)</p> <p>A K-12 Multi-Tiered Systems of Support in ELA that will include Tier I, Tier II and Tier III levels of support will be developed by the MCSD. (Multi-Tiered Systems of Support)</p> <p>By June 1, 2024 95% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (3rd Grade Reading Levels)</p>	MTSS	<p>Analyze core instruction for effectiveness. Research, design and implement effective interventions for at-risk students. (Tier I, Tier II and Tier III)</p>	2021-08-26 - 2024-06-30
<p>Differentiated instruction for all students will be observed through a highly effective evaluation system. (Differentiated Instruction)</p> <p>By June 1, 2024 95% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (3rd Grade Reading Levels)</p> <p>Positive Behavior Interventions and Supports (PBIS) will be fully implemented in all MCSD schools. Schools will work relentlessly towards banner status at the various Tiers. 100% of all schools in the MCSD will have achieved Tier I banner status. (Social Emotional Learning)</p> <p>A K-12 Multi-Tiered Systems of Support in ELA that will include Tier I, Tier II and Tier III levels of support will be developed by the MCSD. (Multi-Tiered Systems of Support)</p>	After-school and Summer School Tutoring	<p>COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be</p>	2021-01-04 - 2024-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		offered to make up for the loss of in-person instruction.	

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
PBIS	K-12 Staff	Core Team Responsibilities, Incentives, Celebrations, Staff Acknowledgements and Community Outreach/Parental Engagement
Anticipated Timeframe	Frequency	Delivery Method
08/26/2021 - 06/30/2024	PBIS Core Teams and PBIS Building Committees will be expected to meet monthly at each building in the MCSD.	Presentation
Lead Person/Position		
PBIS Core Teams PBIS Building Committees Building Principals		

Communication Step	Audience	Topics/Message of Communication
MTSS	K-12 Teachers Principals/Psychologists/Guidance Counselors	Analyze core instruction for effectiveness. Research, design and implement effective interventions for at-risk students. (Tier I, Tier II and Tier III) Utilization of all available data to make instructional decisions and increase efficiency of Tier I, Tier II and Tier III service delivery.
Anticipated Timeframe	Frequency	Delivery Method
08/26/2021 - 06/30/2024	Monthly Problem Solving Team Meetings	Presentation
Lead Person/Position		
Chief of Academics Director of Student Services Principals/Psychologists/Guidance Counselors		

Communication Step	Audience	Topics/Message of Communication
Afterschool and Summer School Tutoring	K-12 students who need additional instruction due to loss of learning from COVID 19 pandemic.	Type of tutoring services available. Hours of tutoring service. Eligibility of students who need tutoring.
Anticipated Timeframe	Frequency	Delivery Method
01/26/2021 - 06/30/2024	Monthly	Newsletter
Lead Person/Position		
Building Principals		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Mifflin County School District Local Advisory Committee Meetings	The Mifflin County School District Local Advisory Committee meets quarterly to actively engage all stakeholders in the planning, development, implementation and assessment of all federal program activities and our Future Ready Comprehensive Plan. The quarterly meetings provide the LEA an opportunity to have ongoing consultation with stakeholders to help ensure transparency and open communication. Ongoing quarterly Local Advisory Committee meeting agendas and meeting minutes are used by the LEA as a current and relevant needs assessment to help guide the use of all federal funds and to drive our Future Ready Comprehensive Plan.	Meeting	Local Advisory Committee Members	Quarterly
<hr/>				
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MIFFLIN COUNTY SD

201 Eighth St - Highland Park

Professional Development Plan (Act 48) | 2021 - 2024

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.

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

TRAUMA INFORMED PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
Positive Behavior Interventions and Supports (PBIS) will be fully implemented in all MCSD schools. Schools will work relentlessly towards banner status at the various Tiers.	PBIS Coaches/PBIS Core Team	Core Team Responsibilities, Incentives, Celebrations, Staff Acknowledgements and Community Outreach/Parental Engagement	Students will demonstrate Ready, Responsible, Respectful and Safe behaviors will will lead to a reduction of minor and major behavioral referrals.
Lead Person/Position			Anticipated Timeline
Mental Health Coordinator, TIU Consultants PBIS Coaches			08/26/2021 - 06/30/2024

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)	Quarterly	2d: Managing Student Behavior 2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		2a: Creating and Environment of Respect and Rapport	
		3c: Engaging Students in Learning	
		1b: Demonstrating Knowledge of Students	
		4c: Communicating with Families	

MTSS

Action Step	Audience	Topics to be Included	Evidence of Learning
Analyze core instruction for effectiveness. Research, design and implement effective interventions for at-risk students. (Tier I, Tier II and Tier III)	K-12 Teachers, Title I, Integration Teachers, Special Education, Psychologist, Guidance Counselor, Principal,	Research, design and implement effective interventions for at-risk students. (Tier II and Tier III)	Utilization of all available data to make instructional decisions and increase efficiency of Tier II and Tier III service delivery.
Lead Person/Position	Anticipated Timeline		
Chief of Academics Director of Student Services Principals Psychologists Counselors	08/26/2021 - 06/30/2024		

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 4c: Communicating with Families 1a: Demonstrating Knowledge of Content and Pedagogy 4b: Maintaining Accurate Records 1f: Designing Student Assessments 3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students

TRAUMA INFORMED PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
Positive Behavior Interventions and Supports (PBIS) will be fully implemented in all MCSD schools. Schools will work relentlessly towards banner status at the various Tiers.	K-12 Teachers, Counselors, Principals	Signs of Trauma, Trauma Informed Teaching Strategies. Recognizing the Impacts of Trauma, School Policies on Trauma, Staff Self Care, Morning Meetings	Implementation of Morning Meetings in all K-12 classrooms.

Lead Person/Position	Anticipated Timeline
Director of Student Services Mental Health Coordinator School Counselors School Psychologists	08/26/2020 - 06/30/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Trauma Informed Practices In-service Training at minimum every 3 years. Morning Meetings in all K-5 classrooms daily. Morning Meetings in every junior/senior high level at minimum 3 x per cycle for 5-7 minutes.	<p>2a: Creating and Environment of Respect and Rapport</p> <p>3a: Communicating with Students</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>2d: Managing Student Behavior</p> <p>2b: Establishing a Culture for</p>	Trauma Informed Training (Act 18)

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Learning	
		4c: Communicating with Families	
		1b: Demonstrating Knowledge of Students	
		2c: Managing Classroom Procedures	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

DIFFERENTIATED INSTRUCTION

Audience	Topics to be Included	Evidence of Learning
Teachers, specialists, and staff members	Effective use of differentiated instruction	Learning will include the implementation of differentiated instructional strategies.

Lead Person/Position		Anticipated Timeline
Kevin O'Donnell/Chief Academic Officer		08/01/2022 - 06/30/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Minimum of Three sessions will be offered		Teaching Diverse Learners in an Inclusive Setting

EVALUATION AND REVIEW

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

The Mifflin County School District engages in a constant review cycle. Meetings will occur three times per year for the purposes of examining district, building, and grade level trends. Once a complete data analysis has been completed goal setting will ensure a targeted approach to professional development which will ensure student outcomes. Administrators will be asked to present action planning items for their schools/programs. Administration will also follow up on data driven goals and self directed learning targets that enhance their professional organization. For the next three year period a specific focus will be on PBIS/MTSS and student achievement. In order to achieve aligned goals specific professional learning topics need to be established. The central office role in the building/teacher/student specific goals will be to align the system and provide time/resources for administrators to work collaboratively with a team of teachers and parents in order to meet the diverse needs of our learning community. Each year, principals will provide an administrative update to all administrative members on their building goals, action steps take, successes and challenges. This ensures accountability throughout the system.

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.

Kevin O'Donnell Jr.

09/16/2021

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

09/30/2021

MIFFLIN COUNTY SD

201 Eighth St - Highland Park

Induction Plan (Chapter 49) | 2021 - 2024

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.

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	Yes

OTHER

Must be a tenured/instructional two teacher.

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

MENTOR TEACHER: SKILLS REQUIREMENTS AND RESPONSIBILITIES Mentor Teachers are selected based upon the following criteria: • Attend an initial MANDATORY Mentorship Orientation Meeting • Is a Tenured teacher • Possesses an Instructional II Certificate • Demonstrates knowledge of Mifflin County's policies and procedures • Demonstrates a willingness to serve • Demonstrates a positive attitude and sense of cooperation for meeting established District and building level goals and expectations • Has demonstrated expertise as an effective teacher in the classroom • Has demonstrated belief in a student's ability to succeed • Has demonstrated a commitment to personal and professional growth Mentors are selected by the building principal and submitted to the Superintendent for approval before mentor is board approved and notified of their duties. Mentor Teacher's responsibilities will include: • Establishing a supportive relationship with the inductee. • Providing peer coaching in effective teaching skills. • Helping the inductee identify specific needs and helping to address those needs. • Meeting with the inductee at least one day prior to the inductee's first day with students. • Establishing monthly formal meetings with the inductee (as well as informal meetings as needed). • Helping the new teacher determine classrooms to visit/observe. Principals will arrange/setup the classroom observations. Six observation experiences need to be accomplished by the inductee. Goal setting, discussion and reflections are to be discussed between the inductee and the teacher mentor. • Reviewing and discussing discipline approaches with the inductee.

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	Yes

OTHER

Inductees also complete peer to peer observation.

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**

ESSENTIAL PERFORMANCE EXPECTATIONS An integral part of both tenured and non-tenured staffs' employment in the school district is continuous appraisal by their supervisors of their ability to meet essential performance expectations. As appropriate to the various jobs performed by staff members, the essential performance expectations include, but are not necessarily limited to, the following: 1. Meets and instructs students at designated locations and times. 2. Completed New Teacher Questionnaire. 3. Review, completely, the teacher evaluation system. 4. Develops and maintains a classroom environment commensurate with the teacher's style, norms of the building program, appropriate to the classroom activity, and within the limits of the resources provided by the district. 5. Prepares for assigned classes, and shows written evidence of preparation and implementation on request of the immediate supervisor. 6. Encourages students to set and maintain acceptable standards of classroom behavior. 7. Provides an effective program of instruction based on the needs and capabilities of the individuals or student groups involved. This should include, but not be limited to: a. Review of previously taught material, as needed. b. Presentation of new material. c. Use of a variety of teaching materials and techniques. d. Evaluation of student progress on a regular basis. 8. Correlates individual instructional objectives with the philosophy, goals, and objectives stated for the district. 9. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities. 10. Maintains records as required by law, district policy, and administrative regulations. 11. Assists in upholding and enforcing school rules and administrative regulations. 12. Makes provision for being

available to students and parents for education related purposes outside the instructional day when necessary and under reasonable terms. 13. Attends and participates in faculty, department, and district meetings. 14. Cooperates with other members of the staff in planning instructional goals, objectives, and methods. 15. Assists in the selections of books, equipment, and other instructional materials. 16. Works to establish and maintain open lines of communication with students, parents, and colleagues concerning both the academic and behavioral progress of all students. 17. Establishes and maintains cooperative professional relations with others. 18. Performs related duties as assigned by the administration in accordance with district policies and practices.

New Teacher Induction

The Mifflin County School District recognizes the essential importance of assisting new and beginning teachers/staff with the transition into the local school district. The new teacher/staff Induction Program seeks to ensure that every effort is being made to make this transition for the new teacher/staff as educational and informative as possible. In order to provide for such an objective, the emphasis of the program must focus on the needs of the new teacher/staff, because to improve the art of teaching is to improve the art of learning. The goal and objectives of the New Teacher/Staff Induction program are as follows. By means of the Teacher/Staff Induction program, the Mifflin County School District will:

- Provide mentoring in the following areas:
 - a. Effective learning theories and instructional models
 - b. Classroom management/discipline procedures
 - c. First day, first week classroom procedures
 - d. Record keeping procedures
 - e. Handling student differences
 - f. Student evaluation
 - g. Parental relationships
 - h. Access to and procurement of instructional materials/equipment
 - i. Business office procedures
 - j. Lesson planning procedures
 - k. Public relations
- Provide a mentor program for new teachers/staff that will facilitate:
 - Social integration of the new teachers into the district
 - Familiarization with formal and informal building policies and procedures
 - Opportunity for the new teacher to confidentially benefit from the experience and counsel of a veteran teacher
 - Opportunity for on-going meaningful dialogue and feedback from the mentor about teaching strategies, techniques and planning
 - Accomplishment of personal, professional goals as established by the new teacher/staff
 - Opportunity to observe colleagues modeling effective teaching and job embedded techniques
 - Provide a general orientation to the district's curriculum, instruction and testing programs
 - Orient new teachers/staff to the general personnel policies and procedures of the district
 - Orient new teachers/staff to the Mifflin County community and familiarize them with any significant trends that are perceived
 - Orient new teachers/staff to relevant State/Federal Policies and Procedures that directly impact upon their professional lives (specifically- Special Education and Pennsylvania's Code of Professional Practice and Conduct for Educators)
 - Provide periodic meetings with building principals, experienced staff members and mentors about professional issues, successes, and concerns emerging as a result of the Induction Program
 - Provide orientation for new teachers/staff on the purposes, procedures and resources available in the district's supervision and evaluation program.
 - Produce a teacher/staff induction handbook focusing upon the key issues and information needed about District Policies and Procedures, and expectations of new staff.
 - Provide teacher/staff inductees with opportunities for success and recognition in order to foster personal and

career self-confidence and to stimulate ongoing professional growth The year-long induction program will consist of the following components:

- Attendance at TIU#11 New Teacher Orientation program is voluntary
- Attendance at all New Teacher/Staff Learning Workshops and Induction meetings held throughout the school year as listed previously
- A building mentor-ship program, whereby professional skills and building procedures are monitored and appropriate supervision given to the inductee.
- Four (4) Peer Classroom Observations
- Create a Portfolio of Induction learning and activities

ESSENTIAL PERFORMANCE EXPECTATIONS An integral part of both tenured and non-tenured staffs' employment in the school district is continuous appraisal by their supervisors of their ability to meet essential performance expectations. As appropriate to the various jobs performed by staff members, the essential performance expectations include, but are not necessarily limited to, the following:

1. Meets and instructs students at designated locations and times.
2. Complete new teacher needs assessment.
3. Review, completely, teacher evaluation system.
4. Develops and maintains a classroom environment commensurate with the teacher's style, norms of the building program, appropriate to the classroom activity, and within the limits of the resources provided by the district.
5. Prepares for assigned classes, and shows written evidence of preparation and implementation on request of the immediate supervisor.
6. Encourages students to set and maintain acceptable standards of classroom behavior.
7. Provides an effective program of instruction based on the needs and capabilities of the individuals or student groups involved. This should include, but not be limited to:
 - a. Review of previously taught material, as needed.
 - b. Presentation of new material.
 - c. Use of a variety of teaching materials and techniques.
 - d. Evaluation of student progress on a regular basis.
8. Correlates individual instructional objectives with the philosophy, goals, and objectives stated for the district.
9. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
10. Maintains records as required by law, district policy, and administrative regulations.
11. Assists in upholding and enforcing school rules and administrative regulations.
12. Makes provision for being available to students and parents for education related purposes outside the instructional day when necessary and under reasonable terms.
13. Attends and participates in faculty, department, and district meetings.
14. Cooperates with other members of the staff in planning instructional goals, objectives, and methods.
15. Assists in the selections of books, equipment, and other instructional materials.
16. Works to establish and maintain open lines of communication with students, parents, and colleagues concerning both the academic and behavioral progress of all students.
17. Establishes and maintains cooperative professional relations with others.
18. Performs related duties as assigned by the administration in accordance with district policies and practices.

(Adapted from: McGreal, T. Successful Teacher Evaluation. ASCD, 1983.)

New Teacher/Staff Mentor program The Mifflin County School District recognizes the essential importance of assisting new and beginning teachers/staff with the transition into the local school district. The new teacher/staff Mentor Program seeks to ensure that every effort is being made to make this transition for the new teacher/staff as educational and informative as possible. In order to provide for such an objective, the emphasis of the program must focus on the needs of the new teacher/staff, because to

improve the art of teaching is to improve the art of learning. The goal and objectives of the New Teacher/Staff Mentor program are as follows. By means of the Teacher/Staff Mentor program, the Mifflin County School District will:

- Provide mentoring in the following areas: a. Effective learning theories and instructional models b. Classroom management/discipline procedures c. First day, first week classroom procedures d. Record keeping procedures e. Handling student differences f. Student evaluation g. Parental relationships h. Access to and procurement of instructional materials/equipment i. Business office procedures j. Lesson planning procedures k. Public relations
- Provide a mentor program for new teachers/staff that will facilitate:
 - Social integration of the new teachers into the district
 - Familiarization with formal and informal building policies and procedures
 - Opportunity for the new teacher to confidentially benefit from the experience and counsel of a veteran teacher
 - Opportunity for on-going meaningful dialogue and feedback from the mentor about teaching strategies, techniques and planning
 - Accomplishment of personal, professional goals as established by the new teacher/staff
 - Opportunity to observe colleagues modeling effective teaching and job embedded techniques
- Provide a general orientation to the district's curriculum, instruction and testing programs
- Orient new teachers/staff to the general personnel policies and procedures of the district
- Orient new teachers/staff to the Mifflin County community and familiarize them with any significant trends that are perceived
- Orient new teachers/staff to relevant State/Federal Policies and Procedures that directly impact upon their professional lives (specifically- Special Education and Pennsylvania's Code of Professional Practice and Conduct for Educators)
- Provide periodic meetings with building principals, experienced staff members and mentors about professional issues, successes, and concerns emerging as a result of the Induction Program
- Provide orientation for new teachers/staff on the purposes, procedures and resources available in the district's supervision and evaluation program.
- Produce a teacher/staff induction handbook focusing upon the key issues and information needed about District Policies and Procedures, and expectations of new staff.
- Provide teacher/staff inductees with opportunities for success and recognition in order to foster personal and career self-confidence and to stimulate ongoing professional growth

The year-long mentor program will consist of the following components:

- Attendance at all New Teacher/Staff meetings held throughout the school year as listed previously
- A building mentor-ship program, whereby professional skills and building procedures are monitored and appropriate supervision given to the inductee.
- Two (2) Peer Classroom Observations

Eligibility: The New Teacher/Staff Mentor Program is required for all new teachers coming into the district who has previously completed an induction program or a temporary employee that is employed in the same position for 45 days or longer. This program is designed for a full school year.

Roles/Responsibilities of the professional educator who participates in this program:

- To attend all scheduled meetings with mentors (when applicable).
- To maintain a log of meetings and copies of agendas.
- To work with mentors to identify and address specific needs for success.

The building administrator/supervisor will conference with the new teacher several times throughout the school year. In addition, he/she will formally observe the teacher two (2) times, once each semester. Instructional I certificated employees will be evaluated utilizing the new

Teacher Effectiveness documents. Participants in the New Teacher Induction Plan will conclude all responsibilities by May of the school year. Extensions beyond the deadline will be negotiated by the new professional employee and the administrator/supervisor.

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, Year 1 Winter

ASSESSMENTS AND PROGRESS MONITORING

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

INSTRUCTIONAL PRACTICES

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

Selected Danielson Framework(s)

Timeline

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

2e: Organizing Physical Space

Year 1 Winter, Year 1 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1a: Demonstrating Knowledge of
Content and Pedagogy

Year 1 Fall, Year 1 Winter

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning

Year 1 Fall, Year 1 Winter

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families	Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
3e: Demonstrating Flexibility and Responsiveness	Year 1 Winter

DATA INFORMED DECISION MAKING

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

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
1d: Demonstrating Knowledge of Resources	Year 1 Spring, Year 1 Summer, Year 1 Winter, Year 1 Fall

CLASSROOM AND STUDENT MANAGEMENT

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

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families	Year 1 Summer, Year 1 Spring, Year 1 Winter, Year 1 Fall

OTHER

Selected Danielson Framework(s)	Timeline
4a: Reflecting on Teaching	Year 1 Spring, Year 1 Summer, Year 1 Winter, Year 1 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

Each induction candidate will complete a portfolio and provide evidence of completion to ensure program evaluation. For monitoring purposes the superintendent, principal, teacher, and mentors will evaluate how/when the program will function and if it is meeting the needs of new teachers and students.

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.

Kevin Joseph O'Donnell, Jr.
Educator Induction Plan Coordinator

09/16/2021
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.

Superintendent/Chief Executive Officer



Date 09/30/2021