

## **FOREST HILLS SD**

PO Box 158

Induction Plan (Chapter 49) | 2021 - 2024

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### **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

Forest Hills School District

108112203

P.O. Box 158 549 Locust Street, Sidman, PA 15955

Lucas Jacobs

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David Lehman

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## INDUCTION PLAN COMMITTEE PARTICIPANTS

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

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

## STEERING COMMITTEE

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Name	Title	Committee Role	Chosen/Appointed by
Lucas Jacobs	Director of Education	Administrator	Administration Personnel
David Lehman	Superintendent	Administrator	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Rebecca Roberts	Junior-Senior High Principal	Administrator	Administration Personnel
Robert Dill	Elementary Principal	Administrator	Administration Personnel
Tammy Ohler	Teacher/Union President	Teacher	Teacher

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

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

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



## MENTORS

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

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

## OTHER

N/A

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

Mentors will receive training through our local Intermediate Unit in order to effectively assist teachers in the first year of teaching, including strategies for classroom management, assisting in the instructional process, and communication techniques. In addition, mentors will be supplied with information regarding the expectations of beginning teachers within the program and how the four domains of the Danielson Model align with the workshop activities, as well as the evaluation forms required by PDE.

## 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**

N/A

### **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**

Induction Program The IU8 Consortium Teacher Induction Program is designed to meet the varied disciplines of its participants. The program consists of two professional learning institutes; the first institute is designed for beginning teachers/educational specialists in elementary settings, and the second learning institute is designed for beginning educators/educational specialists in secondary settings. Each professional learning institute has four scheduled learning sessions and three (Fall, Winter, Spring) networking sessions that are scheduled across the school year. Participants receive Act 48 hours for all professional learning and network and coaching activities. Each participating beginning educator is supported by IU8 educational consultants and curriculum specialists. The professional learning institutes are anchored in the four domains identified in the Danielson framework and the elements of the Pennsylvania Standards Aligned System (SAS). The four domains in the Charlotte Danielson Framework include: 1. Planning and Preparation 2. Classroom Environment 3. Instruction 4. Professional Responsibility The six elements in the Pennsylvania Standards Aligned System (SAS) include: 1. Standards 2. Assessment 3. Curriculum Framework 4. Instruction 5. Materials and Resources 6. Safe and Supportive Schools

## 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

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**Selected Danielson Framework(s)**

**Timeline**

4f: Showing Professionalism

Year 1 Fall, Year 1 Spring

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### SAFE AND SUPPORTIVE SCHOOLS

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**Selected Danielson Framework(s)**

**Timeline**

2a: Creating an Environment of Respect  
and Rapport

Year 2 Fall, Year 1 Fall

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### STANDARDS/CURRICULUM

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**Selected Danielson Framework(s)**

**Timeline**

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**Selected Danielson Framework(s)**

**Timeline**

1e: Designing Coherent Instruction

Year 2 Winter, Year 1 Fall

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**PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING**

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**Selected Danielson Framework(s)**

**Timeline**

4c: Communicating with Families

Year 2 Winter, Year 1 Winter

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**DATA INFORMED DECISION MAKING**

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**Selected Danielson Framework(s)**

**Timeline**

1f: Designing Student Assessments

Year 1 Winter

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**CLASSROOM AND STUDENT MANAGEMENT**

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**Selected Danielson Framework(s)**

**Timeline**

2d: Managing Student Behavior

Year 2 Fall, Year 1 Winter

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## ASSESSMENTS AND PROGRESS MONITORING

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**Selected Danielson Framework(s)**

**Timeline**

1f: Designing Student Assessments

Year 1 Winter, Year 1 Fall

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## INSTRUCTIONAL PRACTICES

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**Selected Danielson Framework(s)**

**Timeline**

1e: Designing Coherent Instruction

Year 1 Fall, Year 1 Winter

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## TECHNOLOGY INSTRUCTION

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**Selected Danielson Framework(s)**

**Timeline**

1d: Demonstrating Knowledge of  
Resources

Year 1 Spring

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## ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

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Selected Danielson Framework(s)	Timeline
1b: Demonstrating Knowledge of Students	Year 1 Fall, Year 2 Fall, Year 1 Winter

## MATERIALS AND RESOURCES FOR INSTRUCTION

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

## PARENTAL AND/OR COMMUNITY INVOLVEMENT

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Selected Danielson Framework(s)	Timeline
4c: Communicating with Families	Year 2 Winter, Year 1 Fall, Year 1 Spring

## **EVALUATION AND MONITORING**

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

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

## **EVALUATION AND MONITORING**

Participants will evaluate the effectiveness and applicability of each workshop based upon the extent to which the intended objectives were achieved. Teacher Induction Consortium committee members (i.e., district representatives) will review these evaluation summaries

## 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.**

N/A

## 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.

Lucas D. Jacobs

04/21/2022

Educator Induction Plan Coordinator

Date

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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](#).

David L Lehman

04/21/2022

Chief School Administrator

Date



## **FOREST HILLS SD**

PO Box 158

Comprehensive Plan | 2021 - 2024

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### **MISSION STATEMENT**

The mission of the Forest Hills School District is to provide the best student-centered education so all students acquire and apply the knowledge and skills needed to be career or college ready to succeed in our ever-changing world.

### **VISION STATEMENT**

The purpose of education in the schools of this district is to facilitate development of each student to his or her fullest potential. Education is the guidance of the student through the learning processes to the end that the individual becomes personally effective in a dynamic society. In order to realize its vision, the school district has builds it future on four points of emphasis: 1) Leadership 2) Experience 3) Achievement 4) Potential

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

The Forest Hills School District Builds Its Future on: • Leadership • Experience • Achievement • Potential Through: • Cultivating the values of personal responsibility and trust • Increased opportunities for students, teachers, administrators and staff to exhibit leadership • Embracing risk and learning from failure Celebrating the successes and exceptional achievements of students, staff, and families • Holistic education – ensure that all students are provided the necessary support to develop emotionally, socially, environmentally, physically and with career and personal finance knowledge. • Understanding and coping with the challenges of life. • The transitions of life – career, advanced education, civic responsibility, relationships, and developmental changes. • Welcoming new students and family members to the community • Development of positive attitudes, and the values of trust, honesty, caring and concern for others, respect and the courage of one’s conviction. • Empowering all learners through recognition of achievement and identifying the practical worth and value of learning. • Extra-curricular, co-curricular and athletic activities will be valued and participation will be encouraged. • All students can learn, demonstrate growth and achieve their goals • Students will be educated according to their maximum potential. • Opportunities will be provided to engage in activities that focus on life skills, physical and social development, personal relationships, trust and civic responsibility. • Technology will be employed to support and enhance student, parent, teacher, and staff potential. • All students will be provided the opportunity to learn, exhibit and enhance their knowledge and skills found in the fine arts ( art, music, dance, song, use of technology-in the arts) • Appropriate social behavior will be fostered to encourage students towards success in school and life. • Community, school and family partnerships will be established to provide opportunities for community service. Service-learning opportunities and participation will be fostered. • The employment of AP level instruction and cost-free exams are desired

### **STAFF**

•The Forest Hills School District Builds Its Future on: • Leadership • Experience • Achievement • Potential Through: • Maintaining a goal-oriented focus/direction and a clear path towards goal realization • Fostering Communication between all staff members and the school/community. • A commitment to continuous improvement and regular reporting of results • Faculty collaboration within and across departments • Increased opportunities for students, teachers, administrators and staff to exhibit leadership • Leaders are “servant leaders” • Celebrating the successes and exceptional achievements of students, staff, and families. • Team building and collaboration • Excellent and

effective pedagogy • Welcoming new students and family members to the community • Development of positive attitudes, and the values of trust, honesty, caring and concern for others, respect and the courage of one's conviction. • Teachers are recognized, valued and responsible for student achievement. • The impact of instructional and administrative technology will be monitored to gauge its impact on student and instructional achievement. • A dedicated and standards aligned curriculum will be authored and utilized consistently • The Scope and Sequence of the curriculum will be implemented faithfully • Mastery (competency) levels of concepts and skills will be identified by subject area • Differentiated Instruction will be utilized to improve academic achievement • Academic collaboration across subject areas/departments will be fostered. • Teachers matter and have the potential for growth and improvement • Potential is realized when clear goals are established • District employees will model the ethics/values of the school district of trust, honesty, caring and concern for others, respect and the courage of one's conviction. • Everyone has potential. All members matter and are valued. • Technology will be employed to support and enhance student, parent, teacher, and staff potential.

## **ADMINISTRATION**

The Forest Hills School District Builds Its Future on: • Leadership • Experience • Achievement • Potential These four concepts should set the stage for the school district to strive to LEAP towards recognition as an exemplary school district on the regional, state and national level. • Fostering Communication between all staff members and the school/community. • A commitment to continuous improvement and regular reporting of results • Increased opportunities for students, teachers, administrators and staff to exhibit leadership • Embracing risk and learning from failure • All leaders are "servant leaders" • Celebrating the successes and exceptional achievements of students, staff, and families. • Development of positive attitudes, and the values of trust, honesty, caring and concern for others, respect and the courage of one's conviction. • Goals and procedures will be established to establish, track and report to the school/ community academic, community based, athletic and extra-curricular progress. • The impact of instructional and administrative technology will be monitored to gauge its impact on student and instructional achievement. • A dedicated and standards aligned curriculum will be authored and utilized consistently • The Scope and Sequence of the curriculum will be implemented faithfully • The resources available to the district will be maximized • Academic collaboration across subject areas/departments will be fostered. • Small Class sizes and adequate support staff will lead to achievement • Potential is realized when clear goals are established • Community, school and family partnerships will be established to provide opportunities for community service. Service-learning opportunities and participation will be fostered.

## **PARENTS**

The Forest Hills School District Builds Its Future on: • Leadership • Experience • Achievement • Potential Through: • Recognizing the potential for leadership that exists in the school community. • Celebrating the successes and exceptional achievements of students, staff, and families. • The transitions of life – career, advanced education, civic responsibility, relationships, and developmental changes. • Welcoming new students and family members to the community • Development of positive attitudes, and the values of trust, honesty, caring and concern for others, respect and the courage of one's conviction. Empowering all learners through recognition of achievement and identifying the practical worth and value of learning • Extra-curricular, co-curricular and athletic activities. • Learning is a result of a combined partnership between the students, family and school. Active participation and effort by each member of the partnership is crucial to student achievement. • Opportunities will be provided to engage in activities that focus on life skills, physical and social development, personal relationships, trust and civic responsibility. • Technology will be employed to support and enhance student, parent, teacher, and staff potential. • Community, school and family partnerships will be established to provide opportunities for community service. Service-learning opportunities and participation will be fostered.

## **COMMUNITY**

The Forest Hills School District Builds Its Future on: • Leadership • Experience • Achievement • Potential Through: • Recognizing the potential for leadership that exists in the school/community. Fostering Communication between all staff members and the school/community • Celebrating the successes and exceptional achievements of students, staff, and families. • Understanding and coping with the challenges of life. • The transitions of life – career, advanced education, civic responsibility, relationships, and developmental changes. • Welcoming new students and family members to the community • Goals and procedures will be established to establish, track and report to the school/community academic, community based, athletic and extra-curricular progress. • Community, school and family partnerships will be established to provide opportunities for community service. Service-learning opportunities and participation will be fostered.

## STEERING COMMITTEE

Name	Position	Building/Group
Lucas Jacobs	Director of Education	Forest Hills School District
David Lehman	Superintendent of Schools	Forest Hills School District
Rebecca Roberts	Administrator	Forest Hills School District
Brian Kostan	Administrator	Forest Hills School District
Kristen Wilson	Administrator	Forest Hills School District
Olivia Kudlawiec	Administrator	Forest Hills School District
Elissa Boyd	Special Education Supervisor	Forest Hills School District
Robert Dill	Administrator	Forest Hills School District
Galen George	Board Member	Forest Hills School District
Kimberly Shaw	Staff Member	Forest Hills School District
Tammy Ohler	Parent	Forest Hills School District
Janet Krug	Community Member	Forest Hills School District

**Name**

**Position**

**Building/Group**

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Continual system planning is needed to ensure that all students are achieving at their individual highest level within our Pre K - 12 structure.	Essential Practices 1: Focus on Continuous Improvement of Instruction
The Standards Aligned System (SAS), developed by the Pennsylvania Department of Education will be a priority in the development of Pre K - 12 instructional planning and delivery of instruction. SAS will be used as a comprehensive, researched-based resource for staff to improve student achievement.	Essential Practices 1: Focus on Continuous Improvement of Instruction

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Improve ELA, Mathematics, and Science proficiency and growth for elementary and junior-senior high students	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Improve Student Proficiency and Growth	Improve and maintain student achievement scores and student growth scores for the various student groups throughout our Pre K -12 structure. By year 2025, the number of proficient students will improve by 5% according to the established standards aligned course outcomes.

**Goal Nickname****Measurable Goal Statement (Smart Goal)****Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Continuous revision and review of curriculum in all content areas for alignment to the PA Core / PA Academic standards.

2022-08-22 -  
2025-06-03

Director of Education,  
Building Level Principals,  
Special Education  
Supervisor

Core Curriculum Materials, State Assessment Data, Local Assessment Data (LinkIt), In-Service Days

**Anticipated Outcome**

Reliable and aligned curriculum to the PA Core Academic Standards and instructional best practices to support student proficiency, achievement, and growth.

**Monitoring/Evaluation**

Director of Education, Building Level Principals, and the Special Education Supervisor will monitor lesson plans, state and local level assessment data, and complete varied forms of observation of instruction.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Improve and maintain student achievement scores and student growth scores for the various student groups throughout our Pre K -12 structure. By year 2025, the number of proficient students will improve by 5% according to the established standards aligned course outcomes. (Improve Student Proficiency and Growth)	Improve ELA, Mathematics, and Science proficiency and growth for elementary and junior-senior high students	Continuous revision and review of curriculum in all content areas for alignment to the PA Core / PA Academic standards.	08/22/2022 - 06/03/2025

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Improve and maintain student achievement scores and student growth scores for the various student groups throughout our Pre K -12 structure. By year 2025, the number of proficient students will improve by 5% according to the established standards aligned course outcomes. (Improve Student Proficiency and Growth)	Improve ELA, Mathematics, and Science proficiency and growth for elementary and junior-senior high students	Continuous revision and review of curriculum in all content areas for alignment to the PA Core / PA Academic standards.	08/22/2022 - 06/03/2025

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## **APPROVALS & SIGNATURES**

### **Assurance of Quality and Accountability**

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

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School Board Minutes or Affirmation Statement

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

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Chief School Administrator

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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The incorporation of Smart Futures has provided the framework to deliver a comprehensive career development program with developmentally appropriate experiences and resources.

The Elementary All Student Group for English Language Arts as measured by PVAAS exceeds the statewide standard for demonstrating growth at 73.0%.

The Junior-Senior High All Student Group for English Language Arts as measured by PVAAS exceeds the statewide standard for demonstrating growth at 81.0%.

69% of the 7th grade students scored proficient, advanced, or fell in the "bubble" group during the Form C ELA LinkIt PA Core Benchmark.

Overall percentage of proficient and advanced elementary students surpassed the state wide average at 43.2%.

The Elementary All Student Group for Science as measured by PVAAS exceeds the statewide standard for demonstrating growth at 100.0%.

The percent of students that are proficient or advanced on the

### Challenges

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It is our hope that the increased focus / awareness on Academic and Career Planning will increase our students' parents and/or guardians involvement with academic programs and overall school-related initiatives.

The Elementary All Student Group for English Language Arts Group did not reach the statewide average of advanced students at 55.0%.

Overall percentage of proficient and advanced junior-senior high students fell significantly short of the state wide average at 30.2%.

Elementary students did not meet the statewide growth standard at 64.0%.

Overall percentage of proficient and advanced junior-senior high students just missed the state wide average at 37.0% compared to the statewide average at 37.3%.

Junior-Senior High students did not meet the statewide growth standard at 54.0%.

The percent of advanced students in Elementary Science has

## Strengths

Elementary Science Assessment is 78.5%.

Junior-Senior High all student group of students met the statewide growth standard at 82.0%.

60% of the 8th grade students scored proficient, advanced, or fell in the "bubble" group during the Form C Science LinkIt PA Core Benchmark.

The District's Title I Schoolwide Program has increased the level of literacy support for the early childhood and primary levels. The increased literacy support directly connects with the core instruction.

English Language Development growth based upon district assessment LinkIt and preliminary scores on state tests, indicates improved achievement and growth.

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

Ensure effective, standards-aligned curriculum and assessment

Partner with local businesses, community organizations, and other agencies to meet the needs of the district

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

## Challenges

decreased from previous school years.

Overall percentage of proficient and advanced junior-senior high students fell below the state wide average at 55.3%.

The District was faced with multiple challenges associated with technology during the pandemic. The District moved to a Learning Management System (LMS) to assist students and staff with daily instruction and communication during remote and onsite learning.

The District was faced with an increase in mental health related concerns and socioeconomic challenges within the community and family structures.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

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

Coordinate and monitor supports aligned with students' and families' needs \*

The single English Language Learner in the elementary scored Basic in Mathematics during the LinkIt PA Core Form B Benchmark.

## Strengths

The single English Language Learner in the elementary scored Proficient in ELA during the LinkIt PA Core Form B Benchmark.

The Elementary Students with Disabilities Group for Mathematics has an Academic Growth Score of 85.0. The statewide average growth score for the all student group is 75.3.

The Junior-Senior High Students with Disabilities Group for Science/Biology has an Academic Growth Score of 75.5. The statewide average growth score for the all student group is 75.1.

## Challenges

The Elementary Economically Disadvantaged Group for English Language Arts has an Academic Growth Score of 64.0. The statewide average growth score for the all student group is 75.0.

The Junior-Senior High Economically Disadvantaged Group for English Language Arts has an Academic Growth Score of 50.0. The statewide average growth score for the all student group is 75.0.

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## Most Notable Observations/Patterns

Focus on Academic Standards

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

It is our hope that the increased focus / awareness on Academic and Career Planning will increase our students' parents and/or guardians involvement with academic programs and overall school-related initiatives.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Continual planning is needed to ensure that all students are achieving at their individual highest level.

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

The Standards Aligned System (SAS), developed by the Pennsylvania Department of Education will be a focal point pertaining to Pre K - 12 instruction with our school district. SAS will be used as a comprehensive, researched-based resource for staff to improve student achievement.

Coordinate and monitor supports aligned with students' and families' needs \*

## ADDENDUM B: ACTION PLAN

### Action Plan: Improve ELA, Mathematics, and Science proficiency and growth for elementary and junior-senior high students

Action Steps	Anticipated Start/Completion Date
Continuous revision and review of curriculum in all content areas for alignment to the PA Core / PA Academic standards.	08/22/2022 - 06/03/2025

Monitoring/Evaluation	Anticipated Output
Director of Education, Building Level Principals, and the Special Education Supervisor will monitor lesson plans, state and local level assessment data, and complete varied forms of observation of instruction.	Reliable and aligned curriculum to the PA Core Academic Standards and instructional best practices to support student proficiency, achievement, and growth.

Material/Resources/Supports Needed	PD Step	Comm Step
Core Curriculum Materials, State Assessment Data, Local Assessment Data (LinkIt), In-Service Days	yes	yes





## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Improve and maintain student achievement scores and student growth scores for the various student groups throughout our Pre K -12 structure. By year 2025, the number of proficient students will improve by 5% according to the established standards aligned course outcomes. (Improve Student Proficiency and Growth)	Improve ELA, Mathematics, and Science proficiency and growth for elementary and junior-senior high students	Continuous revision and review of curriculum in all content areas for alignment to the PA Core / PA Academic standards.	08/22/2022 - 06/03/2025

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Focus on PA Core Academic Standards through the Standards Aligned System (SAS) Resources	Professional Staff Members, Paraprofessional Staff Members, Administration	Standards (Anchors / Eligible Content), SAS Instructional Toolkit, PA Standards Instructional Frameworks
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will reference, utilize, and use resources from the SAS site to create and facilitate standards aligned instructional lessons and activities within their classrooms.	08/22/2022 - 06/03/2025	Director of Education, Building Level Principals, Special Education Supervisor
<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>	
	Language and Literacy Acquisition for All Students	

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Improve and maintain student achievement scores and student growth scores for the various student groups throughout our Pre K -12 structure. By year 2025, the number of proficient students will improve by 5% according to the established standards aligned course outcomes. (Improve Student Proficiency and Growth)	Improve ELA, Mathematics, and Science proficiency and growth for elementary and junior-senior high students	Continuous revision and review of curriculum in all content areas for alignment to the PA Core / PA Academic standards.	2022-08-22 - 2025-06-03

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## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Improve ELA, Mathematics, and Science scores to show growth and reach proficiency	Teachers, Administration, Parents/Guardians	Standards Aligned System (SAS) Resources, LinkIt Benchmarking Process, Home/School Connection
Anticipated Timeframe	Frequency	Delivery Method
08/22/2022 - 06/03/2025	Twice yearly	Presentation
Lead Person/Position	Director of Education, Building Level Administration, Special Education Supervisor	

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## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**



## FOREST HILLS SD

PO Box 158

Professional Development Plan (Act 48) | 2021 - 2024

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### 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

Forest Hills School District

108112203

P.O. Box 158 549 Locust Street, Sidman, PA 15955

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David Lehman

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## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Lucas Jacobs	Director of Education	Lucas Jacobs	Administration Personnel
David Lehman	Superintendent	David Lehman	Administration Personnel
Tammy Ohler	Teacher/Union President	Tammy Ohler	Teacher
Kim Shaw	Instructional Technology Specialist	Kim Shaw	Education Specialist
Rebecca Roberts	Principal	Rebecca Roberts	Administration Personnel
Rob Dill	Principal	Rob Dill	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 professional development committee meets regularly (quarterly) to discuss upcoming professional development needs and potential adjustments to the professional development plan. The committee created a professional development roadmap that is shared with all staff members. The PD roadmap identifies established PD days within the school year along with the Professional Development Focus of each established day. Department Chair Meetings are scheduled on an as needed basis to share updates and/or gather feedback regarding professional development needs.

## 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? ( <a href="#">22 Pa Code, Chapter 4</a> )	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 ( <a href="#">22 Pa Code, 19</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	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

### FOCUS ON PA CORE ACADEMIC STANDARDS THROUGH THE STANDARDS ALIGNED SYSTEM (SAS) RESOURCES

Action Step	Audience	Topics to be Included	Evidence of Learning
Continuous revision and review of curriculum in all content areas for alignment to the PA Core / PA Academic standards.	Professional Staff Members, Paraprofessional Staff Members, Administration	Standards (Anchors / Eligible Content), SAS Instructional Toolkit, PA Standards Instructional Frameworks	Teachers will reference, utilize, and use resources from the SAS site to create and facilitate standards aligned instructional lessons and activities within their classrooms.
<b>Lead Person/Position</b>			<b>Anticipated Timeline</b>
Director of Education, Building Level Principals, Special Education Supervisor			08/22/2022 - 06/03/2025

### LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Monthly		Language and Literacy Acquisition for All Students

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### STANDARDS ALIGNED COURSE DESCRIPTIONS

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<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>
All Professional Staff Members	Standards Aligned Curriculum, Instruction, and Assessment	Each teacher is creating and/or finalizing a Standards Aligned Course Description for each elementary grade level subject or specific junior-senior high course he/she is teaching during the academic school year.

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<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>
Lucas Jacobs, Director of Education	08/22/2022 - 06/22/2023

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### LEARNING FORMAT

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<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Inservice day	Split between the four semesters		Teaching Diverse Learners in an Inclusive Setting

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## EVALUATION AND REVIEW

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

A professional development focus on PA Core Standards and Standards Aligned Instruction has been established as a priority for all professional staff members within the Forest Hills School District. Each identified teacher in-service has defined time to allow teachers to focus on curriculum, instruction, and assessment associated with the specific courses and or grade level subjects he/she is responsible for throughout the school year. Multiple PDE SAS consultants have provided the professional staff with a large amount of professional development regarding available SAS resources and guidance. These professional development opportunities are scheduled during teacher in-service days. Departments collaborated to create documents of what students need to know (concepts/skills) coming into a certain grade level and/or course and what course outcomes students should be leaving when they complete a grade level or specific course. Each teacher is charged with the responsibility to create/update/refine a Standards Aligned Course Description informational sheet for each course and/or elementary grade level subject she/he is currently assigned to teach during the school year. The Standards Aligned Course Description process is a continual process that is reviewed and adjusted as needed throughout the year. The goal is to eventually post each teacher's descriptions on his/her FHSD staff directory page. The following criteria has been established for each Standards Aligned Course Description. To keep a high level of consistency, teachers have been encouraged to work together on this important task. The evaluation of attainment of the professional development goals are evaluated by the completion of the professional development task. It has been a refreshing experience to have the staff work together to create a robust and detailed Standards Aligned Course Map for all subjects Pre-k - 12th grade (all subjects). This review process will continue as an ongoing professional development activity for existing courses and newly added courses as needed.

Standards Aligned Course Description Requirements

Course Name: Specific Subject Course Instructor: Name Instructor Professional Biography: Provide schooling, degrees, certifications, etc. Teacher/Course Resources: Text, Instructional Websites, etc. End of Course Outcomes: Students will learn to... Course Standards: List the Core Standards that will be addressed. Course Units by sequence with a short description: Provide units & description Assessment: List the types of assessments that may be utilized. Parent Resources: Provide your contact information, email, school phone number/extension, etc.

## 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.

Lucas Jacobs, Director of Education

07/01/2022

Professional Education Committee Chairperson:

Date

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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.

David Lehman

07/01/2022

Superintendent or Chief Administrative Officer:

Date