

BURRELL SD

1021 Puckety Church Rd

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

The Burrell School District empowers students to Learn, Create, Lead and Succeed.

VISION STATEMENT

We educate individuals, inspire leaders and build futures.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We believe.....All people have worth. Communities are strongest when life-long learning is valued and nurtured by all. All individuals have the ability to learn and deserve the opportunity to be educated. Genuine effort grows ability. Communication and collaboration are essential to positive interaction. Individuals are accountable to society and responsible for positive contributions. We must remain relevant to an ever-changing world.

STAFF

We believe.....All people have worth. Communities are strongest when life-long learning is valued and nurtured by all. All individuals have the ability to learn and deserve the opportunity to be educated. Genuine effort grows ability. Communication and collaboration are essential to positive interaction. Individuals are accountable to society and responsible for positive contributions. We must remain relevant to an ever-changing world.

ADMINISTRATION

We believe.....All people have worth. Communities are strongest when life-long learning is valued and nurtured by all. All individuals have the ability to learn and deserve the opportunity to be educated. Genuine effort grows ability. Communication and collaboration are essential to positive interaction. Individuals are accountable to society and responsible for positive contributions. We must remain relevant to an ever-changing world.

PARENTS

We believe.....All people have worth. Communities are strongest when life-long learning is valued and nurtured by all. All individuals have the ability to learn and deserve the opportunity to be educated. Genuine effort grows ability. Communication and collaboration are essential to positive interaction. Individuals are accountable to society and responsible for positive contributions. We must remain relevant to an ever-changing world.

COMMUNITY

We believe.....All people have worth. Communities are strongest when life-long learning is valued and nurtured by all. All individuals have the ability to learn and deserve the opportunity to be educated. Genuine effort grows ability. Communication and collaboration are essential to positive interaction. Individuals are accountable to society and responsible for positive contributions. We must remain relevant to an ever-changing world.

STEERING COMMITTEE

Name	Position	Building/Group
Jennifer Callahan	Administrator	District
Carla Roland	Administrator	District/Burrell High School
Autumn Turk	Administrator	District
Shannon Wagner	Superintendent	District
Rick Kaczor	Board Member	District
Pamela Key	Board Member	District
Nikki Watson	Board Member	District
John Boylan	Administrator	Burrell High School
James Croushore	Administrator	Bon Air Elementary
Brian Ferra	Administrator	Stewart Elementary
Amy Lenart	Administrator	Bon Air Elementary
Joel Ceraso	Community Member	CBT Creative Consultants
Melinda Kulick	Staff Member	District

Name	Position	Building/Group
Krista Pisano	Staff Member	Huston Middle School
Michael Discello	Administrative Assistant	District
Anthony Facemyre	Staff Member	Burrell High School
Melanie Kauffman	Staff Member	Huston Middle School
Courtney Barbiaux	Staff Member	Huston Middle School
Christina Bowman	Parent	District
Emily Berdell-Marotte	Parent	District
Julie Kelley	Parent	District
Greg Egnor	Administrator	District
Bryan Mike	Staff Member	Burrell High School
Meghan Nese	Staff Member	Burrell High School
LeeAnn Guido	Board Member	District
Kim Abel	Staff Member	Burrell High School
Ron Spiering	Staff Member	Bon Air Elementary
Cody Wolfe	Other	District (administrative intern, substitute teacher)

Name	Position	Building/Group
Dan Pounds	Staff Member	Burrell High School
Tom Deiseroth	Board Member	District
Denise Wagner	Staff Member	Burrell High School
Meaghan Volek	Staff Member	Burrell High School
Megan Mlinarcik	Administrator	District
Rebecca Fisher	Staff Member	Bon Air Elementary
Heather Lake	Community Member	Communities in Schools (CISPAC)
Bryan McCarthy	Community Member	Communities in Schools (CISPAC)
Jill Coury	Staff Member	Huston Middle School
Dave Huemme	Staff Member	Bon Air & Stewart Elementary
Sara Schwartz	Staff Member	District
Megan Aranyos	Staff Member	Burrell High School
Cybil Federer	Staff Member	Burrell High School
Kelly Rini	Staff Member	Huston Middle School
Melanie Kauffman	Staff Member	Huston Middle School

Name	Position	Building/Group
Ashlee Peters-Roberts	Staff Member	Huston Middle School
Kyle Boswell	Staff Member	Huston Middle School
Travis Welch	Administrator	Huston Middle School
Deanna Lott	Staff Member	Stewart Elementary
Jennifer Baxter-Blubaugh	Staff Member	Bon Air Elementary
Laney Kaczor	Student	Burrell High School
Tricia Shank	Board Member	District
Kole Kaczor	Student	Burrell High School
Madison Koscianski	Staff Member	Bon Air Elementary
Ellie Carney	Staff Member	Bon Air Elementary
Twaina Williams	Parent	Parents As Allies Co-Lead

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

If teams of teachers are clear on what they want students to learn, how they will know their students have learned the concepts/skills, and how they will respond when some students do/don't learn the concepts/skills, then every student will have an equal access to learning.

Essential
Practices 1:
Focus on
Continuous
Improvement of
Instruction

Essential
Practices 1:
Focus on
Continuous
Improvement of
Instruction

If professional staff agree upon and commit to collective commitments that cultivate professional transparency, authentic discussions regarding the effectiveness of instructional practices and professional growth among colleagues, then they will cultivate a positive collaborative professional culture within their teams. If staff and families continually engage for the benefit of our students, then trust and shared responsibility will be strengthened.

Parent and
family
engagement

School climate
and culture

If professional staff work collaboratively to improve their practice through recurring cycles of collective inquiry and

Essential

Priority Statement

Outcome Category

action research, then all students will achieve at higher levels through the elements of the PLC process and MTSS.

Practices 1:
Focus on
Continuous
Improvement of
Instruction

If the District continues to prioritize expectations and solidify procedures to streamline systems, then staff can focus on student learning and wellbeing.

Essential
Practices 2:
Empower
Leadership

ACTION PLAN AND STEPS

Evidence-based Strategy

Teacher Centered Collaborative Activities (DuFour PLC Model)

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Curriculum

By the end of year three (2026), the District will have written curriculum aligned to standards for 100% of courses.

Tier 1 Student

By 2026, educators will ensure student learning by addressing 80% of students' academic needs in Tier 1,

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

Engagement in Learning

using data to effectively differentiate instruction, and increase student engagement using project-based learning and personalized learning strategies.

Scores (PSSA and
Keystones)

By the end of year three (2026), a 10% or more increase in student achievement and growth measures in Science, English Language Arts and Mathematics as defined on the Future Ready Index. Baseline data is provided as an artifact.

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

To develop a guaranteed viable curriculum that is aligned to PA Core Standards and uses the four questions of the PLC process to plan instruction for all students.

2023-08-30 -
2026-06-30

Dr. Autumn
Turk/Director of
Curriculum and
Development

Curriculum template, SAS site,
personalized learning coaching support,
content focused professional
development, BSD Curriculum Hub

Anticipated Outcome

Initial draft of curriculum will be published to the BSD website and board approved by June 2024. Additional courses and ongoing updates will be made each year.

Monitoring/Evaluation

Director of Curriculum and Development along with building level administrators will complete curriculum checks in the BSD Curriculum Hub via their walkthroughs, evaluations, and department meetings.

Evidence-based Strategy

Communities in Schools Project

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Family-School Engagement	By 2026, we will increase family-school engagement by using our students as a focus to make our schools a hub for the community and will involve our middle school and high school students in a community engagement committee that will highlight the events in our joint community-school newsletter.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Our Community Engagement Committee will work collaboratively with the Communities in Schools Team and Parents as Allies Team to survey our families about what types of events they would like to attend, what time of day they are most likely to attend, and what stops them from coming to school events. The survey data will be used to plan three events each school year. A team of middle and high school students will get involved in the committee by volunteering at events and writing articles that highlight the events in our collaborative community school newsletter.	2023-08-30 - 2026-06-30	Dr. Autumn Turk/Director of Curriculum and Development	Grant funding provided by Communities in Schools, survey, etc.

Anticipated Outcome

Three events per year Survey Data Community School Newsletter

Monitoring/Evaluation

Community Engagement Committee will review the survey data and meet quarterly to plan and reflect on the effectiveness of the events in increasing engagement.

Evidence-based Strategy

Model Trauma Informed Approach Plan for Pennsylvania

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Educator Self Care	By the end of the 2026 school year and through our trauma informed training all professional employees will engage in self care strategies that help them take better care of themselves so that they can better care for our students.
Narrow the Gray	By the end of the 2026 school year, the District will establish staff directives, procedures and expectations for each employee group that enable staff to focus on student learning and well being.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Faculty and administration will engage in two professional development sessions about trauma informed approaches and will receive ongoing coaching from the Trauma Informed Leadership Team. The Trauma Informed Leadership Team will	2023-08-30 - 2026-06-30	Dr. Autumn Turk/Director of Curriculum and Development, Dr.	Professional development, trauma informed resource hub, Trauma Informed Leadership Team, etc.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>provide opportunities for staff self care and connection (examples tap in, tap out, walk abouts, a haven, etc.). Administration will create and communicate staff directives and expectations for each employee group.</p>		<p>Gregory Egnor/Director of Student Services and Mrs. Carla Roland/Assistant Principal and K-12 Safety and Security Coordinator</p>	

Anticipated Outcome
 2 professional development session per year Trauma Informed Leadership Team training each year and monthly meetings Staff Directives

Monitoring/Evaluation
 Yearly trauma informed survey and staff needs survey yearly. Administration and Trauma Informed Leadership Team will review the data.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of year three (2026), the District will have written curriculum aligned to standards for 100% of courses. (Curriculum)	Teacher Centered Collaborative Activities (DuFour PLC Model)	To develop a guaranteed viable curriculum that is aligned to PA Core Standards and uses the four questions of the PLC process to plan instruction for all students.	08/30/2023 - 06/30/2026
By 2026, educators will ensure student learning by addressing 80% of students' academic needs in Tier 1, using data to effectively differentiate instruction, and increase student engagement using project-based learning and personalized learning strategies. (Tier 1 Student Engagement in Learning)			
By the end of year three (2026), a 10% or more increase in student achievement and growth measures in Science, English Language Arts and Mathematics as defined on the Future Ready Index. Baseline data is provided as an artifact. (Scores (PSSA and Keystones))			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2026 school year and through our trauma informed training all professional employees will engage in self care strategies that help them take better care of themselves so that they can better care for our students. (Educator Self Care)</p>	<p>Model Trauma Informed Approach Plan for Pennsylvania</p>	<p>Faculty and administration will engage in two professional development sessions about trauma informed approaches and will receive ongoing coaching from the Trauma Informed Leadership Team. The Trauma Informed Leadership Team will provide opportunities for staff self care and connection (examples tap in, tap out, walk</p>	<p>08/30/2023 - 06/30/2026</p>
<p>By the end of the 2026 school year, the District will establish staff directives, procedures and expectations for each employee group that enable staff to focus on student learning and well being. (Narrow the Gray)</p>			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

abouts, a haven,
etc.).
Administration will
create and
communicate staff
directives and
expectations for
each employee
group.

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of year three (2026), the District will have written curriculum aligned to standards for 100% of courses. (Curriculum)</p>	<p>Teacher Centered</p>	<p>To develop a guaranteed viable</p>	<p>08/30/2023 -</p>
<p>By 2026, educators will ensure student learning by addressing 80% of students' academic needs in Tier 1, using data to effectively differentiate instruction, and increase student engagement using project-based learning and personalized learning strategies. (Tier 1 Student Engagement in Learning)</p>	<p>Collaborative Activities (DuFour PLC Model)</p>	<p>curriculum that is aligned to PA Core Standards and uses the four questions of the PLC process to plan instruction for all students.</p>	<p>06/30/2026</p>
<p>By the end of year three (2026), a 10% or more increase in student achievement and growth measures in Science, English Language Arts and Mathematics as defined on the Future Ready Index. Baseline data is provided as an artifact. (Scores (PSSA and Keystones))</p>			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2026, we will increase family-school engagement by using our students as a focus to make our schools a hub for the community and will involve our middle school and high school students in a community engagement committee that will highlight the events in our joint community-school newsletter. (Family-School Engagement)</p>	<p>Communities in Schools Project</p>	<p>Our Community Engagement Committee will work collaboratively with the Communities in Schools Team and Parents as Allies Team to survey our families about what types of events they would like to attend, what time of day they are most likely to attend, and what stops them from coming to school events. The survey data will be used to</p>	<p>08/30/2023 - 06/30/2026</p>

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

plan three events
each school year.
A team of middle
and high school
students will get
involved in the
committee by
volunteering at
events and writing
articles that
highlight the
events in our
collaborative
community school
newsletter.

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of the 2026 school year and through our trauma informed training all professional employees will engage in self care strategies that help them take better care of themselves so that they can better care for our students. (Educator Self Care)</p>	<p>Model Trauma Informed Approach Plan for Pennsylvania</p>	<p>Faculty and administration will engage in two professional development sessions about trauma informed approaches and will receive ongoing coaching from the Trauma Informed Leadership Team. The Trauma Informed Leadership Team will provide opportunities for staff self care and connection (examples tap in, tap out, walk</p>	<p>08/30/2023 - 06/30/2026</p>

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

abouts, a haven,
etc.).
Administration will
create and
communicate staff
directives and
expectations for
each employee
group.

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

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

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

English Language Arts/Literature - Students with disabilities - BA - Met the interim target and increased performance from previous year, ST - Met the interim growth target

Mathematics/Algebra 1 - All Student Group Meets (Bon Air Elementary - BA) or Exceeds (Burrell High School - BHS) Interim Goal/Improvement Target and there was an increase in performance from previous year, Students with Disabilities - BA - Met the interim target and increased performance from previous year, ST - Met the interim growth target, HMS - Meets/exceeds the statewide goal for growth and increased performance from previous year

Regular Attendance - All Student Group Meets (BA, HMS, BHS) or Exceeds (ST) Performance Standard and there was an increase in performance from previous year (BHS, HMS, BA)

Enhanced Core Reading Instruction implementation in Grades K-2 to improve structured reading instruction.

LETRS Professional Development K-12- K-3 all teachers, 4-12 ELA, special education, reading specialists and librarians. LETRS I completed during the 2022-2023 school year. LETRS II will be

Challenges

Percent Proficient/Advanced & Academic Growth Expectations in English Language Arts/Literature (all schools, all student groups, economically disadvantaged, students with disabilities)

Percent Proficient/Advanced & Academic Growth Expectations in Mathematics/Algebra 1 (all schools, all student groups, economically disadvantaged, students with disabilities)

Ensuring that eligible content is taught and assessed at the depth of knowledge that it is intended to be.

Shifting instruction to include project based learning across content areas to increase engagement

High number of students needing intensive intervention

Lack of prior knowledge of structured literacy practices

High quality instructional resources.

Lack of prior knowledge of differentiated instructional practices and use of manipulatives.

High quality instructional resources, K - 12.

Strengths

completed during the 2023-2024 school year. Structured Literacy Training will be provided for all district teachers by the end of the 2025-2026 school year.

K-12 data and personalized programming (acadience, STAR, Reading Eggs, IXL, Achieve 3000).

All staff are trained in the DuFour Model of Professional Learning Communities.

Eureka implementation in Grades K-6 to improve systematic math instruction.

Open SciEd implementation starting in 2023-2024 to improve phenomena based instruction. (STEELS alignment)

Best Communities for Music Education 7 consecutive years and student focused events (music, clubs, drama & sports)

Partnerships with Arts Education Collaborative, ABC Create, Consortium for Public Education, Forum for Workforce Development, Westmoreland Community College, Penn State University-New Kensington, and the Westmoreland Intermediate Unit.

MTSS - mental health --Social Worker, Behavior Specialist, additional supports, guidance counselor, Licensed Professional Counselor, partnership with communities in schools for

Challenges

Lack of prior knowledge of differentiated instructional practices and phenomena based instruction.

STEM needs embedded K-12 Organization

Need for additional tier 2 interventions both academically and behaviorally.

An increase in a lack of kindergarten readiness academically and behaviorally.

Effective differentiation among general education staff.

Understanding how disability effects behavior and learning.

Strengthen the PLC Process, reallocating resources to keep supports

Parent engagement vs. parent involvement--need to increase parent engagement

Lack of curricular alignment and instruction.

Special education and economically disadvantaged students are not meeting state set learning targets.

Re-imagining the senior year through the career readiness lens.

Strengths

attendance

Multi-tiered system of support that addresses both the academic and social-emotional-behavioral needs of students.

Trauma Informed Professional Development for all teachers during the 2023-2024 school year.

Concrete Representational & Abstract (CRA) training Grades 2 -12 completed during the 2022-2023 school year to increase the use of manipulatives in instruction.

Science, Technology & Engineering, Environmental Literacy & Sustainability (STEELS) training offered for Grades K - 12 during the 2022-2023 school year and summer of 2023.

Parent Engagement Activities and Community Outreach

L.I.G.H.T. (Light Education Initiative)

K-12 structure for social emotional learning implementation with Choose Love Enrichment Program

Personalized Learning Coaches in K-12 to support and extend teacher and student learning.

Co-Teaching in ELA and Math at the secondary level.

The District provides district wide professional development

Challenges

District is not meeting state set targets in Math, English Languages and Science in most grade levels tested

Addressing more students in Tier 1 academically.

Roughly 1/2 of the teachers (62) surveyed disagreed with the statement, "The District has established a manageable set of priorities informed by school data and student needs."

Roughly 1/2 of the teachers (62) surveyed disagreed with the statement, "Effective communication with stakeholders to keep them fully informed on matters affecting them."

Roughly 1/3 of Administration (6), faculty (62) and comp plan committee (12) surveyed disagreed with the statement, "District systems and operations allow school based educators to focus on teaching and learning."

Roughly 1/3 of Administration (6), faculty (62) and comp plan committee (12) surveyed disagreed with the statement, "The District has a strong culture of trust and shared responsibility amongst stakeholders across the district."

Embedding social emotional learning into core content areas.

Increase career awareness and pathways

Strengths

opportunities aligned to district and school needs.

The District supports teachers and school leaders in assessing and analyzing the data they need to inform instruction.

School and community stakeholders have an opportunity to provide feedback on the nature and quality of central office services.

The District provides support to leaders, teachers and school staff to improve and refine instructional practice.

The District supplies support and resources to ensure schools are safe and welcoming.

Multi-tiered system of support has had a significant impact on our students and families on behavioral side.

MakerSpaces established from 4 to 12 including dedicated staffing.

Most Notable Observations/Patterns

Need to prioritize focus areas and streamline systems and processes to focus on student and adult learning and well-being

Challenges	Discussion Point	Priority for Planning
Ensuring that eligible content is taught and assessed at the depth of knowledge that it is intended to be.	A guaranteed viable curriculum does not exist. Faculty is currently writing curriculum that aligns to standards. unpacking standards, rigorous, cycle continuous improvement--PLC, differentiation	✓
Shifting instruction to include project based learning across content areas to increase engagement	Some faculty have been trained. Personalized learning coaches assist teacher in real time as they implement as requested	
High number of students needing intensive intervention	Our triangle is flipped.	
Effective differentiation among general education staff.	Faculty has recieved PD but struggles to put into practice.	
Addressing more students in Tier 1 academically.	Curruiclum development.....differentiation....engagement strategies	
Roughly 1/3 of Administration (6), faculty (62) and comp plan committee (12) surveyed disagreed with the statement, "The District has a strong culture of trust and shared responsibility amongst stakeholders across the district."	The District communication needs to be strengthened to improve trust. The District has focused on its professional culture for the past three years. Building trust with parents and cummunity through Parents As Allies activities.	✓
Roughly 1/2 of the teachers (62) surveyed disagreed with the statement, "The District has established a manageable set of priorities informed by school data and	The District communication needs strengthened to show the connectivity of initiatives and needs. Additionally, communication needs strengthened to share vision,	✓

Challenges	Discussion Point	Priority for Planning
student needs."	direction and why.	
Roughly 1/2 of the teachers (62) surveyed disagreed with the statemnt, "Effective communication with stakeholders to keep them fully informed on matters affecting them."	Parents as Allies, coffee talks, etc. faculty and what effects them and seeing their connection to the community D4.....engagement vs. involvement	
Roughly 1/3 of Administration (6), faculty (62) and comp plan committee (12) surveyed disagreed with the statement, "District systems and operations allow school based educators to focus on teaching and learning."	The District needs systemic procedures that all staff understand and reinforce.	✓
Lack of curricular alignment and instruction.	Curriculum aligned to standards.....	

ADDENDUM B: ACTION PLAN

Action Plan: Teacher Centered Collaborative Activities (DuFour PLC Model)

Action Steps	Anticipated Start/Completion Date	PD Step	Comm Step
To develop a guaranteed viable curriculum that is aligned to PA Core Standards and uses the four questions of the PLC process to plan instruction for all students.	08/30/2023 - 06/30/2026		
Monitoring/Evaluation	Anticipated Output		
Director of Curriculum and Development along with building level administrators will complete curriculum checks in the BSD Curriculum Hub via their walkthroughs, evaluations, and department meetings.	Initial draft of curriculum will be published to the BSD website and board approved by June 2024. Additional courses and ongoing updates will be made each year.		
Material/Resources/Supports Needed			
Curriculum template, SAS site, personalized learning coaching support, content focused professional development, BSD Curriculum Hub		yes	yes
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Action Plan: Communities in Schools Project

Action Steps**Anticipated Start/Completion Date**

Our Community Engagement Committee will work collaboratively with the Communities in Schools Team and Parents as Allies Team to survey our families about what types of events they would like to attend, what time of day they are most likely to attend, and what stops them from coming to school events. The survey data will be used to plan three events each school year. A team of middle and high school students will get involved in the committee by volunteering at events and writing articles that highlight the events in our collaborative community school newsletter.

08/30/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Community Engagement Committee will review the survey data and meet quarterly to plan and reflect on the effectiveness of the events in increasing engagement.

Three events per year Survey Data Community School Newsletter

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

Grant funding provided by Communities in Schools, survey, etc.

no

yes



Action Plan: Model Trauma Informed Approach Plan for Pennsylvania

Action Steps	Anticipated Start/Completion Date
<p>Faculty and administration will engage in two professional development sessions about trauma informed approaches and will receive ongoing coaching from the Trauma Informed Leadership Team. The Trauma Informed Leadership Team will provide opportunities for staff self care and connection (examples tap in, tap out, walk abouts, a haven, etc.). Administration will create and communicate staff directives and expectations for each employee group.</p>	<p>08/30/2023 - 06/30/2026</p>

Monitoring/Evaluation	Anticipated Output
<p>Yearly trauma informed survey and staff needs survey yearly. Administration and Trauma Informed Leadership Team will review the data.</p>	<p>2 professional development session per year Trauma Informed Leadership Team training each year and monthly meetings Staff Directives</p>

Material/Resources/Supports Needed	PD Step	Comm Step
<p>Professional development, trauma informed resource hub, Trauma Informed Leadership Team, etc.</p>	<p>yes</p>	<p>yes</p>

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of year three (2026), the District will have written curriculum aligned to standards for 100% of courses. (Curriculum)	Teacher Centered Collaborative Activities (DuFour PLC Model)	To develop a guaranteed viable curriculum that is aligned to PA Core Standards and uses the four questions of the PLC process to plan instruction for all students.	08/30/2023 - 06/30/2026
By 2026, educators will ensure student learning by addressing 80% of students' academic needs in Tier 1, using data to effectively differentiate instruction, and increase student engagement using project-based learning and personalized learning strategies. (Tier 1 Student Engagement in Learning)			
By the end of year three (2026), a 10% or more increase in student achievement and growth measures in Science, English Language Arts and Mathematics as defined on the Future Ready Index. Baseline data is provided as an artifact. (Scores (PSSA and Keystones))			
By the end of the 2026 school year and through our trauma informed training all professional employees will engage in self care strategies that help them take better care of themselves so that they can better care for our students. (Educator Self Care)	Model Trauma Informed Approach Plan for Pennsylvania	Faculty and administration will engage in two professional development sessions about trauma informed approaches and will receive	08/30/2023 - 06/30/2026
By the end of the 2026 school year, the District will establish staff directives, procedures and expectations for each employee group that enable staff to focus on student learning and well being. (Narrow the Gray)			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

ongoing coaching from the Trauma Informed Leadership Team. The Trauma Informed Leadership Team will provide opportunities for staff self care and connection (examples tap in, tap out, walk abouts, a haven, etc.). Administration will create and communicate staff directives and expectations for each employee group.



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Trauma Informed Professional Development	K-12 Faculty, Pupil Services Team and Administration	Trauma Informed Practices, Educator Self Care

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Yearly survey	08/18/2023 - 06/30/2026	Dr. Autumn Turk/Director of Curriculum and Development, Dr. Gregory Egnor/Director of Student Services and Mrs. Carla Roland/Assistant HS Principal and K-12 Safety and Security Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating an Environment of Respect and Rapport	At Least 1-hour of Trauma-informed Care Training for All Staff
4e: Growing and Developing Professionally	
2b: Establishing a Culture for Learning	
1b: Demonstrating Knowledge of Students	
4c: Communicating with Families	
4f: Showing Professionalism	



Professional Development Step	Audience	Topics of Prof. Dev	
Incorporating Project-Based Learning & Personalized Learning into the PLC Process	K-12 Faculty & Administration	Faculty and administrators will learn about using project-based learning and personalized learning to increase student engagement and differentiate instruction (questions 3 & 4 of PLC process). We will also continue to write our curriculum in department teams to align with the 4 questions of the PLC process (Q1 - What do we want students to know and be able to do? Q2 - How will we know students are learning (formative assessment)? Q3 - What will we do to remediate and intervene when students are not learning? Q4 - What will we do to extend and enrich learning for students?)	
Evidence of Learning	Anticipated Timeframe		Lead Person/Position
Curriculum Templates/BSD Curriculum Hub, Staff Needs Survey (yearly), PLC Survey	08/21/2023 - 06/30/2026		Dr. Autumn Turk, Director of Curriculum & Development

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4d: Participating in a Professional Community

Teaching Diverse Learners in Inclusive Settings

1e: Designing Coherent Instruction

3e: Demonstrating Flexibility and Responsiveness

1f: Designing Student Assessments

3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of Students

1a: Demonstrating Knowledge of Content and Pedagogy

4e: Growing and Developing Professionally

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

Professional Development Step	Audience	Topics of Prof. Dev	
Structured Literacy Professional Development	K-12 Faculty & Administrators	K-12 ELA, Library, Special Education, Reading Specialists, Personalized Learning Coaches, and Administrators - LETRS Volume 1 & 2 Training K-2 Teachers, Special Education, Reading Specialists, Personalized Learning Coaches, and Administrators - ECRI Training & Coaching K-12 Other Content Area Faculty & Administrators - Literacy across content areas professional development and coaching	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
LETRS Certificates of Mastery, ECRI Training Sign-in, ECRI Walkthrough/Site Visit Forms, Act 48 Sign-Ins		08/14/2023 - 06/30/2026	Dr. Autumn Turk

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3c: Engaging Students in Learning

Structured Literacy

1f: Designing Student Assessments

1e: Designing Coherent Instruction

3b: Using Questioning and Discussion Techniques

1d: Demonstrating Knowledge of Resources

4e: Growing and Developing Professionally

1a: Demonstrating Knowledge of Content and Pedagogy

3d: Using Assessment in Instruction

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of year three (2026), the District will have written curriculum aligned to standards for 100% of courses. (Curriculum)</p> <p>By 2026, educators will ensure student learning by addressing 80% of students' academic needs in Tier 1, using data to effectively differentiate instruction, and increase student engagement using project-based learning and personalized learning strategies. (Tier 1 Student Engagement in Learning)</p> <p>By the end of year three (2026), a 10% or more increase in student achievement and growth measures in Science, English Language Arts and Mathematics as defined on the Future Ready Index. Baseline data is provided as an artifact. (Scores (PSSA and Keystones))</p>	<p>Teacher Centered Collaborative Activities (DuFour PLC Model)</p>	<p>To develop a guaranteed viable curriculum that is aligned to PA Core Standards and uses the four questions of the PLC process to plan instruction for all students.</p>	<p>2023-08-30 - 2026-06-30</p>
<p>By 2026, we will increase family-school engagement by using our students as a focus to make our schools a hub for the community and will involve our middle school and high school students in a community engagement committee that will highlight the events in our joint community-school newsletter. (Family-School Engagement)</p>	<p>Communities in Schools Project</p>	<p>Our Community Engagement Committee will work collaboratively with the Communities in Schools Team and Parents as Allies</p>	<p>2023-08-30 - 2026-06-30</p>

Measurable Goals

Action Plan Name

Communication Step

Anticipated Timeline

Team to survey our families about what types of events they would like to attend, what time of day they are most likely to attend, and what stops them from coming to school events. The survey data will be used to plan three events each school year. A team of middle and high school students will get involved in the committee by volunteering at events and writing articles that highlight the events in our collaborative

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		community school newsletter.	
<p>By the end of the 2026 school year and through our trauma informed training all professional employees will engage in self care strategies that help them take better care of themselves so that they can better care for our students. (Educator Self Care)</p>	<p>Model Trauma Informed Approach</p>	<p>Faculty and administration will engage in two professional development sessions about trauma informed approaches and will receive ongoing coaching from the Trauma Informed Leadership Team.</p>	<p>2023-08-30 - 2026-06-30</p>
<p>By the end of the 2026 school year, the District will establish staff directives, procedures and expectations for each employee group that enable staff to focus on student learning and well being. (Narrow the Gray)</p>	<p>Plan for Pennsylvania</p>	<p>The Trauma Informed Leadership Team will provide opportunities for staff self care and connection (examples tap in, tap out, walk abouts, a haven,</p>	

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		etc.). Administration will create and communicate staff directives and expectations for each employee group.	

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Publish guaranteed, viable curriculum to district website	K-12 families, students, faculty, administration, & community	Curriculum essential learnings aligned to PA Core / STEELS standards (and/or national standards when applicable). We will update the curriculum that is published and add courses as they are written on an ongoing basis

Anticipated Timeframe	Frequency	Delivery Method
06/30/2024 - 06/30/2026	Initial post - July 2024, updated yearly	Posting on district website Email Other

Lead Person/Position
Dr. Autumn Turk, Director of Curriculum & Development

Communication Step	Audience	Topics/Message of Communication
Family engagement invitations to events, survey, and event highlights	K-12 families, students, faculty, administration, & community	Email invitations & flyers posted at school events with QR code for family engagement events, survey sent to all families asking for feedback for events (Oct 2023-January 2024), community engagement committee will highlight events in quarterly community-school newsletter

Anticipated Timeframe	Frequency	Delivery Method
08/24/2023 - 06/30/2026	Family Engagement Events (3/year - invites monthly leading up to event) Survey (1/year)	Email Newsletter Other

Lead Person/Position

Dr. Autumn Turk, Director of Curriculum & Development

Communication Step

Audience

Topics/Message of Communication

Trauma Informed Practices School Board Training & Public Discussion

School board, K-12 Faculty, Administration, Pupil Services Team

Trauma-Informed Practices, Educator Self-Care, Multi-Tiered Systems of Support (MTSS)

Anticipated Timeframe

Frequency

Delivery Method

04/11/2023 - 06/30/2026

Yearly board training & public discussion

Presentation
Email
Other

Lead Person/Position

Dr. Autumn Turk, Director of Curriculum & Development Dr. Gregory Egnor, Director of Student Services Mrs. Carla Roland, HS Asst Principal & K-12 Safety Coordinator

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Public review and discussion of draft of plan (September 2023) and final plan (October 2023) Annual Comprehensive Plan Updates (yearly)	Share draft copy (Sept 2023) and final copy (Oct 2023) of plan Discuss focus areas, goals, and action steps Review accountability and how progress will be measured Provide annual updates about progress of plan	School Board Meeting (public meeting)	School board, administration, public (parents/guardians, community, faculty/staff in attendance)	September 2023 - June 2026 (end of plan)
Post draft of plan (September 2023) and final plan (October 2023) for public review	Share draft copy (Sept 2023) and final copy (Oct 2023) of plan Highlight focus areas, goals, action steps, and how progress will be measured	Burrell School District Website	General public	September 2023 - June 2026 (end of plan)
Comprehensive Plan Committee Review	Share draft copy (Sept 2023) and final copy (Oct 2023) of plan Discuss focus areas, goals, and action steps Review accountability and how progress will be measured Provide annual updates about progress of plan	Meeting, Emails	Committee is made up of K-12 parents/guardians, faculty/staff, administration, school board	October 2022 (initial communication for committee membership) November 2022 - August 2023 - committee meetings to develop plan September 2023 - meet to review draft of plan October 2023 - send final plan to committee via email Annual Meetings in June (2024, 2025, 2026) - review progress of plan

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Targeted discussions and information sharing	Highlight focus areas, goals, action steps, and how progress will be measured Provide updates on progress Gather feedback to inform action & reflection	Family engagement events	School board, administration, parents/guardians, community, faculty/staff in attendance	October 2023 - June 2026
