

HEMPFIELD SD

200 Church St

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

Provide safe and supportive environments, engaging experiences, and rigorous educational opportunities that inspire all students to excel in their chosen pathway and grow as lifelong learners and contributing citizens.

VISION STATEMENT

Personal growth, achievement, and success for everyone.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

• Build on a foundation of trust, respect, and timely communication • Create safe, caring, inclusive, and learner-focused environments • Value and celebrate diversity • Foster high expectations and provide supports for growth and success • Use data and evidence to make thoughtful, effective, and timely decisions • Provide opportunities that are responsive to the academic, social, emotional, and physical needs of the learners • Thrive because of dedicated, empathetic, and transformational leaders • Cultivate innovative thinking that prepares learners to participate and adapt in a complex and changing world

STAFF

• Create safe, caring, inclusive, and learner-focused environments • Value and celebrate diversity • Foster high expectations and provide supports for growth and success • Use data and evidence to make thoughtful, effective, and timely decisions • Provide opportunities that are responsive to the academic, social, emotional, and physical needs of the learners • Partner with community stakeholders to prepare learners for their future • Utilize technology and develop responsible, digital citizens • Cultivate innovative thinking that prepares learners to participate and adapt in a complex and changing world

ADMINISTRATION

• Create safe, caring, inclusive, and learner-focused environments • Value and celebrate diversity • Foster high expectations and provide supports for growth and success • Provide opportunities that are responsive to the academic, social, emotional, and physical needs of the learners • Utilize technology and develop responsible, digital citizens • Cultivate innovative thinking that prepares learners to participate and adapt in a complex and changing world

PARENTS

• Build on a foundation of trust, respect, and timely communication • Create safe, caring, inclusive, and learner-focused environments • Foster high expectations and provide supports for growth and success • Use data and evidence to make thoughtful, effective, and timely decisions •

Thrive because of dedicated, empathetic, and transformational leaders • Cultivate innovative thinking that prepares learners to participate and adapt in a complex and changing world

COMMUNITY

• Create safe, caring, inclusive, and learner-focused environments • Value and celebrate diversity • Foster high expectations and provide supports for growth and success • Provide opportunities that are responsive to the academic, social, emotional, and physical needs of the learners • Thrive because of dedicated, empathetic, and transformational leaders

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Mark Brooks	Administrator	Administration Building
Tab Musser	Administrator	Administration Building
Meredith Goodrich	Administrator	Administration Building
Jen Zolenas	Administrator	Administration Building
Cheryl Irwin-Bass	Administrator	Administration Building
Kathy Deisley	Administrator	Hempfield High School
Jason Hoffman	Administrator	Centerville Elementary School
Michael Bromirski	Administrator	Administration Building
Tom Kramer	Administrator	Centerville Elementary School
Doug Dandridge	Administrator	Landisville Middle School
Jim Dague	Administrator	Hempfield High School
Mike Donato	Board Member	School Board
Jim Maurer	Board Member	School Board

Name	Position	Building/Group
Linda Johnston	Board Member	School Board
Steve Sharp	Staff Member	Middle School Counselor
Shaunte DePaso	Staff Member	Student Services Coordinator
Denise Galen	Administrator	Special Education Director
Tony Jannotta	Staff Member	Middle School Teacher/Union Leader
Steph Beland	Staff Member	Middle School Teacher
Kristina Strohm	Staff Member	School Psychologist
Ruth Costanzo	Staff Member	Elementary Special Education
Amanda Frill	Staff Member	Secondary Special Education
Kathryn Owen	Staff Member	Elementary Education
Kate Hough	Staff Member	High School Education
Mark Enoch	Staff Member	High School Education
Joseph Nichisti	Staff Member	High School Education
LuAnn Bicevskis	Community Member	Community Member
John Rodman	Parent	Parent

Name	Position	Building/Group
Kara Pham	Parent	Parent of IDEA Student
Patrick Conrad	Parent	Community Member
Jim Schopf	Community Member	Business Owner
Sariah Rivera	Student	HHS Student
Jack Kirchner	Student	HHS Student
Riana Ramani	Student	HHS Student
Maira Virmani	Student	LMS Student
Michael Graham	Administrator	Chief Information Officer
Jeremy Paul	Administrator	Director of Instructional Technology
Karen Hall	Administrator	Human Resources

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Review student assessment data to evaluate curriculum needs and instructional strategies to effectively prepare students for their post-secondary pathway(s).	Essential Practices 1: Focus on Continuous Improvement of Instruction
Continually improve safety and security practices and maintain sufficient and efficiently functioning facilities to support and enhance teaching and learning.	Other
Improve learning environments to benefit students' needs to better prepare students for their post-secondary pathway(s).	Social emotional learning

ACTION PLAN AND STEPS

Evidence-based Strategy	
Develop a comprehensive, district-wide master facilities plan	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Operational Excellence	Hempfield School District will develop and continually improve operational systems and practices to create a strong infrastructure that supports and enhances teaching and learning.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Consult with design and grounds professionals to determine the best practices and a more efficient utilization of existing district facilities and space.	2022-09-05 - 2025-09-05	Mark Brooks/COO	Development of a facilities management plan. Potential engagement of architects to further evaluate facilities needs.
Consult with design and engineering professionals to evaluate district building capacity from a functional use perspective.	2022-09-05 - 2025-09-05	Mark Brooks/COO	Development of a facilities management plan. Potential engagement of architects to further evaluate facilities needs.
Develop a capital budget and improvement/life-cycle plan and timetable for implementation of recommendations.	2022-09-05 - 2025-09-05	Mark Brooks/COO Karen Hall/Executive Director of Human Resources and Business Operations	District budget and financial records.
Monitor the district's enrollment and develop a plan for maintain enrollment levels in buildings.	2022-09-05 - 2025-09-05	District Administration	Enrollment data.
Develop a long-term financial plan to fund the district-wide master facilities plan.	2022-09-05 - 2025-09-05	Mark Brooks/COO Karen Hall/Executive Director of Human Resources and Business Operations	District budget and financial records. Projected financial records.
Anticipated Outcome			
Implement a comprehensive, district-wide master facilities plan.			

Monitoring/Evaluation

Quarterly comprehensive plan updates.

Evidence-based Strategy

Improve operational efficiencies in all departments/buildings

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Operational Excellence	Hempfield School District will develop and continually improve operational systems and practices to create a strong infrastructure that supports and enhances teaching and learning.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Improve internal and external communication.	2022-09-05 - 2025-09-05	Cheryl Irwin-Bass/Director of Communications	Communication as an ongoing topic on agendas at various levels of the district organization.
Document district-wide and building/department operational procedures to strengthen our onboarding process and continuous improvement measures.	2022-09-05 - 2025-09-05	Karen Hall/Executive Director of Human Resources and Business Operations	Collaborate with district leaders to communicate onboarding needs to support process changes.

Anticipated Outcome

Efficient operational procedures district-wide.

Monitoring/Evaluation

Ongoing discussion of communication and onboarding processes.

Evidence-based Strategy

Strengthen safety and security practices across the district.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Operational Excellence	Hempfield School District will develop and continually improve operational systems and practices to create a strong infrastructure that supports and enhances teaching and learning.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Evaluate district safety processes and practices to identify areas of strength and growth.	2022-09-05 - 2025-09-05	Mark Brooks/COO William Gleason/District Safety and Security Supervisor	Conduct safety audit.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop and implement a district-wide safety and security training program for all employees (including but not limited to situational awareness, responding to emergencies, drills, threat assessments, bullying and harassment, trauma informed practices, state mandated trainings, lockdowns, active shooter, etc.)	2022-09-05 - 2025-09-05	William Gleason/District Safety and Security Supervisor	Continued training for District Safety and Security Supervisor. Collaboration with district administration.
Continue to strengthen collaborative partnerships with first responders who service the Hempfield School District.	2022-09-05 - 2025-09-05	Michael Bromirski/Superintendent William Gleason/District Safety and Security Supervisor	District MOUs with local first responders. Holding meetings with stakeholders as needed.

Anticipated Outcome

Effective safety and security practices district-wide.

Monitoring/Evaluation

Feedback from District Safety and Security Supervisor

Evidence-based Strategy

Strengthen standards-aligned curriculum.

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Curriculum, Instruction,
and Assessment

Hempfield School District will engage learners in standards-aligned, relevant, and authentic learning experiences designed ultimately to prepare them to be successful in their chosen post-secondary pathway.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Ensure units and assessments are aligned to state standards and eligible content.

2022-09-05 -
2025-09-05

Jason Hoffman/Elementary Curriculum Supervisor
Katherine Deisley/Secondary Curriculum
Supervisor Department Coordinators

Curriculum cycle.
Curriculum templates.

Utilize standardized assessment data, classroom data, and feedback to evaluate, monitor, and adjust curriculum.

2022-09-05 -
2025-09-05

Jason Hoffman/Elementary Curriculum Supervisor
Katherine Deisley/Secondary Curriculum
Supervisor District Principals Jeremy Paul/Director
of Instructional Technology

Data warehouse.

Integrate curriculum across content areas.

2022-09-05 -
2025-09-05

Jason Hoffman/Elementary Curriculum Supervisor
Katherine Deisley/Secondary Curriculum
Supervisor Department Coordinators

Curriculum documents.

Anticipated Outcome

Implement standards-aligned curriculum.

Monitoring/Evaluation

Curriculum Supervisors monitor curriculum writing through shared documents.

Evidence-based Strategy

Graduate students who are ready to enter their chosen post-secondary pathway.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum, Instruction, and Assessment	Hempfield School District will engage learners in standards-aligned, relevant, and authentic learning experiences designed ultimately to prepare them to be successful in their chosen post-secondary pathway.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Foster interpersonal and intrapersonal skills to improve likelihood of career acquisition and success.	2022-09-05 - 2025-09-05	Jason Hoffman/Elementary Curriculum Supervisor Katherine Deisley/Secondary Curriculum Supervisor Stephen Sharp/Counseling Department Coordinator	
Improve students' digital literacy and digital citizenship skills.	2022-09-05 - 2025-09-05	Jason Hoffman/Elementary Curriculum Supervisor Katherine Deisley/Secondary Curriculum Supervisor Jeremy Paul/Director of Instructional Technology	
Utilize a variety of career awareness activities and opportunities.	2022-09-05 - 2025-09-05	Jason Hoffman/Elementary Curriculum Supervisor Katherine Deisley/Secondary Curriculum Supervisor Stephen Sharp/Counseling Department Coordinator	Xello, Junior Achievement Activities

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Anticipated Outcome
 Graduate students prepared for their post-secondary pathway.

Monitoring/Evaluation
 Feedback from school counselors on students' post-secondary plans.

Evidence-based Strategy
 Strengthen the use of evidence-based, instructional strategies

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum, Instruction, and Assessment	Hempfield School District will engage learners in standards-aligned, relevant, and authentic learning experiences designed ultimately to prepare them to be successful in their chosen post-secondary pathway.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide professional development to build knowledge of best practices in specific	2022-09-05 - 2025-09-05	Jason Hoffman/Elementary Curriculum Supervisor Kathy	Curriculum material vendor trainings.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
disciplines and to reflect on pedagogy.		Deisley/Secondary Curriculum Supervisor Department Coordinators	
Design meaningful and authentic activities and assessments that integrate opportunities for students to create, collaborate, think critically, and communicate.	2022-09-05 - 2025-09-05	Jason Hoffman/Elementary Curriculum Supervisor Kathy Deisley/Secondary Curriculum Supervisor Department Coordinators	

Anticipated Outcome

Following the district's curriculum cycle, the curriculum will be standards-aligned and provide authentic learning experiences.

Monitoring/Evaluation

Curriculum Supervisors monitor curriculum writing through shared documents.

Evidence-based Strategy

Provide opportunities to meet the social and emotional health needs of our students.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Reducing Barriers to	Hempfield School District will reduce barriers between school and students; school and families; and school

Goal Nickname	Measurable Goal Statement (Smart Goal)		
Learning	and community; in order to foster all students' social and emotional well-being and academic growth.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide professional development opportunities for staff on current social and emotional health concerns, recognizing warning signs or symptoms, and implementing school supports to address concerns.	2022-09-05 - 2025-09-05	Doug Dandridge/Assistant Superintendent	Professional Development Sessions
Organize and strengthen systems to identify students with mental health and behavioral needs and provide resources to support their needs.	2022-09-05 - 2025-09-05	Doug Dandridge/Assistant Superintendent Stephen Sharp/Counseling Department Coordinator	Resources on supporting mental and behavioral health for students
Partner with agencies and organizations to provide training opportunities for staff and caregivers in the areas of social, emotional and mental health for students.	2022-09-05 - 2025-09-05	Doug Dandridge/Assistant Superintendent	Training and Resources for social, emotional, and mental health for students
Anticipated Outcome			
An increase in social, emotional, and mental health supports for students.			
Monitoring/Evaluation			
Monitoring the frequency of need for social, emotional, and mental health interventions at the building level.			

Evidence-based Strategy

Create emotionally safe and supportive learning environments for all students.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Reducing Barriers to Learning	Hempfield School District will reduce barriers between school and students; school and families; and school and community; in order to foster all students' social and emotional well-being and academic growth.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create positive school environments so students can confidently take academic risks, engage in meaningful learning and advocate their needs.	2022-09-05 - 2025-09-05	District Principals	Building Level Planning for PBIS
Continue to strengthen and align multi-tiered systems for students learning and behavior, establishing consistency across the district when appropriate.	2022-09-05 - 2025-09-05	Tab Musser/Assistant Superintendent District Principals	Planning at the district level
Partner with families to improve attendance procedures to ensure regular attendance.	2022-09-05 - 2025-09-05	District Principals School Social Workers	Meeting with Families to support attendance

Anticipated Outcome

Creating an emotionally safe and supportive learning environment for all students.

Monitoring/Evaluation

Building principals monitoring PBIS and attendance. Feedback from school counselors and staff.

Evidence-based Strategy

Create opportunities that prepare all students for their post-secondary pathway(s).

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Reducing Barriers to Learning

Hempfield School District will reduce barriers between school and students; school and families; and school and community; in order to foster all students' social and emotional well-being and academic growth.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Expand and improve relationships with local businesses to increase career exposure through speakers, career activities, and internship opportunities for students.	2022-09-05 - 2025-09-05	Tab Musser/Assistant Superintendent Doug Dandridge/ Assistant Superintendent District Principals Stephen Sharp/Counseling Department Coordinator	
Provide learning opportunities that focus on	2022-09-05 -	District Principals Steve	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
career adaptability, career readiness skills, and post-secondary education awareness.	2025-09-05	Sharp/Department Coordinator	

Anticipated Outcome
 Creating opportunities that prepare all students for their post-secondary pathway(s).

Monitoring/Evaluation
 Evaluate internship opportunities and Career Readiness opportunities



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Hempfield School District will develop and continually improve operational systems and practices to create a strong infrastructure that supports and enhances teaching and learning. (Operational Excellence)</p>	<p>Strengthen safety and security practices across the district.</p>	<p>Develop and implement a district-wide safety and security training program for all employees (including but not limited to situational awareness, responding to emergencies, drills, threat assessments, bullying and harassment, trauma informed practices, state mandated trainings, lockdowns, active</p>	<p>09/05/2022 - 09/05/2025</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

shooter, etc.)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Hempfield School District will engage learners in standards-aligned, relevant, and authentic learning experiences designed ultimately to prepare them to be successful in their chosen post-secondary pathway. (Curriculum, Instruction, and Assessment)	Strengthen standards-aligned curriculum.	Ensure units and assessments are aligned to state standards and eligible content.	09/05/2022 - 09/05/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Hempfield School District will engage learners in standards-aligned, relevant, and authentic learning experiences designed ultimately to prepare them to be successful in their chosen post-secondary pathway. (Curriculum, Instruction, and Assessment)	Strengthen standards-aligned curriculum.	Utilize standardized assessment data, classroom data, and feedback to evaluate, monitor, and adjust curriculum.	09/05/2022 - 09/05/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Hempfield School District will engage learners in standards-aligned, relevant, and authentic learning experiences designed ultimately to prepare them to be successful in their chosen post-secondary pathway. (Curriculum, Instruction, and Assessment)	Strengthen standards-aligned curriculum.	Integrate curriculum across content areas.	09/05/2022 - 09/05/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Hempfield School District will engage learners in standards-aligned, relevant, and authentic learning experiences designed ultimately to prepare them to be successful in their chosen post-secondary pathway. (Curriculum, Instruction, and Assessment)	Graduate students who are ready to enter their chosen post-secondary pathway.	Improve students' digital literacy and digital citizenship skills.	09/05/2022 - 09/05/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Hempfield School District will engage learners in standards-aligned, relevant, and authentic learning experiences designed ultimately to prepare them to be successful in their chosen post-secondary pathway. (Curriculum, Instruction, and Assessment)	Graduate students who are ready to enter their chosen post-secondary pathway.	Utilize a variety of career awareness activities and opportunities.	09/05/2022 - 09/05/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Hempfield School District will engage learners in standards-aligned, relevant, and authentic learning experiences designed ultimately to prepare them to be successful in their chosen post-secondary pathway. (Curriculum, Instruction, and Assessment)	Strengthen the use of evidence-based, instructional strategies	Provide professional development to build knowledge of best practices in specific disciplines and to reflect on pedagogy.	09/05/2022 - 09/05/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Hempfield School District will engage learners in standards-aligned, relevant, and authentic learning experiences designed ultimately to prepare them to be successful in their chosen post-secondary pathway. (Curriculum, Instruction, and Assessment)	Strengthen the use of evidence-based, instructional strategies	Design meaningful and authentic activities and assessments that integrate opportunities for students to create, collaborate, think critically, and communicate.	09/05/2022 - 09/05/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Hempfield School District will reduce barriers between school and students; school and families; and school and community; in order to foster all students' social and emotional well-being and academic growth. (Reducing Barriers to Learning)	Provide opportunities to meet the social and emotional health needs of our students.	Provide professional development opportunities for staff on current social and emotional health concerns, recognizing warning signs or symptoms, and implementing school supports to address concerns.	09/05/2022 - 09/05/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Hempfield School District will reduce barriers between school and students; school and families; and school and community; in order to foster all students' social and emotional well-being and academic growth. (Reducing Barriers to Learning)	Provide opportunities to meet the social and emotional health needs of our students.	Partner with agencies and organizations to provide training opportunities for staff and caregivers in the areas of social, emotional and mental health for students.	09/05/2022 - 09/05/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Hempfield School District will develop and continually improve operational systems and practices to create a strong infrastructure that supports and enhances teaching and learning. (Operational Excellence)	Improve operational efficiencies in all departments/buildings	Improve internal and external communication.	09/05/2022 - 09/05/2025

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

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

School Board Minutes or Affirmation Statement

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

High graduation rate compared to the Lancaster County rate and the Pennsylvania rate.

All elementary buildings' English Language Proficiency percentages are greater than the state average

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

Meeting Annual Growth Expectations (PVAAS) ELA

Proficient or Advanced on Pennsylvania State Assessments ELA and Science and Biology

Interventions provided by reading specialists and classroom teachers that explicitly target early reading skills have shown positive student results.

Acquisition and use of decodable texts at the primary level have allowed students to practice the Phonics skills they have learned in a controlled text. This has led to increased motivation for reading in students and increased levels of confidence.

Challenges

Increasing our percentage of graduates who enroll in post-secondary education

Improving State Assessment Proficiency levels for English Learners, economically disadvantaged students and students with disabilities would improve our overall district assessment scores

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

Improving proficiency levels on Pennsylvania State Assessments

Students in the primary grades are meeting benchmark goals for individual reading skills; however, the application of those skills in real text and on state assessments does not always match. Continued work on making certain that the students are applying these skills in reading tasks will need to continue to be an area of focus.

Math instruction that is focused on procedures has led to students who struggle with more complex problemsolving and more rigorous tasks. We are adopting a new program and have rewritten curriculum to focus more on productive struggle, rigorous tasks,

Strengths

Seeing student growth will help us improve upon our challenges.

Our science curriculum has been intentionally written so that students in grades four and eight systematically review all of the needed eligible content for the PSSA's at those levels. As a result, topics taught several years earlier are reinforced and reviewed for students.

Challenges

and the standards of mathematical practice. Our hope is that these instructional shifts will positively impact state assessment results.

Given the new science standards in PA, our curriculum and programs will need to be evaluated to make sure they are aligned to the expectations and integrative nature of these new standards.

Maintaining sufficient and efficiently functioning facilities and continually improving operational efficiency and safety and security practices.

Most Notable Observations/Patterns

Challenges

**Discussion
Point**

Priority for Planning

Maintaining sufficient and efficiently functioning facilities and continually improving operational efficiency and safety and security practices.

Improving proficiency levels on Pennsylvania State Assessments

Improving State Assessment Proficiency levels for English Learners, economically disadvantaged students and students with disabilities would improve our overall district assessment scores

ADDENDUM B: ACTION PLAN

Action Plan: Develop a comprehensive, district-wide master facilities plan

Action Steps	Anticipated Start/Completion Date	
Consult with design and grounds professionals to determine the best practices and a more efficient utilization of existing district facilities and space.	09/05/2022 - 09/05/2025	
Monitoring/Evaluation	Anticipated Output	
Quarterly comprehensive plan updates.	Implement a comprehensive, district-wide master facilities plan.	
Material/Resources/Supports Needed	PD Step	Comm Step
Development of a facilities management plan. Potential engagement of architects to further evaluate facilities needs.	no	no



Action Steps**Anticipated Start/Completion Date**

Consult with design and engineering professionals to evaluate district building capacity from a functional use perspective.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Quarterly comprehensive plan updates.

Implement a comprehensive, district-wide master facilities plan.

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

Development of a facilities management plan. Potential engagement of architects to further evaluate facilities needs.

no

no



Action Steps**Anticipated Start/Completion Date**

Develop a capital budget and improvement/life-cycle plan and timetable for implementation of recommendations.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Quarterly comprehensive plan updates.

Implement a comprehensive, district-wide master facilities plan.

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

District budget and financial records.

no

no



Action Steps**Anticipated Start/Completion Date**

Monitor the district's enrollment and develop a plan for maintain enrollment levels in buildings.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Quarterly comprehensive plan updates.

Implement a comprehensive, district-wide master facilities plan.

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

Enrollment data.

no

no

Action Steps**Anticipated Start/Completion Date**

Develop a long-term financial plan to fund the district-wide master facilities plan.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Quarterly comprehensive plan updates.

Implement a comprehensive, district-wide master facilities plan.

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

District budget and financial records. Projected financial records.

no

no

Action Plan: Improve operational efficiencies in all departments/buildings

Action Steps**Anticipated Start/Completion Date**

Improve internal and external communication.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Ongoing discussion of communication and onboarding processes.

Efficient operational procedures district-wide.

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

Communication as an ongoing topic on agendas at various levels of the district organization.

no

yes



Action Steps**Anticipated Start/Completion Date**

Document district-wide and building/department operational procedures to strengthen our onboarding process and continuous improvement measures.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Ongoing discussion of communication and onboarding processes.

Efficient operational procedures district-wide.

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

Collaborate with district leaders to communicate onboarding needs to support process changes.

no

no

Action Plan: Strengthen safety and security practices across the district.

Action Steps**Anticipated Start/Completion Date**

Evaluate district safety processes and practices to identify areas of strength and growth.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Feedback from District Safety and Security Supervisor

Effective safety and security practices district-wide.

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

Conduct safety audit.

no

no

Action Steps**Anticipated Start/Completion Date**

Develop and implement a district-wide safety and security training program for all employees (including but not limited to situational awareness, responding to emergencies, drills, threat assessments, bullying and harassment, trauma informed practices, state mandated trainings, lockdowns, active shooter, etc.)

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Feedback from District Safety and Security Supervisor

Effective safety and security practices district-wide.

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

Continued training for District Safety and Security Supervisor. Collaboration with district administration.

yes

no



Action Steps**Anticipated Start/Completion Date**

Continue to strengthen collaborative partnerships with first responders who service the Hempfield School District.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Feedback from District Safety and Security Supervisor

Effective safety and security practices district-wide.

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

District MOUs with local first responders. Holding meetings with stakeholders as needed.

no

no

Action Plan: Strengthen standards-aligned curriculum.

Action Steps**Anticipated Start/Completion Date**

Ensure units and assessments are aligned to state standards and eligible content.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Curriculum Supervisors monitor curriculum writing through shared documents.

Implement standards-aligned curriculum.

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

Curriculum cycle. Curriculum templates.

yes

no



Action Steps**Anticipated Start/Completion Date**

Utilize standardized assessment data, classroom data, and feedback to evaluate, monitor, and adjust curriculum.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Curriculum Supervisors monitor curriculum writing through shared documents.

Implement standards-aligned curriculum.

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

Data warehouse.

yes

no



Action Steps

Anticipated Start/Completion Date

Integrate curriculum across content areas.

09/05/2022 - 09/05/2025

Monitoring/Evaluation

Anticipated Output

Curriculum Supervisors monitor curriculum writing through shared documents.

Implement standards-aligned curriculum.

Material/Resources/Supports Needed

PD Step

Comm Step

Curriculum documents.

yes

no

Action Plan: Graduate students who are ready to enter their chosen post-secondary pathway.

Action Steps**Anticipated Start/Completion Date**

Foster interpersonal and intrapersonal skills to improve likelihood of career acquisition and success.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Feedback from school counselors on students' post-secondary plans.

Graduate students prepared for their post-secondary pathway.

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

no

no



Action Steps**Anticipated Start/Completion Date**

Improve students' digital literacy and digital citizenship skills.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Feedback from school counselors on students' post-secondary plans.

Graduate students prepared for their post-secondary pathway.

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

yes

no



Action Steps**Anticipated Start/Completion Date**

Utilize a variety of career awareness activities and opportunities.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Feedback from school counselors on students' post-secondary plans.

Graduate students prepared for their post-secondary pathway.

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

Xello, Junior Achievement Activities

yes

no

Action Plan: Strengthen the use of evidence-based, instructional strategies

Action Steps**Anticipated Start/Completion Date**

Provide professional development to build knowledge of best practices in specific disciplines and to reflect on pedagogy.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Curriculum Supervisors monitor curriculum writing through shared documents.

Following the district's curriculum cycle, the curriculum will be standards-aligned and provide authentic learning experiences.

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

Curriculum material vendor trainings.

yes

no



Action Steps

Anticipated Start/Completion Date

Design meaningful and authentic activities and assessments that integrate opportunities for students to create, collaborate, think critically, and communicate.

09/05/2022 - 09/05/2025

Monitoring/Evaluation

Anticipated Output

Curriculum Supervisors monitor curriculum writing through shared documents.

Following the district's curriculum cycle, the curriculum will be standards-aligned and provide authentic learning experiences.

Material/Resources/Supports Needed

PD Step

Comm Step

yes

no

Action Plan: Provide opportunities to meet the social and emotional health needs of our students.

Action Steps**Anticipated Start/Completion Date**

Provide professional development opportunities for staff on current social and emotional health concerns, recognizing warning signs or symptoms, and implementing school supports to address concerns.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Monitoring the frequency of need for social, emotional, and mental health interventions at the building level.

An increase in social, emotional, and mental health supports for students.

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

Professional Development Sessions

yes

no



Action Steps**Anticipated Start/Completion Date**

Organize and strengthen systems to identify students with mental health and behavioral needs and provide resources to support their needs.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Monitoring the frequency of need for social, emotional, and mental health interventions at the building level.

An increase in social, emotional, and mental health supports for students.

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

Resources on supporting mental and behavioral health for students

no

no



Action Steps**Anticipated Start/Completion Date**

Partner with agencies and organizations to provide training opportunities for staff and caregivers in the areas of social, emotional and mental health for students.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Monitoring the frequency of need for social, emotional, and mental health interventions at the building level.

An increase in social, emotional, and mental health supports for students.

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

Training and Resources for social, emotional, and mental health for students

yes

no

Action Plan: Create emotionally safe and supportive learning environments for all students.

Action Steps**Anticipated Start/Completion Date**

Create positive school environments so students can confidently take academic risks, engage in meaningful learning and advocate their needs.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Building principals monitoring PBIS and attendance. Feedback from school counselors and staff.

Creating an emotionally safe and supportive learning environment for all students.

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

Building Level Planning for PBIS

no

no



Action Steps**Anticipated Start/Completion Date**

Continue to strengthen and align multi-tiered systems for students learning and behavior, establishing consistency across the district when appropriate.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Building principals monitoring PBIS and attendance. Feedback from school counselors and staff.

Creating an emotionally safe and supportive learning environment for all students.

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

Planning at the district level

no

no



Action Steps**Anticipated Start/Completion Date**

Partner with families to improve attendance procedures to ensure regular attendance.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Building principals monitoring PBIS and attendance. Feedback from school counselors and staff.

Creating an emotionally safe and supportive learning environment for all students.

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

Meeting with Families to support attendance

no

no

Action Plan: Create opportunities that prepare all students for their post-secondary pathway(s).

Action Steps**Anticipated Start/Completion Date**

Expand and improve relationships with local businesses to increase career exposure through speakers, career activities, and internship opportunities for students.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Evaluate internship opportunities and Career Readiness opportunities

Creating opportunities that prepare all students for their post-secondary pathway(s).

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

no

no



Action Steps**Anticipated Start/Completion Date**

Provide learning opportunities that focus on career adaptability, career readiness skills, and post-secondary education awareness.

09/05/2022 - 09/05/2025

Monitoring/Evaluation**Anticipated Output**

Evaluate internship opportunities and Career Readiness opportunities

Creating opportunities that prepare all students for their post-secondary pathway(s).

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

no

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Hempfield School District will develop and continually improve operational systems and practices to create a strong infrastructure that supports and enhances teaching and learning. (Operational Excellence)</p>	<p>Strengthen safety and security practices across the district.</p>	<p>Develop and implement a district-wide safety and security training program for all employees (including but not limited to situational awareness, responding to emergencies, drills, threat assessments, bullying and harassment, trauma informed practices, state mandated trainings, lockdowns, active</p>	<p>09/05/2022 - 09/05/2025</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Hempfield School District will engage learners in standards-aligned, relevant, and authentic learning experiences designed ultimately to prepare them to be successful in their chosen post-secondary pathway. (Curriculum, Instruction, and Assessment)	Strengthen standards-aligned curriculum.	Ensure units and assessments are aligned to state standards and eligible content.	09/05/2022 - 09/05/2025
Hempfield School District will engage learners in standards-aligned, relevant, and authentic learning experiences designed ultimately to prepare them to be successful in their chosen post-secondary pathway. (Curriculum, Instruction, and Assessment)	Strengthen standards-aligned curriculum.	Utilize standardized assessment data, classroom data, and feedback to evaluate, monitor, and adjust curriculum.	09/05/2022 - 09/05/2025
Hempfield School District will engage learners in standards-aligned, relevant, and authentic learning experiences designed ultimately to prepare them to be successful in their chosen post-secondary pathway. (Curriculum, Instruction, and Assessment)	Strengthen standards-aligned curriculum.	Integrate curriculum across content areas.	09/05/2022 - 09/05/2025
Hempfield School District will engage learners in standards-aligned, relevant, and authentic learning experiences designed ultimately to prepare them to be successful in their chosen post-secondary pathway. (Curriculum, Instruction, and Assessment)	Graduate students who are ready to enter their	Improve students' digital literacy and digital citizenship skills.	09/05/2022 - 09/05/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Hempfield School District will engage learners in standards-aligned, relevant, and authentic learning experiences designed ultimately to prepare them to be successful in their chosen post-secondary pathway. (Curriculum, Instruction, and Assessment)	Graduate students who are ready to enter their chosen post-secondary pathway.	Utilize a variety of career awareness activities and opportunities.	09/05/2022 - 09/05/2025
Hempfield School District will engage learners in standards-aligned, relevant, and authentic learning experiences designed ultimately to prepare them to be successful in their chosen post-secondary pathway. (Curriculum, Instruction, and Assessment)	Strengthen the use of evidence-based, instructional strategies	Provide professional development to build knowledge of best practices in specific disciplines and to reflect on pedagogy.	09/05/2022 - 09/05/2025
Hempfield School District will engage learners in standards-aligned, relevant, and authentic learning experiences designed ultimately to prepare them to be successful in their chosen post-secondary pathway. (Curriculum, Instruction, and Assessment)	Strengthen the use of evidence-	Design meaningful and authentic	09/05/2022 - 09/05/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	based, instructional strategies	activities and assessments that integrate opportunities for students to create, collaborate, think critically, and communicate.	
Hempfield School District will reduce barriers between school and students; school and families; and school and community; in order to foster all students' social and emotional well-being and academic growth. (Reducing Barriers to Learning)	Provide opportunities to meet the social and emotional health needs of our students.	Provide professional development opportunities for staff on current social and emotional health concerns, recognizing warning signs or symptoms, and implementing school supports to address concerns.	09/05/2022 - 09/05/2025
Hempfield School District will reduce barriers between school and students; school and families; and school and community; in order to foster all students' social and	Provide opportunities	Partner with agencies and	09/05/2022 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
emotional well-being and academic growth. (Reducing Barriers to Learning)	to meet the social and emotional health needs of our students.	organizations to provide training opportunities for staff and caregivers in the areas of social, emotional and mental health for students.	09/05/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Writing	K-12 Teachers	Content specific curriculum development.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Creation of curriculum documents.	09/05/2022 - 09/05/2025	Jason Hoffman/Elementary Curriculum Supervisor Katherine Deisley/Secondary Curriculum Supervisor Department Coordinators

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

Professional Development Step

Audience

Topics of Prof. Dev

Using Data Warehouse to Analyze Student Data

K-12 Teachers

1. How to navigate the data warehouse. 2. How to use student data to inform instruction.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Reflections on student data.

09/05/2022 - 09/05/2025

Jason Hoffman/Elementary Curriculum Supervisor Katherine Deisley/Secondary Curriculum Supervisor Jeremy Paul/Director of Instructional Technology

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3d: Using Assessment in Instruction

4a: Reflecting on Teaching

Professional Development Step	Audience	Topics of Prof. Dev
Career Awareness and Preparation	K-12 Teachers and Education Specialists	1. Digital literacy and citizenship skills 2. Career awareness 3. Employable skills 4. Xello resources

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Workshop evaluations	09/05/2022 - 09/05/2025	Jason Hoffman/Elementary Curriculum Supervisor Katherine Deisley/Secondary Curriculum Supervisor Jeremy Paul/Director of Instructional Technology Stephen Sharp/Counseling Department Coordinator

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1d: Demonstrating Knowledge of Resources

4e: Growing and Developing Professionally

Professional Development Step	Audience	Topics of Prof. Dev
Evidence-Based Instructional Strategies	K-12 Teachers	1. Implementation of new K-6 math curriculum 2. Implementation of new K-6 ELA curriculum 3. Implementation of newly written secondary curriculum

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Creation of instructional lessons	09/05/2022 - 09/05/2025	Jason Hoffman/Elementary Curriculum Supervisor Katherine Deisley/Secondary Curriculum Supervisor Department Coordinators

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Teaching Diverse Learners in an Inclusive Setting	K-12 Teachers	Strategies to support English Learners

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Workshop evaluations	09/05/2022 - 09/05/2025	Jason Hoffman/Elementary Curriculum Supervisor Katherine Deisley/Secondary Curriculum Supervisor Svetlana Sagalov-Feldman/ELD Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Social, Emotional, and Mental Health Training	Administrators, Teachers, and Families	Current Social, Emotional, and Mental Health Topics Social, Emotional, and Mental Health Supports Social, Emotional, and Mental Health Identification

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Evaluation of PBIS systems, school attendance and discipline records, implementation of strategies in the classroom	09/05/2022 - 09/05/2025	Doug Dandridge/Assistant Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	
2d: Managing Student Behavior	
3a: Communicating with Students	
4c: Communicating with Families	
1d: Demonstrating Knowledge of Resources	
4e: Growing and Developing Professionally	
2a: Creating an Environment of Respect and Rapport	

Professional Development Step	Audience	Topics of Prof. Dev
Safety and Security Trainings	All district staff	Situational awareness, responding to emergencies, drills, threat assessments, bullying and harassment, trauma informed practices, state mandated trainings, including Act 71 training and Act 126 training, Act 44 training, lockdowns, active shooter, etc.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Training Evaluations	09/05/2022 - 09/05/2025	Human Resources William Gleason/District Safety and Security Supervisor

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2c: Managing Classroom Procedures	Trauma Informed Training (Act 18)
4f: Showing Professionalism	
2d: Managing Student Behavior	
4e: Growing and Developing Professionally	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Hempfield School District will develop and continually improve operational systems and practices to create a strong infrastructure that supports and enhances teaching and learning. (Operational Excellence)	Improve operational efficiencies in all departments/buildings	Improve internal and external communication.	2022-09-05 - 2025-09-05



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Communications Enhancements	District staff, students, parents, and other community stakeholders.	Communications chains, district activities and events, district updates and information, Board meeting agendas and minutes
Anticipated Timeframe	Frequency	Delivery Method
09/05/2022 - 09/05/2025	Ongoing	Other
Lead Person/Position		
Cheryl Irwin-Bass		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline



HEMPFIELD SD

200 Church St

Induction Plan (Chapter 49) | 2022 - 2025

INDUCTION PLAN (CHAPTER 49)

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

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

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

PROFILE AND PLAN ESSENTIALS

School District

113363103

200 Church Street , Landisville, PA 17538

Doug Dandridge

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717-898-5562 Ext.

Mike Bromirski

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INDUCTION PLAN COMMITTEE PARTICIPANTS

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

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

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Kathy Deisley	Supervisor of Secondary Curr.	Administrator	Administration Personnel
Jason Hoffman	Supervisor of Elementary Curr.	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Bill Brossman	High School Principal	Administrator	Administration Personnel
Trisha Pearson	elementary principal	Administrator	Administration Personnel
Jeremy Paul	director of instructional technology	Administrator	Administration Personnel
Stacy Kain	elementary principal	Administrator	Administration Personnel
Kim Rinier	reading specialist	Education Specialist	Education Specialist
Stephen Sharp	counselor	Education Specialist	Education Specialist
Joe Nichisti	science teacher	Teacher	Teacher
Mark Enoch	English teacher	Teacher	Teacher
Steven Lied	English teacher	Teacher	Teacher
Svetlana Sagalov-Feldman	ELD coordinator	Education Specialist	Education Specialist
Melissa Paup	elementary teacher	Teacher	Teacher
Jim Schopf	business owner	Other	School Board of Directors
Diane Kargo	elementary teacher	Teacher	Teacher
Adria Vigna	elementary teacher	Teacher	Teacher

Name	Title	Committee Role	Chosen/Appointed by
Mike Donato	parent / board member	Other	School Board of Directors

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: a. Assess the needs of inductees?	Yes
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.

Mentors are recommended by principals and must complete the district-provided mentor training offered multiple times in a school year. Building principals select from the pool of trained mentors and match as closely as possible to the professional assignment of the inductee.

NEEDS ASSESSMENT

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

Characteristics used by LEA	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	No
Classroom assessment data (Formative & Summative)	No
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	No
Review of written reports summarizing instructional activity	No
Submission of Inductee Portfolio	No
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**

Program Structure: All new educators are assigned a mentor with a similar assignment. Prior to the school year, educators complete a multi-day orientation. After the school year begins, educators participate in monthly sessions to address timely content. Educators observe three experienced colleagues, reflect on these observations, and develop an action plan to utilize observed aspects in their own setting. Content Included: Sessions address the resolutions of challenges commonly associated with beginning teachers and educational specialists. Based on the four domains of educator effectiveness, topics included emphasize the following areas: -Classroom management and effective educational environments -Student engagement and participation -District-provided services and resources -Communication with caregivers and the community -Technology productivity tools and instructional technology integration Meeting Frequency: New teachers/non-teaching professionals meet with their mentors on a regular basis. At the beginning of the assignment, these meetings are weekly and then transition to monthly meetings based upon the needs of the new teacher/non-teaching professional. Formal induction sessions are scheduled monthly during the first year. Two formal meetings are held during the second year. Delivery Format: Formal induction sessions are a combination of face-to-face and virtual asynchronous sessions.

EDUCATOR INDUCTION PLAN TOPIC AREAS

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

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)

Timeline

Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)

Timeline

1f: Designing Student Assessments

Year 1 Spring, Year 1 Winter, Year 1 Fall

1d: Demonstrating Knowledge of
Resources

4b: Maintaining Accurate Records

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)**Timeline**

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

3b: Using Questioning and Discussion Techniques

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

1b: Demonstrating Knowledge of Students

1d: Demonstrating Knowledge of Resources

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

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)**Timeline**

2b: Establishing a Culture for Learning

2d: Managing Student Behavior

2c: Managing Classroom Procedures

2e: Organizing Physical Space

2a: Creating an Environment of Respect and Rapport

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

Selected Danielson Framework(s)

Timeline

STANDARDS/CURRICULUM

Selected Danielson Framework(s)

Timeline

1c: Setting Instructional Outcomes
1a: Demonstrating Knowledge of
Content and Pedagogy

Year 1 Spring, Year 1 Winter, Year 1 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

1e: Designing Coherent Instruction
4b: Maintaining Accurate Records
1d: Demonstrating Knowledge of
Resources

Year 1 Fall

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)

Timeline

4b: Maintaining Accurate Records
4c: Communicating with Families
4f: Showing Professionalism

Year 1 Spring, Year 1 Fall

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

4a: Reflecting on Teaching
3e: Demonstrating Flexibility and Responsiveness
1b: Demonstrating Knowledge of Students

Year 1 Fall

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

4a: Reflecting on Teaching
1c: Setting Instructional Outcomes
4b: Maintaining Accurate Records

Year 1 Spring, Year 1 Fall, Year 1 Winter

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)

Timeline

1b: Demonstrating Knowledge of
Students

Year 1 Winter, Year 1 Fall, Year 1 Spring

1d: Demonstrating Knowledge of
Resources

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2b: Establishing a Culture for Learning
2c: Managing Classroom Procedures
2a: Creating an Environment of Respect
and Rapport
2e: Organizing Physical Space
2d: Managing Student Behavior

Year 1 Spring, Year 1 Fall, Year 1 Winter

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
4b: Maintaining Accurate Records 4c: Communicating with Families	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

Hempfield School District's teacher induction program will be monitored, evaluated, and revised as needed. Each individual session is rated through the district's professional development management software. In addition, at the conclusion of year one, all mentors and inductees complete an electronic evaluation at the end of the year that covers the entire scope of the program. These evaluations will be used by the Induction team to make revisions for future programming.

Inductee Questions The following items will be answered on a four-point scale (SA, A, D, SD):

- The induction sessions were helpful in acclimating me to the district and my position
- The rapport established within the induction group provided support and knowledge of district resources
- My meetings with my mentor assisted me with specific requirements of my position
- The relationship I developed with my mentor supported my professional development
- The peer observations of other professionals were valuable to my professional growth

The following items are open-ended questions: Which of the induction sessions was most valuable to you? Why? Which of the induction sessions was least beneficial to you? Why? What components could be added to the induction program to make it more valuable for future inductees?

Mentor Questions The following items will be answered on a four point scale (SA, A, D, SD):

- My responsibilities as a mentor were made clear
- The mentor training provided me with the resources necessary to support my inductee
- I was able to develop a supportive relationship with my inductee
- I felt equipped to support my inductee and encourage professional growth
- I was able to observe my inductee and provide feedback specific to the professional assignment

The following items are open-ended questions: Based upon your discussions with your inductee, what changes would you suggest to the overall induction program? Were there topics covered in

the induction sessions that you believe should be removed? Were there topics that should be added to the induction sessions? What suggestions do you have for improving the mentor training or support materials?

DOCUMENTATION OF PARTICIPATION AND COMPLETION

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

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

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

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

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

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

Educator Induction Plan Coordinator

Date

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

Chief School Administrator

Date

HEMPFIELD SD

200 Church St

Professional Development Plan (Act 48) | 2022 - 2025

ACT 48

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

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

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

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

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

Exemplary professional education for staff:

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

PROFILE AND PLAN ESSENTIALS

School District

113363103

200 Church Street, Landisville, PA 17538

Doug Dandridge

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717-898-5562

Mike Bromirski

mike_bromirski@hempfieldsd.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Katherine Deisley	Supervisor of Secondary Curr.	Katherine Deisley	Administration Personnel
Jason Hoffman	Supervisor of Secondary Curr.	Jason Hoffman	Administration Personnel
Trisha Pearson	elementary principal	Trisha Pearson	Administration Personnel
Stacy Kain	elementary principal	Stacy Kain	Administration Personnel
Bill Brossman	secondary principal	Bill Brossman	Administration Personnel
Jeremy Paul	director of instructional technology	Jeremy Paul	Administration Personnel

Name	Title	Committee Role	Appointed By
Joe Nichisti	science teacher	Joe Nichisti	Teacher
Kim Rineer	reading specialist	Kim Rineer	Education Specialist
Melissa Paup	elementary teacher	Melissa Paup	Teacher
Mark Enoch	English teacher	Mark Enoch	Teacher
Diane Kargo	elementary teacher	Diane Kargo	Teacher
Adria Vigna	elementary teacher	Adria Vigna	Teacher
Jim Schopf	business owner /community member	Jim Schopf	School Board of Directors
Steven Lied	English teacher	Steven Lied	Teacher
Stephen Sharp	counselor	Stephen Sharp	Education Specialist
Jim Mauer	community member/board member	Jim Mauer	School Board of Directors
Svetlana Sagalov-Feldman	ELD coordinator	Svetlana Sagalov-Feldman	Education Specialist
Mike Donato	parent / community member	Mike Donato	School Board of Directors

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 as needed. The subcommittee/Act 48 Committee meets quarterly.

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

CURRICULUM WRITING

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Ensure units and assessments are aligned to state standards and eligible content.</p> <p>Integrate curriculum across content areas.</p>	<p>K-12 Teachers</p>	<p>Content specific curriculum development.</p>	<p>Creation of curriculum documents.</p>
Lead Person/Position			Anticipated Timeline
<p>Jason Hoffman/Elementary Curriculum Supervisor Katherine Deisley/Secondary Curriculum Supervisor Department Coordinators</p>			<p>09/05/2022 - 09/05/2025</p>

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
<p>Collaborative curriculum development</p>	<p>Approximately monthly at department meetings and in-service days.</p>	<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1f: Designing Student Assessments</p>	

USING DATA WAREHOUSE TO ANALYZE STUDENT DATA

Action Step	Audience	Topics to be Included	Evidence of Learning
Utilize standardized assessment data, classroom data, and feedback to evaluate, monitor, and adjust curriculum.	K-12 Teachers	1. How to navigate the data warehouse. 2. How to use student data to inform instruction.	Reflections on student data.
Lead Person/Position			Anticipated Timeline
Jason Hoffman/Elementary Curriculum Supervisor Katherine Deisley/Secondary Curriculum Supervisor Jeremy Paul/Director of Instructional Technology			09/05/2022 - 09/05/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	3 times per year	3d: Using Assessment in Instruction 4a: Reflecting on Teaching	

CAREER AWARENESS AND PREPARATION

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Improve students' digital literacy and digital citizenship skills.</p> <p>Utilize a variety of career awareness activities and opportunities.</p>	K-12 Teachers and Education Specialists	1. Digital literacy and citizenship skills 2. Career awareness 3. Employable skills 4. Xello resources	Workshop evaluations
Lead Person/Position			Anticipated Timeline
Jason Hoffman/Elementary Curriculum Supervisor Katherine Deisley/Secondary Curriculum Supervisor Jeremy Paul/Director of Instructional Technology Stephen Sharp/Counseling Department Coordinator			09/05/2022 - 09/05/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Twice a year	1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally	

EVIDENCE-BASED INSTRUCTIONAL STRATEGIES

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Provide professional development to build knowledge of best practices in specific disciplines and to reflect on pedagogy.</p> <p>Design meaningful and authentic activities and assessments that integrate opportunities for students to create, collaborate, think critically, and communicate.</p>	K-12 Teachers	1. Implementation of new K-6 math curriculum 2. Implementation of new K-6 ELA curriculum 3. Implementation of newly written secondary curriculum	Creation of instructional lessons
Lead Person/Position			Anticipated Timeline
Jason Hoffman/Elementary Curriculum Supervisor Katherine Deisley/Secondary Curriculum Supervisor Department Coordinators			09/05/2022 - 09/05/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	3 times a year	1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

TEACHING DIVERSE LEARNERS IN AN INCLUSIVE SETTING

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide professional development to build knowledge of best practices in specific disciplines and to reflect on pedagogy.	K-12 Teachers	Strategies to support English Learners	Workshop evaluations
Lead Person/Position			Anticipated Timeline
Jason Hoffman/Elementary Curriculum Supervisor Katherine Deisley/Secondary Curriculum Supervisor Svetlana Sagalov-Feldman/ELD Coordinator			09/05/2022 - 09/05/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Twice a year	1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting

SOCIAL, EMOTIONAL, AND MENTAL HEALTH TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Provide professional development opportunities for staff on current social and emotional health concerns, recognizing warning signs or symptoms, and implementing school supports to address concerns.</p> <p>Partner with agencies and organizations to provide training opportunities for staff and caregivers in the areas of social, emotional and mental health for students.</p>	Administrators, Teachers, and Families	Current Social, Emotional, and Mental Health Topics Social, Emotional, and Mental Health Supports Social, Emotional, and Mental Health Identification	Evaluation of PBIS systems, school attendance and discipline records, implementation of strategies in the classroom

Lead Person/Position	Anticipated Timeline
Doug Dandridge/Assistant Superintendent	09/05/2022 - 09/05/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	As designated by the professional development calendar	3a: Communicating with Students 4c: Communicating with Families 2d: Managing Student Behavior 1d: Demonstrating Knowledge of	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Resources	
		4e: Growing and Developing Professionally	
		2a: Creating an Environment of Respect and Rapport	
		1b: Demonstrating Knowledge of Students	

SAFETY AND SECURITY TRAININGS

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop and implement a district-wide safety and security training program for all employees (including but not limited to situational awareness, responding to emergencies, drills, threat assessments, bullying and harassment, trauma informed practices, state mandated trainings, lockdowns, active shooter, etc.)	All district staff	Situational awareness, responding to emergencies, drills, threat assessments, bullying and harassment, trauma informed practices, state mandated trainings, including Act 71 training and Act 126 training, Act 44 training, lockdowns, active shooter, etc.	Training Evaluations

Lead Person/Position

Anticipated Timeline

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	At onboarding and ongoing to meet state and federal requirements	4e: Growing and Developing Professionally 4f: Showing Professionalism 2c: Managing Classroom Procedures 2d: Managing Student Behavior	Trauma Informed Training (Act 18)

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

EVALUATION AND REVIEW

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

Hempfield School District has a professional development committee comprised of teachers and administrators that meets throughout the school year. As defined in the collective bargaining agreement, the team is co-chaired by an administrative representative and a teacher representative. The committee meets multiple times throughout the year to complete a variety of tasks including, but not limited to: - reflection on previous professional activities, review of feedback from these sessions, and impact of the professional development on instruction and student performance; - scheduling upcoming professional development; - evaluating the results of a needs assessment offered annually to teachers and administrators; - ensuring that professional development opportunities align to the district's comprehensive plan goals and lead to systemic change; - providing input on the district's yearly professional development calendar.

PROFESSIONAL EDUCATION PLAN ASSURANCES

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

Professional Education Committee Chairperson:

Date

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

Superintendent or Chief Administrative Officer:

Date