

TROY AREA SD

68 Fenner Ave

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

Educational excellence is an investment in our future. As the leader of an educational partnership with the family and community, Troy Area School District will prepare all students with the skills essential to become responsible, productive citizens and lifelong learners in a rapidly changing global society.

VISION STATEMENT

The students of the Troy Area School District deserve the best education that is aligned to the needs of a 21st Century Learning Model. A model that focuses on student successes in literacy, career development, history, science, technology, and math. We are committed as a district to support and build upon the efforts of our community, administrators, teaching staff, and school board to support this learning model throughout the district. Together, we are strong making a difference in the lives of our students, paving the way for their future.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We believe that learning is a lifelong process. We believe that all people can learn and be successful. We believe that people learn differently and that early childhood education is fundamental to learning and the primary focus of education is the student.

STAFF

We believe that people need to adapt to an ever-changing technological society. We believe that the world has an impact on education and education places an impact on the world. We believe that common goals are best achieved through teamwork and support.

ADMINISTRATION

We believe in learning as a lifelong process and that all people can learn and be successful. We believe that people learn differently and that early childhood education is fundamental to learning. We believe that the primary focus of education is the student and that creativity and problem-solving are an important part of the educational process. We believe that people need to adapt to an ever-changing technological society and that common goals are best achieved through teamwork and support. We believe that education is essential to develop one's self-worth, talent and success in life.

PARENTS

We believe that common goals are best achieved through teamwork and that education is essential to develop one's self-worth, talent and success in life. We believe that a quality education is a community investment. We believe that family is the strongest influence on the development of an individual.

COMMUNITY

We believe that all people can learn and be successful. We believe that the primary focus of education is the student. We believe that higher expectations yield higher results. We believe that a quality education is the result of an exceptional faculty & staff.

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

New teachers will take part in the new teacher induction program.

Professional learning

A system is being developed to provide information regarding the current curriculum and will be used to make future decisions for curriculum planning and alignment.

Essential Practices 1: Focus on
Continuous Improvement of Instruction

Social emotional learning

ACTION PLAN AND STEPS

Evidence-based Strategy

APL

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Induction

All new teachers will complete the assigned induction requirements within three years.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement APL training schedule	2022-08-18 - 2024-08-02	Janilyn Elias/Assistant Superintendent	Trainers and Manuals

Anticipated Outcome

Teachers trained in meeting all social/emotional needs and academic needs.

Monitoring/Evaluation

Keeping track of the teachers that have been trained.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All new teachers will complete the assigned induction requirements within three years. (Induction)	APL	Implement APL training schedule	08/18/2022 - 08/02/2024

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All new teachers will complete the assigned induction requirements within three years. (Induction)	APL	Implement APL training schedule	08/18/2022 - 08/02/2024

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).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

We have an experienced staff who remain flexible and work diligently to educate our students.

Consistency in teaching placements has allowed mastery in subject areas.

I-Ready Math curriculum has been purchased to ensure alignment to the state standards.

4th grade science students have significantly scored higher than average.

7th & 8th grade science classrooms are going to flip models.

Growth in ELA grades 7-8 Keystone for economically disadvantaged.

Growth in ELA grades 7-8 Keystone for students with disabilities.

ELA for 3rd, 4th, and 6th grade students scoring at or above the mean increased from fall to winter.

7th and 8th grade students receive 86 minutes of Math & ELA instruction daily.

Challenges

Sub shortages when covering classes.

High level of administrative turn-over.

Need to work on curriculum planning and alignment.

Socially economical disadvantaged students need targeted for improvement.

Meeting the transportation needs of our district in order to provide after-school educational opportunities for those that are struggling.

Our intermediate (3-6) curriculum needs to be more rigorous and a monitoring system needs to be put in place.

The number of 5th grade students scoring at or above the mean declined from fall to winter.

In order to have double math sections some teachers are teaching outside their traditional grade levels.

We need to ensure the curriculum is aligned with the diagnostic

Strengths

Growth accelerates in 5th grade and continues to accelerate in 6th grade.

Curriculum is being developed to prepare students for future success in future grade levels.

Experienced teaching staff.

Exceeding growth and achievement.

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

Strong core Apple team and teachers that are focused on becoming Apple Distinguished.

Challenges

standards.

Teachers who are new to their position or new to the district.

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

Partner with local businesses, community organizations, and other agencies to support career pathway programs.

Meeting the needs of our economical disadvantage students given the current pandemic and learning loss to the best of our ability.

Time constraints regarding professional development and training needs of our faculty & staff.

Most Notable Observations/Patterns

We need to work on curriculum planning and alignment.

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

Teachers who are new to their position or new to the district.

New teachers need to feel supported and provided with experienced mentors.

Need to work on curriculum planning and alignment.

Develop a plan for teachers to work on curriculum writing and alignment.

ADDENDUM B: ACTION PLAN

Action Plan: APL

Action Steps

Anticipated Start/Completion Date

Implement APL training schedule

08/18/2022 - 08/02/2024

Monitoring/Evaluation

Anticipated Output

Keeping track of the teachers that have been trained.

Teachers trained in meeting all social/emotional needs and academic needs.

Material/Resources/Supports Needed

PD Step

Comm Step

Trainers and Manuals

yes

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All new teachers will complete the assigned induction requirements within three years. (Induction)	APL	Implement APL training schedule	08/18/2022 - 08/02/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
APL Training for all Teachers	K-12 Teachers	APL Strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of APL through walk-throughs	08/17/2022 - 08/02/2024	Janilyn Elias/Assistant Superintendent

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All new teachers will complete the assigned induction requirements within three years. (Induction)	APL	Implement APL training schedule	2022-08-18 - 2024-08-02

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Assigning APL Training to our staff	All K-12 Teachers	APL Strategies

Anticipated Timeframe	Frequency	Delivery Method
08/17/2022 - 08/02/2024	Quarterly	Email

Lead Person/Position
Janilyn Elias/Assistant Superintendent

TROY AREA SD

68 Fenner Ave

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.

PROFILE AND PLAN ESSENTIALS

Troy Area School District
117086653
68 Fenner Ave , Troy, PA 16947

Steve Brion
sbrion@troyareasd.org
570 297 2750 Ext.

Dr. Eric T. Stair
superintendent@troyareasd.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
Daniel Brenner	HS Principal	Administrator	Administration Personnel
Steve Brion	HS Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
John Imbt	TIS Principal	Administrator	Administration Personnel
Janilyn Elias	Assistant Superintendent	Administrator	Administration Personnel

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)	
Does the induction plan:	Yes
a. Assess the needs of inductees?	
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

MENTORS

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

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

OTHER

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

CHARACTERISTICS.

A complete investigation into the mentors history, background and experience is determined by the administrative team to ensure all members have the above characteristic before being selected as a mentor. The mentors are then approved by the board of education.

NEEDS ASSESSMENT

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

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

OTHER

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

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

Troy Area School District Teacher Induction Program is to provide each inductee with a general orientation to the Troy Area School District and to increase his/her knowledge and improve his/her teaching skills. The goals of our program are the following: familiarize the inductee with school district policies, practices, and to integrate them into the social system of the school. To provide an opportunity for the inductee to analyze and reflect on their teaching with some guidance from mentor teachers. To provide an opportunity for the inductee to analyze and reflect on our teaching profession/professional development with some guidance from mentor teachers. To support the development of the inductee's professional knowledge and skills. To provide continued assistance to face the challenges of the new teacher and to cultivate a professional attitude toward teaching and learning, and working with others such as students, parents and colleagues. An orientation program is presented by district staff at the beginning of the school year in August. Our program will run throughout the school year by the co-coordinators of the Teacher Induction Program to ensure the continuity of the program.

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
4f: Showing Professionalism	Year 2 Winter, Year 3 Spring, Year 2 Fall, Year 1 Spring, Year 2 Summer, Year 1 Fall, Year 1 Winter, Year 2 Spring, Year 3 Summer, Year 3 Fall, Year 1 Summer, Year 3 Winter

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
3d: Using Assessment in Instruction	Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Winter, Year 2 Winter, Year 3 Winter

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)

Timeline

3c: Engaging Students in Learning
1e: Designing Coherent Instruction
3a: Communicating with Students
4d: Participating in a Professional
Community

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

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)

Timeline

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

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

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1f: Designing Student Assessments

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

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
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1e: Designing Coherent Instruction	Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Fall, Year 2 Fall, Year 3 Fall
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PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
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4b: Maintaining Accurate Records	Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Spring, Year 2 Spring, Year 3 Spring
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ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
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2b: Establishing a Culture for Learning	Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Winter, Year 2 Winter, Year 3 Winter
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DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
4e: Growing and Developing Professionally	Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Spring, Year 2 Spring, Year 3 Spring

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
4e: Growing and Developing Professionally	Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Summer, Year 2 Summer, Year 3 Summer, Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Winter, Year 2 Winter, Year 3 Winter

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2c: Managing Classroom Procedures 2a: Creating and Environment of Respect and Rapport	Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Winter, Year 2 Winter, Year 3 Winter, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Summer, Year 2 Summer, Year 3 Summer

PARENTAL AND/OR COMMUNITY INVOLVEMENT

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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

Weekly meetings logs of Inductee/Mentor, Completion of Goal and Action Plan, Four-Peer Classroom Observations, Completion of the Needs Assessments for the Teacher, Inductees and Checklist of Induction Discussions, Completion of the Monthly Teacher Induction Reports, Monthly Reflection Journal, Completion of the Mid-Year Progress, Completion of the Year-End Reflection, Completion of the Evaluation of the Program, Completion of Teacher Portfolio of the Year-End Evaluation and Completion of the Induction Completion Document

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.

Steve Brion
Educator Induction Plan Coordinator

01/07/2021
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.

Dr. Eric T. Stair
Superintendent/Chief Executive Officer

01/07/2021
Date

TROY AREA SD

68 Fenner Ave

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.

PROFILE AND PLAN ESSENTIALS

Troy Area School District
117086653
68 Fenner Ave, Troy, PA 16947

Daniel Brenner
dbrenner@troyareasd.org
570 297 2750

Dr. Eric T. Stair
superintendent@troyareasd.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dan Brenner	HS Principal	Dan Brenner	Administration Personnel
Steve Brion	HS Principal	Steve Brion	Administration Personnel
John Imbt	TIS Principal	John Imbt	Administration Personnel
Ryan Schrader	Technology Administrator	Ryan Schrader	Administration Personnel
Janilyn Elias	Assistant Superintendent	Janilyn Elias	Administration Personnel
Brian Wilcox	Croman Principal	Brian Wilcox	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 quarterly to discuss professional development needs of the district.

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

APL TRAINING FOR ALL TEACHERS

Action Step	Audience	Topics to be Included	Evidence of Learning
	K-12 Teachers	APL Strategies	Implementation of APL through walk-throughs
Lead Person/Position			Anticipated Timeline
Janilyn Elias/Assistant Superintendent			08/17/2022 - 08/02/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	5 days of training		

EVALUATION AND REVIEW

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

We will provide staff with an evaluation survey at the end of each professional development session. Decisions regarding future professional development will be based on feedback from the faculty & staff.

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.

Daniel C. Brenner

08/02/2021

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.

Eric T. Stair

08/02/2021

Superintendent or Chief Administrative Officer:

Date

TROY AREA SD

68 Fenner Ave

Student Services Assurances (Chapter 12) | 2021 - 2024

STUDENT SERVICES ASSURANCES (CHAPTER 12)

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

PROFILE AND PLAN ESSENTIALS

Troy Area School District
117086653
68 Fenner Ave , Troy, PA 16947

Brian Wilcox
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570 297 2750 Ext. 5304

Dr. Eric T. Stair
superintendent@troyareasd.org

STUDENT SERVICES ASSURANCE

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

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

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

Peer Helper Programs

Yes

Safety and Violence Prevention Curricula

Yes

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

Yes

Purchase of Security-Related Technology

Yes

Student, Staff and Visitor Identification Systems

Yes

Placement of School Resource Officers

No

Counseling Services available for all Students

Yes

Internet Web-Based System for the Management of Student Discipline

Yes

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

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

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

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

Yes

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

Yes

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

Yes

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

Yes

Acceptable Use Policy for Technology Resources 24 P.S. § 4604

Yes

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

Eric T. Stair
Superintendent/CEO Electronic Signature

06/01/2021
Date

TROY AREA SD

68 Fenner Ave

Gifted Education Plan Assurances (Chapter 16) | 2021 - 2024

CHAPTER 16

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

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

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

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

The Troy Area School District updates its notices on an annual basis and posts them to the website and includes them in our handbooks. The District works with the intermediate unit consortium to advertise the procedures and programs using local media.

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

The District publishes its process on the website to inform the public of gifted education services and the manner by which to request these services and programs. This information is published via local media and handbooks. Monthly child find meetings are held internally to identify students potentially eligible for Chapter 16 services and programs.

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

The District utilizes a child find process to identify students who are eligible for gifted and special education services. Monthly child find meetings are conducted to consider potential students who are eligible. Staff and parents may refer students for gifted evaluation. When a parent makes a verbal request to any professional employee or administrator, the District provides a copy of the Permission to Evaluate Form to the parents within 10 calendar days. Once a signed Permission to Evaluate is received, the School Psychologist begins collecting data through a review of existing records and via professionally validated assessment measures as part of a Gifted Multidisciplinary Evaluation. The term "mentally gifted" includes a person who has an IQ of 130 or higher. However, if a student's IQ is less than 130, other factors, such as academic performance, rate of acquisition/retention, early skill development, and intervening factors masking giftedness are used to determine gifted ability and eligibility for admittance to the program. A Multidisciplinary Evaluation (MDE) team meeting is scheduled to review the Gifted Written Report (GWR) within 60 days of receiving the signed Permission to Evaluate. A Gifted Individualized Education Plan (GIEP) is developed within 30 calendar days of the GWR for eligible students. For students who are thought to be both gifted and disabled, care is taken by the District to assure that both giftedness and the disability are fully addressed as part of the student's public education.

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

The District provides a continuum of gifted services by utilizing the following strategies: Curriculum Compacting - Standard curriculum is

compressed into a shorter period of time, allowing the gifted student to study related material while classmates master standard content. Independent Study - Students work independently under guidelines to meet students' performance levels and career interests. Grade and/or Subject Acceleration - Progressing through an educational program at rates faster or ages younger than is conventional. Field Experiences - Out-of-school educational experiences such as trips, workshops, and extracurricular activities. Tiered Assignments - Adjusting the same lesson or concept to accommodate high, middle, and low readiness levels. Honors Classes - Regular curriculum covered at a faster pace with greater depth and/or complexity. Advanced Placement - Acceleration in which students have AP classes in high school and take AP exams. Post-Secondary Enrollment - Provides students with the opportunity to take college courses while earning both high school and college credit Pull Out Program - Students are pulled out of the regular classroom on a scheduled basis to go to a resource room staffed by a teacher trained in the education of gifted children. Resource Room/Area - A special classroom or area is set up for advanced learning or enrichment opportunities.

Eric T. Stair
Superintendent/Chief Executive Officer

06/08/2021

Date