Burgettstown Area School District

District Level

Comprehensive Plan

07/01/2017 - 06/30/2022

District Profile

Demographics

100 Bavington Rd
Burgettstown, PA 15021
(724)947-8136
Superintendent: James Walsh, Ed.D.
Director of Special Education: Michele Burton, M.Ed.

Planning Process

The stakeholder-driven strategic planning process employed by the Burgettstown Area School District is explained forthwith.

1. Determine the Membership of the Planning Committee. It is suggested that the strategic planning process be completed by a committee representative of all of the stakeholders in the district. Once committee members have been chosen, the chair or co-chairs send a letter inviting participation.

2. First Steering Committee Meeting. At the first steering committee meeting, time is spent getting acquainted with all the members of the committee, receiving the charge to the committee from the superintendent of schools, reviewing the steps in the planning process that will involve committee members, confirming the committee meeting calendar, and reviewing the external scan document. Also, affirm or update the Mission, Beliefs and Vision.

3. Complete the External Scan. At the beginning of the strategic planning process it is necessary to "scan the horizon" to see what might have an impact on the school district now and in the future. The strategic plan is projected to have a life span of six years so it is useful to consider what potential or possible trends, patterns of trends, or events could influence the direction or sustainability of the school district over that time. The goal of conducting an external scan is to influence the development of strategic plans by identifying international, national, state, and local changing trends, patterns, and events and assess their possible impact on the school district. This assessment will assist in formulating goals and strategies. It also provides the board of education and senior leaders lead time to proactively plan for these future trends and events. District demographic history and projections should be made available to steering committee members before this meeting.

4. Complete the Internal Scan of performance data. Historical student and district performance data that is relevant to the scan is shared with steering committee members at this time.

5. Develop the Stakeholder Involvement and Input Process. The strategic planning process requires community input, because the school district belongs to the community and it should

reflect and represent what stakeholders require and expect of students and the district. The school district cannot achieve the educational goals parents and community members have in mind if the plan is not clearly aligned to those stakeholders' current and future expectations and requirements. This agenda item is where the community is invited to become involved in providing information and suggesting priorities that will form the basis of the district strategic plan. Multiple opportunities for community participation are designed to achieve the goal that anyone who lives in the community and wants their opinion to be considered in the strategic planning process has that opportunity. Steering committee members will consider community forums, school level and PTA meetings, participation in various ongoing community meetings, and have steering committee members collect information from service and other groups where they have membership. The input requested at each of these meetings is to answer a structured set of questions.

    a.   What are the greatest challenges and issues Burgettstown has to address over the next six years in order to provide an excellent education to our students?

    b.   What are the most important skills and abilities students need to know or be able to do?

    c.   What evidence do you use to judge the quality of education in Burgettstown?

    d.   What should the financial priorities be for Burgettstown during the next six years?

    e.   What could Burgettstown do that would delight you?

    f.   What information or advice would you give the strategic planning team as they make decisions about long-term priorities and goals?

6.   Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis. This process begins with a strengths; weaknesses, opportunities, and threats (SWOT) analysis. SWOT analysis is a simple tool with a great payoff. When doing this analysis, steering committee members take into consideration the information gathered from the external scans, community forums, survey data, the internal organizational review and use those sources of data to answer the SWOT questions. The SWOT analysis provides information about the organizations strengths, vulnerabilities, and opportunities for both improvement and growth within constraints identified through this analysis. It helps executive committee members decide what strategies will need to be designed and deployed to respond to the district challenges and achieve the mission, vision, goals, and student learning targets. The SWOT analysis helps the district to remain agile and anticipate unexpected events that might have a profound effect on the long-term health, viability, and sustainability of the organization. The outcome of this steering committee discussion is a list under each of the four SWOT headings. The questions lead the discussion for each heading. Experience has shown that these questions are sufficient to tease out the most important information from the survey data and the internal review. Committee discussion during the SWOT analysis activity can be the most insightful and interesting of all the steps in the planning

process if team members have developed trust in each other and are willing to offer everything they are thinking. Withholding during this activity will be disastrous in terms of the relevance of the final plan because strategies are not going to be aligned to needs and challenges.

Strengths questions:

- What do we consider to be district strengths'?
- What advantages do we have?
- What do others say our strengths are?

Weaknesses questions:

- What do we consider to be district weak nesses?
- What are we most criticized for or receive the most complaints about?
- What does the district seem to have a hard time doing well?

Opportunities questions:

- What opportunities for improvement does the district know about but have not addressed?
- Where, with a little work, could we change a weakness into strength?

Threats questions:

- Who or what threatens us the most?
- What challenges are coming that we must respond to?
- What might block our progress?

Categorize the responses for each of the four SWOT areas. An affinity diagram would be useful. The committee completes a SWOT analysis. The SWOT analysis is used as a starting point for identification of goals and objectives for the strategic plan.

7. Draft Strategic Plan. The environment has been scanned and opinions and perceptions have been collected from members of the community. It is now time to analyze the information collected and draft the first version of the strategic plan. Steering committee members are sent charts of the data and typed lists of comments from open-ended questions for their review prior to this meeting. The purpose of the meeting is to take the information from the various community sources and prioritize district challenges, student learning targets, how educational quality is determined, financial issues, and what delights the community. It is up to the steering committee members, who are now the most informed about these issues, to make the final determination of priorities that will be the draft of the plan.

8. Develop an action plan. After committee develops strategic goals and objectives, the next step is to develop a strategy map. The strategy map provides the Board of Education and senior leaders the information they need in order to move the strategic plan from an abstract set of goals to an actionable set of priorities. The strategy map can be typified as the "game plan" that will be used to achieve the mission, vision, strategic plan goals and student learning targets and is therefore a key component in the deployment of the strategic plan. The rule of thumb for a strategy is to answer three questions:

> a.   What strategy or strategies will successfully address the goals and objectives?
> b.   What resources, skill, and ability are necessary, or can we develop the resources, skill, and ability to fully deploy this strategy?
> c.   What is our time line for fully implementing the desired outcome?

A scorecard of indicators is then developed to measure the effectiveness of strategies defined in the strategy map. Operational definitions are developed for each scorecard measure at a later date.
9. Review and Finalize the Strategic Plan. The Mission, Vision, Goals, and Strategies are examined. The steering committee meeting is devoted to reviewing the draft of the strategic plan and then finalizing the plan. Time will be needed after this meeting to edit the draft strategic plan based on suggestions from the steering committee.

10. Approve the Strategic Plan. At this meeting the steering committee members finalize the strategic plan. All the information analyzed and the content of discussions during steering committee meetings is reviewed one more time. The strategy map and scorecard is presented to the steering committee members at this time. This provides an opportunity for steering committee members to discuss strategic implications and to give feedback to the committee about scorecard indicators. The strategy map and scorecard are attached to the final strategic plan, balancing the "what" of the plan with the "how" of the strategy map. The president of the board of education and other board members and the district superintendent are at this final steering committee meeting to accept the final approved plan and congratulate members of the steering committee for their service.

11. Obtain Board of Education approval. The Superintendent presents the strategic plan to the board for their approval.

Mission Statement

The Burgettstown Area School District encompasses the belief that for education to be successful it must prepare students for a life that will demand constant learning and creates citizens who will be self-motivated to learn the necessary tools to be responsible members of a dynamic global society.

Building Ambitious Students Daily: Education for a Lifetime of Achievement.

Vision Statement

The vision of the Burgettstown Area School District is a comprehensive K-12 educational program that focuses on traditional content skill as well as enrichment through balanced educational programs and activities. Through the integration of rigorous standards throughout the curriculum, varied educational activities and instructional approaches, integrated content, flexible grouping, thinking skills, writing skills, problem solving, character education programs, technology enhanced instruction, health and safety issues and student and staff accountability, the district will focus on the preparation of its students for a lifetime of learning. Education in the Burgettstown Area School District is not intended to be an end, but rather a beginning. With the infusion of technology into everyday existence, all students must be prepared upon graduation to enter a world that is dynamic, ever-changing, and demanding upon one's ability to learn, to adapt and to adjust.

In addition, the vision of the district includes an environment that encourages personal growth of its students. Extra-curricular and co-curricular activities, a strong, fair and consistent discipline policy, learning activities beyond the physical environment of the school, community service activities and partnerships with area colleges all serve to provide students the opportunity for personal growth.

Shared Values

In the Burgettstown Area School District we believe ...

...all Students can be successful learners; they have promise and potential;

...all Students are valued and welcomed in a safe learning environment;

...students become life long learners through their participation in academic, extra-curricular and community activities;

...the development of successful citizens is the shared responsibility of students, staff, home and community.

In the Burgettstown Area School District we value…

…learning as a life-long process;

…a safe, positive and secure educational environment;

…making worthwhile investment in the education of each child in the community;

…communication based upon trust and mutual respect;

…an environment rich in opportunities and learning experiences;

…variety in learning experiences and instructional strategies;

…collaboration among students, faculty, family and community;

…an individual's worth and accomplishments;

…education beyond the school day and beyond the physical school environment;

…dedicated, trained professionals and support staff;

…alignment to societal changes.

Educational Community

The Burgettstown Area School District is a rural school district located in northern Washington County in southwestern Pennsylvania. Burgettstown is a comprehensive public school district comprised of students from four municipalities: the Borough of Burgettstown, and the Townships of Smith, Hanover, and Jefferson. 1,138 students in grades K-12 are housed in two schools. The Burgettstown Area Elementary Center is home to grades K-5 while the Burgettstown Area Middle/High School educates students in grades 6-12. The middle school grades and high school grades have separate academic wings which have access to shared services. Both buildings share a campus on Bavington Road providing easy access and collaboration between the faculty, students, and staff.

The district offers a full-day kindergarten, Student Assistance Programs, computer labs and classrooms with Internet access. Both schools enjoy wireless access. Our classrooms are outfitted with interactive white boards, teacher laptops and many rooms have additional iPads, Chromebooks or Kindles. Full time guidance counselors serve in the following grade groupings: K-5, 6-8, 9-10, and 11-12. Additionally each school building employs a registered nurse. All schools include mentoring / tutoring services and gifted programs. We are members of ACCESS PA Library and Power Library services.

The Burgettstown Middle/High School has earned Keystone Honors and was named *U.S. News* Bronze Level Award during the 15-16 school year. The school offers advanced placement courses in English, Biology, German, Psychology, and American History. The school is a member of the University of Pittsburgh's College in High School program offering Calculus and Statistics for college credit. Grades 6-8 are configured as a school within the secondary building and utilize a middle school philosophy when working with students. The high school offers honors and advanced placement courses, Work Release Program, Career and Technology Training, and a Dual Enrollment Program.

The elementary center is a Title I school with additional reading teachers to assist students achieve their maximum potential. Attendance at the elementary center consistently tops the required 90%. The Elementary Center has earned Keystone Honors in all of the years it was awarded.

Over the past ten years, an increased number of secondary students have withdrawn from Burgettstown to enroll in cyber charter schools. Although the total number of students enrolled in such schools is relatively small compared to other districts, the tuition costs for such students have risen dramatically affecting the general fund negatively. This situation coupled with an increased need for alternative education services for at-risk students has prompted the administration to create a cyber services program for Burgettstown students which will include summer school and course recovery, a click and brick option which will combine on-line learning and regular courses within the school, college dual enrollment via the Internet, a cyber school option, and an alternative school option for students with behavioral disorders.

There is so much to be proud of in Burgettstown, and all it starts with dedicated, supportive School Board members, impressive, inspiring administrators, excellent, hard-working teachers and a supportive, caring staff, all working together to bring Burgettstown to achieve our mission: Building Ambitious Students Daily: Education for a Lifetime of Achievement.

We are particularly pleased have a One-to-One Chromebook Initiative for our Middle School students. This initiative expands upon our current 21st Century Learning Goals that have been in place the last several years. Each student receives a personal Chromebook, which is used as a learning tool inside and outside the classroom. Middle school teachers are always planning interesting and innovative ways to engage the students with this popular and relatively affordable 21st Century learning tool.

Kindergarten through sixth grade classrooms use the McGraw Hill "Wonders" program. The "Wonders" program offers a comprehensive reading and English language arts curriculum, including a strong technology-based component. In addition, the program comes with the "Wonder Works" intervention program for struggling readers. Burgettstown reading teachers have received ample professional development in order to best deliver this program.

As our world flattens, we find our students facing significant problems on a global scale, and the solutions to these problems involve a highly technical and highly scientific mindset, the likes of which we have not fostered before. To keep ourselves on the front edge of this changing world, he District has joined the Intermediate Unit 1 "Science Matters" program. This hands-on science program will provide teachers in Kindergarten through fifth grade the resources and professional development to deliver challenging science units of study with a problem-solving focus. Each science class receives one unit, complete with several challenging experiments and problems to resolve using their best science, technology, engineering and math mindsets. Each unit amounts to a nine-week's worth of new programming. Every science teacher also receives specific professional development for teaching the program in their classroom. In the 21st Century, S.T.E.M. has become the most in-demand skill-base, so we want our students to have the best thinking and best curriculum preparing them to engage the world's challenges, As the teacher and student competence and confidence with the programs increase, we expect to add additional units at each grade level.

Our previous comprehensive plan was focused on a singular goal: to carefully and thoughtfully articulate a curriculum for each and every course we offer. We have good courses already, to be

sure, but the process of curriculum "mapping," and using a sophisticated curriculum framework and a digital tool in which we will capture our curriculum, helps to narrow our focus onto what is essential and important about our curriculum, and determining the best possible methods to deliver it.

Along the way, we talked about getting down to the "big ideas" of a course. That is, what do we want our students to remember long after they leave the classroom? From there, we developed "essential questions." These are very focused questions that, when answered, take Instruction to the very heart of a unit or topic of study. We considered how we assess student understanding, trying to steer ourselves away from the more traditional forms of assessment, where lower levels of thinking are commonplace. We are now poised to take on the next stage of the mapping process: learning plans. We fully expect the hard work will pay-off when we can spend time analyzing and evaluating these new maps.

With the impressive progress we have made with our previous plan, this new plan offers exciting and interesting challenges. We tapped all of our stakeholders for their best thinking on our potential. We hope you will join us wholeheartedly in our goals and in our core mission: Building ambitious students daily: education for a lifetime of achievement.

Planning Committee

Name	Role
Brian Fadden	Administrator : Professional Education, Special Education & School wide Plan
Melissa Mankey	Administrator : Professional Education, Special Education & School wide Plan
James Walsh	Administrator : Professional Education, Special Education & School wide Plan
Chris Kramer	Board Member : Professional Education, Special Education & School wide Plan
William Price	Board Member : Professional Education, Special Education & School wide Plan
Dave Dugas	Business Representative : Professional Education, Special Education & School wide Plan
Shawn Miller	Business Representative : Professional Education, Special Education & School wide Plan
Stacy Dugas	Community Representative : Professional Education, Special Education & School wide Plan
Charles Pappas	Community Representative : Professional Education, Special Education & School wide Plan
Kathie Knouse	Ed Specialist - Other : Professional Education, Special Education & School wide Plan
Amy Froats	Ed Specialist - School Counselor : Professional Education & School wide Plan
Jessica Grasha	Ed Specialist - School Counselor : Professional Education & School wide Plan
Holly Riley	Ed Specialist - School Counselor : Professional Education & School wide Plan
Beth Roman	Ed Specialist - School Counselor : Professional Education & School wide Plan
Anita Boni	Elementary Teacher - Regular Education : Professional Education, Special Education & School wide Plan
Lucas Rendulic	Elementary Teacher - Regular Education : Professional Education, Special Education & School wide Plan
Amanda Suica	Elementary Teacher - Special Education : Professional Education, Special Education & School wide Plan
Kathie Ankley	High School Teacher - Regular Education : Professional Education Special, Education & School wide Plan
Joann Garuccio	High School Teacher - Regular Education : Professional Education, Special Education & School wide Plan
Sharon Baille	High School Teacher - Special Education : Professional Education, Special Education & School wide Plan
Liz Bebo	Middle School Teacher - Regular Education : Professional Education, Special Education & School wide Plan
Melissa Nonack	Middle School Teacher - Regular Education : Professional Education, Special Education & School wide Plan
Errone Cody	Parent : Professional Education, Special Education& School wide Plan
John Hooper	Parent : Professional Education, Special Education & School wide Plan
Michelle Vargas	Parent : Professional Education, Special Education & School wide Plan
Michele Burton	Special Education Director : Professional Education, Special Education & School wide Plan
Mandi Figlioli	Student Curriculum Director : Professional Education, Special Education & School wide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler␣Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

The 2014 revised Early Childhood Education standards mirror the PA Core standards found on SAS.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished

Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

There are no areas in need of improvement at this point in our development.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing

Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

There are no areas in need of improvement at this point in our development.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

There are no areas in need of improvement at this point in our development.

Adaptations

Elementary Education-Primary Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Elementary Education-Intermediate Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Middle Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

High School Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History

Explanation for any standards checked:
The Elementary Center and Middle/High School utilizes the PA Core Standards for the development and implementation of all curricula.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Based on our last comprehensive plan, the District has spent the preceding three years writing curriculum maps using the Understanding by Design Curriculum Framework in the Atlas curriculum mapping system. As educators, we understand and value the necessity of having a comprehensive and articulated curriculum from the first days of Kindergarten to the final days of twelfth grade. Moreover, this was the ideal opportunity to take the time to reflect on our courses, making the best of every opportunity to infuse the best, most up-to-date thinking we have into our curriculum.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

During the life of this new Comprehensive plan, we will complete the initial mapping stage of the project and begin the analysis phase of the project where will will identify and address the gaps and overlaps in our curriculum, at which point, we will move from "developing" to "accomplished."

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

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Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course,	Developing

instructional unit or interdisciplinary studies and academic standards are identified.	
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Based on our last comprehensive plan, the District has spent the preceding three years writing curriculum maps using the Understanding by Design Curriculum Framework in the Atlas curriculum mapping system. As educators, we understand and value the necessity of having a comprehensive and articulated curriculum from the first days of Kindergarten to the final days of twelfth grade. Moreover, this was the ideal opportunity to take the time to reflect on our courses, making the best of every opportunity to infuse the best, most up-to-date thinking we have into our curriculum.

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High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Based on our last comprehensive plan, the District has spent the preceding three years writing curriculum maps using the Understanding by Design Curriculum Framework in the Atlas curriculum mapping system. As educators, we understand and value the necessity of having a comprehensive and articulated curriculum from the first days of Kindergarten to the final days of twelfth grade. Moreover, this was the ideal opportunity to take the time to reflect on our courses, making the best of every opportunity to infuse the best, most up-to-date thinking we have into our curriculum.

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Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Each learning support and Gifted student has specially designed instruction to meet the student's individual needs to be successful in the core curriculum environment. Teachers use various strategies, which include differentiated instruction, supplemental material, and printed notes to ensure mastery of the subject area content. Regular and Special Education teachers consult each other regularly to design appropriate instruction to meet the needs of the various levels of learners in the classroom. To provide additional support in the core curriculum classes, students are enrolled into co-taught environments.
For all students in need of more or different, we have several modifications and adaptations available, which include: 1:1 Chromebooks in the 6-9th grades,
Promethean Boards and/or eBeam technology in every room, iPads and Chromebooks in every elementary classroom, implementing the use of Google Classroom thereby allowing students and parents access to the course curriculum in and out of school, teacher training on differentiating instruction, elementary sound amplification systems for classrooms.
We rely on "Child Study" process at the elementary and Student Assistance Program at the middle / high school to keep close tabs on students with any sign of academic, social or emotional struggle.

Instruction

Instructional Strategies

Checked Answers
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Unchecked Answers
- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers
- Administrators
- Building Supervisors
- Department Supervisors

Unchecked Answers
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

The BASD has adopted a differentiated supervision program of its instructional faculty. Three strategies are incorporated to insure standards aligned instruction: 1) the Accountability model - teachers are observed in a formal classroom setting using the "Framework for Teaching"; 2) Growth & Development Model - a group of six (6) mini-observations that are conducted in a walk through atmosphere with specific "look fors" as the focus for the observation; and 3) Culture of Discipline Model - a mutually agreed upon situation between the teacher and his/her supervisor where the teacher participates in a professional development activity that will enhance his/her professional growth as a classroom instructor. Each teacher must participate in the Accountability Model at least once every five (5) years. On top of these models, principals and supervisory personnel conduct "instructional rounds" (walk throughs) during the school year.

The District's instructional coaching centers on teachers leading teachers. The District's Department Chairs serve as instructional leaders for their respective departments. We rely on our Department Chairs actively working with teachers to enhance not only their instructional delivery, but provide leadership in student use of 21st Century learning, overseeing departmental purchases of new instructional materials, and providing teachers the opportunity to grow professionally.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

The strategy not selected is peer evaluation/coaching. While the District wholeheartedly supports and offers peer coaching opportunities, teachers have been reluctant to embrace them.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible	Full

	Implementation
scheduling and differentiated instruction are used to meet the needs of gifted students.	

If necessary, provide further explanation.

Teachers are well-versed in flexible grouping, learning "centers," and have a 30-minute block of time to provide students with intervention and/or enrichment.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation.

Teachers are well-versed in flexible grouping, learning "centers," and have a 30-minute block of time to provide students with intervention and/or enrichment.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation.

We recognize the need to provide more training on differentiation and flexible groupings in order to move more teachers toward full implementation.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation.

We recognize the need to provide more training on differentiation and flexible groupings in order to move more teachers toward full implementation.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Burgettstown Area School District recognizes the influence and power of a great teacher. In fact, we believe there is nothing more important to the success of our students than the quality of the teachers. We, therefore, seek to hire only the best teachers possible.

Our process starts with a thorough search of potential applicants. For this, we subscribe to the database PA-Educator.net. The whole process is lead by the building principal and Department Chair(s). Culling the applicant pool looking for highly qualified, experienced and impressive candidates to invite to participate in our interview process is a critical first step. The interviews include a mix of philosophical and application questions and are observed by a representative group of administrators and educators. We also use "demonstration lessons" to narrow our choices to the most impressive candidates, who match our needs and philosophies through their presentation of a polished lesson. The superintendent holds the final interview step and makes the recommendations to the Board of School Directors for employment. Staff members are assigned only within their levels of certification. Each teacher is highly qualified to teach their assigned subjects. The school administrators closely monitor and adjust scheduling assignments each year to best suit the needs of students. Also, paraprofessionals are assigned to classrooms at the beginning of each year to maximize learning for students who are below proficiency.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	53.00	53.00	53.00
English	8.00	8.00	8.00
Mathematics	6.00	6.00	6.00
Social Studies	8.00	8.00	8.00
Science	6.00	6.00	6.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	4.00	4.00
Electives	18.00	17.00	17.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

    I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X				
Career Education and Work		X			X	
Civics and Government		X				
PA Core Standards: English Language Arts		X				
PA Core Standards: Literacy in History/Social Studies, Science		X				

and Technical Subjects						
PA Core Standards: Mathematics		X				
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				X
Geography		X				
Health, Safety and Physical Education		X		X		X
History		X				
Science and Technology and Engineering Education		X				
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
At the Middle School level, students are given the following summative assessments: PSSA Exams in Mathematics, Reading, Writing, and Science, PASA Exams, and the Keystone Algebra I Exam.			X	
At the High School level, students are given the following summative assessments: Keystone Exams in Algebra I, Biology, and Literature, PASA Exams, AP Exams in History, Psychology, Biology, German, and English from College Board.				X
Students in grades 3-5 participate in the Math & ELA PSSA, Grade 4 participates in PSSA Science		X		
End of Unit Assessments	X	X	X	X
Teacher developed assessments/rubrics	X	X	X	X
Project-based assessments	X	X	X	X
PASA	X	X	X	

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
The Middle/High School does not assess students using Benchmark Assessments.			X	X
Universal Literacy Screener	X			
Fluency Checks	X	X		
Grade-Specific Math Benchmarks	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Completion of Course Work in which a student demonstrates proficiency through quizzes, tests, and projects.	X	X	X	X
Exit slips/tickets	X	X	X	X
Teacher observation of student understanding	X	X	X	X
Progress Monitoring	X	X	X	X
Subject-specific quizzes/tests	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Students demonstrate individual proficiency levels through use of the Classroom Diagnostic Tools (CDT)				X
Dial IV	X			
Reading Wonders Placement and Diagnostic Assessments	X	X		
Pearson Math Diagnosis & Intervention System	X	X		

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review			X	X
Professional Learning Community Review			X	X
Instructional Coach Review	X	X		
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

The Middle/High School utilized multiple methods to ensure that assessments are standards-aligned. Teachers in the Middle/High School offer students options when choosing assessments, such as taking a test, writing a paper, or completing a presentation regarding the material. Teachers also discuss best practice strategies with each other during regular team and department meetings. At these meetings, they review curriculum and assessments. The building principal also reviews assessments on a periodic basis to ensure proper rigor, and alignment.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Teachers are required to keep a copy of all assessments in a folder. Building and district administrators collaborate to review assessment folders quarterly to ensure fidelty to the curriculum and monitor student progress and achievement.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

One staff member has one period of each day dedicated to data review and dissemination to middle school teams (grades 6-8). Historical data is examined, as well as PSSA Exams, and classroom assessments. Each team meets regularly to discuss data trends of individual students, as well as groups of students. Also, the teams discuss strategies to support low-achieving students, and make data-driven curricular revisions.

At the high school level, departments collect data from the CDT, and analyze this data in each classroom to make data-driven curricular revisions.

At the elementary center, data is gathered from summative, formative and diagnostic assessments. This data is disseminated during building-specific and grade-level meetings. It is used during common planning sessions to group students and plan instruction.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Teachers in the Middle/High School use data from PSSAs, Keystone Exams, and other benchmark assessments to drive instruction. Teachers are given at least 1/2 of a day each month to work together as teams, or departments to identify strengths and weaknesses of low-achieving students. Teachers use this data as a means of understanding which skills need to be remediated through differentiated instruction and assignments. Students are also placed into remediation classes for Reading and Mathematics. Students are placed into these classes based upon classroom performance in their math and English classes, other benchmark assessments, and prior state assessment scores.

Through the review of PSSA and internal data, students at-risk of meeting proficient or higher levels of performance are identified. Upon analyzing the data, students are grouped by common skill deficits to receive customized instruction from classroom and remedial teachers.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

At the Middle/High School, teachers use formative assessments to modify and adapt instruction based upon data received on each individual student. The teachers use this data to determine which skills need remediation and which ones have been mastered. Teachers can then tailor instruction to meet student need.

At the Elementary Center, collaboration through common planning and data meetings enables teacher to share strategies, develop lesson/assessment plans & identify deficits.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Not applicable to our plan.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and School Board				
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X

Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

The district uses multiple methods of distribuing information regarding summative assessments. In letters home to parents/guardians, we communicate this information, as well as direct them to our website, which has a wealth of knowledge on our summative assessments. Also, the public may view our Outcomes Report, a testing calendar, as well as newsletters and press releases through use of the district and school specific websites. Mass calls, and letters are sent, as well as individual meetings with parents held, on an as-needed basis to remind the public of approaching assessments.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

A section regarding state summative assessments has been created for implementation in the student handbook.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher. If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

The District will demonstrate growth in student achievement through the use of the Early Warning system and our School Performance Profiles. This barometer provides a better measurement of the individual schools achievement and that of its students through a multi-faceted view of programs and testing.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	
Peer Helper Programs	X	X	X	X

Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

All strategies are being incorporated as we have determined to be appropriate and necessary. Student groups are used as a counseling strategy in all levels except the high school.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

The District's annual public notice is published in local newspapers, on the District's web site, and copies are available at both the Elementary Center and the Middle/High School, thereby making community members aware of the available screenings and services offered by the school district.

When a responsible party (teacher, parent, guardian, and legal representative) requests a Gifted evaluation for a student who resides in Burgettstown Area School District, the District will conduct a Gifted and Talented Screening as described below.
The following information is included in the screener: parent input, teacher input, grades, standardized test scores, universal screener results (K-3), and an abbreviated IQ test.

After a screening is completed, the results will be shared with the parent(s)/guardian along with a recommendation by the Burgettstown Area School District. The parents, school personnel and other pertinent team members will then make a team decision as to whether a comprehensive gifted evaluation is necessary. If the gifted multidisciplinary team decides to go ahead with a comprehension gifted evaluation for the student, the following process will be followed:

A student scoring a full scale score of 130 or higher on a standardized intellectual assessment, you will be eligible for the Gifted Program. Anything lower than 130 will also

require an assessment using the Burgettstown Area School District's Multiple Criteria Student Matrix. The multidisciplinary team will then review the results of the matrix and will make a team decision as to whether or not the student qualifies for the district's gifted and talented program. The student must score above a cut score on the matrix to qualify for the district's gifted and talented program.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

The District's annual public notice is published in local newspapers, on the District's web site, and copies are available at both the Elementary Center and the Middle/High School, thereby making community members aware of the available screenings and services offered by the school district.

We use a Universal Screener for students in Kindergarten through third grade to identify students in need of additional evaluations. After third grade, we use standardized test results to initiate the "Child Find" process.
Both schools also use a study team to identify students who may need to be evaluated.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

A student scoring a full scale score of 130 or higher on a standardized intellectual assessment, you will be eligible for the Gifted Program. Anything lower than 130 will also require an assessment using the Burgettstown Area School District's Multiple Criteria Student Matrix. The multidisciplinary team will then review the results of the matrix and will make a team decision as to whether or not the student qualifies for the district's gifted and talented program. The student must score above a cut score on the matrix to qualify for the district's gifted and talented program.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

Our continuum of services includes:
- acceleration
- enrichment activities (i.e. Academic Games, Mock Trial, Model UN, enrichment field trips)
- Dual Enrollment
- Honors and AP level courses
- use of cyber courses for alternative courses
- teacher offered enrichment within individual courses of study
- participation in the IU3 internship programs

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS				
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The schools provide the developmental services listed and are open to incorporating other services as student need arises.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	
Special Education Evaluation	X	X	X	X

Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

The District is fortunate to have access to agencies and related services providers, some of whom meet on campus with our staff regularly. We are confident we have a resource available for our students who may need any of the listed services.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X		
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The District is fortunate to have access to agencies and related services providers, some of whom meet on campus with our staff regularly. We are confident we have a resource available for our students who may need any of the listed services.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X

Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors				
Newsletters	X	X	X	X
School Calendar				
Student Handbook	X	X	X	X
QR Codes with links to web-based services and information				X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

In all grades, the faculty engages in data analysis to identify and direct interventions and/or necessary services. Our two Title 1 specialists actively participate in the screening, planning

and delivering of interventions. Elementary teams are formed for "Child Study" meetings to examine specific data about a struggling student and prescribe an intervention for trial prior to any referral. Grade level teams in the middle school meet regularly to address student needs and develop intervention plans, while the high school staff conduct department meetings regularly to discuss student academic progress and departmental-specific student issues. The Middle High School will organize "Team Meetings" with all of the adults with influence in a child's life participating. The goal is to remove barriers to the student's achievement, welfare and decision-making.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Some highlights of our community partnerships and collaborators:

- Vaccine clinic with American Health Care Group
- Working relationships with area physicians' offices
- A "clothing pantry" coordinated by the nurse and supported by the community
- Food Certificates to pay for lunch for kids who have run-out of money coordinated by the nurse and supported by the "pop tabs" and "box tops" collections
- Dual Enrollment program and a CCAC partnership for college credit in high school
- Truancy Prevention Program with Southwest PA Human Services
- Work Release program with a counselor overseeing the program and students success in it
- The district provides transportation to and from the three (3) child care centers within its borders.
- After school tutoring programs in mathematics are offered at all grade levels.
- The District offers a full range of athletic and extra curricular activities which are included in its after school programs. Additionally, District facilities are open to y local scout groups, youth community athletic groups , and other student-oriented organizations.
- The District leases classroom space to Southwest Community Action for a pre-Kindergarten program and a Head Start program for up to 24 low-income students each from the Burgettstown area.
- Leaders Program coordinated by the county court system for students under probation

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. *Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.*
2. *Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.*
3. *Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.*

The Elementary Center leases space within the building for a Pre-K and Head Start program. Our child development course at the Middle High School runs a pre-k program on site. We work in conjunction with Child Alert and Early Intervention programs within the community to transition students.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Based on our last comprehensive plan, the District has spent the preceding three years writing curriculum maps using the Understanding by Design Curriculum Framework in the Atlas curriculum mapping system. As educators, we understand and value the necessity of having a comprehensive and articulated curriculum from the first days of Kindergarten to the final days of twelfth grade. Moreover, this was the ideal opportunity to take the time to reflect on our courses, making the best of every opportunity to infuse the best, most up-to-date thinking we have into our curriculum.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Does not apply.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

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Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Does not apply

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Based on our last comprehensive plan, the District has spent the preceding three years writing curriculum maps using the Understanding by Design Curriculum Framework in the Atlas curriculum mapping system. As educators, we understand and value the necessity of having a comprehensive and articulated curriculum from the first days of Kindergarten to the final days of twelfth grade. Moreover, this was the ideal opportunity to take the time to reflect on our courses, making the best of every opportunity to infuse the best, most up-to-date thinking we have into our curriculum.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Does not apply.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Based on our last comprehensive plan, the District has spent the preceding three years writing curriculum maps using the Understanding by Design Curriculum Framework in the Atlas curriculum mapping system. As educators, we understand and value the necessity of having a comprehensive and articulated curriculum from the first days of Kindergarten to the final days of twelfth grade. Moreover, this was the ideal opportunity to take the time to reflect on our courses, making the best of every opportunity to infuse the best, most up-to-date thinking we have into our curriculum.

The Middle/High School has four computer lab/classrooms. Three of these labs have classes throughout the day. One of the computer labs is available for teachers to use with their classes as needed. The Middle/High School also has multiple mobile labs available for student use. These laptop labs were specifically placed in classrooms to maximize student performance. Classrooms in the Middle/High School also have smart boards, and/or projection device for delivering instruction.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Does not apply.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation

PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected:

The District uses most areas on the SAS site, but we use the Atlas Curriculum Mapping System for our curriculum maps.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation

PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected:

The District uses most areas on the SAS site, but we use the Atlas Curriculum Mapping System for our curriculum maps.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and	Full

Technical Subjects	Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Not Applicable

Further explanation for columns selected:

We do not teach foreign languages in the Middle School. The District uses most areas on the SAS site, but we use the Atlas Curriculum Mapping System for our curriculum maps.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected:

The District uses most areas on the SAS site, but we use the Atlas Curriculum Mapping System for our curriculum maps.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

We already have the PA EWS/IC in our district.

Professional Education

Characteristics

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

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

Administrators and teachers are provided opportunities to attend and participate in professional education programs at Intermediate Unit I, AIU3, and Pittsburgh PaTTAN, as well as other educational providers. All principals are afforded the opportunity to participate in the University of Pittsburgh's Principal's Academy for two (2) years so that they may have the expereince to think and plan strategically. These acquired skills are also communicated to the professional faculty in an effort to increase capacity and potential leadership roles. Teacher leaders are sought out from the faculty for leadership roles

within the organization. Teachers wishing to earn advanced degrees in educational leadership and administrative certificates may work with district leadership team as interns.

Through Title I programs, parent teacher conferencing and Open House activities, teachers are encouraged to work effectively with parents for the betterment of the students.
 Teachers also are engaged in working with community members as resources for educational opportunities for students and grant funding to enhance program offering.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

We believe there are no strategies in need of our attention.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/25/2014 Initial training for all staff.
The LEA plans to conduct the required training on approximately:
8/26/2019 The actual date will depend on our future in-service schedules. Suffice it to say, all new hires will complete the requisite training on Act 126.

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
10/12/2015 Initial training for all staff.
The LEA plans to conduct the training on approximately:
8/24/2020 The actual date will depend on our future in-service schedules. Suffice it to say, all new hires will complete the requisite training on Act 71.

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA has conducted the training on:
10/12/2015 Initial training for all staff.
The LEA plans to conduct the training on approximately:
8/24/2020 The actual date will depend on our future in-service schedules. Suffice it to say, all new hires will complete the requisite training on Act 71.

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

Provide brief explanation of your process for ensuring these selected characteristics.

Student data tracking forms are used by the teachers and reviewed by administration to identify problem areas of the curriculum/instruction. Teachers and administration reflect upon results of the tracking forms and the impact upon student achievement. From this discussion a needs assessment for professional development is created. The administration then takes the responsibility to utilize available professional development resources to provide the faculty with the appropriate activities that will improve student assessment results and instructional areas that need strengthening.

Principals and supervisors evaluate the effectiveness of professional development activities while conducting formal observations in the classroom as well as walk throughs and conversations with teachers.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

The District is implementing a custom needs assessment for each professional development activity. While we do not often use providers, the District will investigate means for determining systemic processes for evaluating the qualifications of professional development providers.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

- Enhance the overall Professional Development of the Inductee.

- Understand the student and community served by the School District.

Unchecked answers

> None.

Provide brief explanation of your process for ensuring these selected characteristics.

Our plan is designed to provide a high quality induction experience for our new teachers, educational specialists, and long-term substitutes. Inductee responsibilities should include attending all orientation activities, seeking help when needed, observing experienced teachers/specialists, meeting regularly with their mentors, meeting with other inductees to discuss experiences, and evaluating the program. Inductees are expected to actively participate in mentoring activities and relationships; accept and act upon constructive feedback through open and confidential communication with the mentor; maintain and submit accurate records of induction activities (e.g., observations, training sessions, conferences) in order to be awarded an Induction Completion Letter. School principals provide support such as identifying and selecting highly qualified mentors as well as

creating a culture of teaching and learning that supports professional collaboration among new and veteran teachers and facilitating activities to enhance the relationship between mentors and beginning teachers. Mentors are those educators recognized for instructional leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. Being a mentor is an honor and mentoring provides the opportunity for leadership. Mentors also gain from the experience that refines their skills and enhances professional growth. However, it is also a demanding responsibility and includes additional pay. Mentors provide instructional support, decision-making support and personal support. *The goals of the Burgettstown Induction Program are:*

- To provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching and the profession of a teacher.
- To provide new educators with basic information and knowledge about the school, school district, and resident students in order to increase their effectiveness in fulfilling their duties.
- To provide specific training in the Standards Aligned System, data informed decision making, special education, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students.
- To provide new educators with staff development experiences to achieve a successful transition into the district's educational program.
- To provide experience professional insights, and encouragement to achieve success as new employees.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies were incorporated within our Induction Program.

Needs of Inductees

Checked answers
- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

Unchecked answers

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

Mentors and supervisory personnel frequently visit the Inductee's classroom for observations and walk throughs. Weekly and monthly meetings are conducted between the Mentor and Inductee to discuss research-based instructional practices as a part of the Induction program. Student PSSA or other relevant student assessment data is reviewed (if available in the subject area) with Inductees. Inductees are provided instruction in PVAAS and eMetric data analysis. The Principal and Mentor review the lesson plans of the Inductees. Lesson plans are saved electronically for periodic review. The Induction portfolio is submitted at the end of each semester and progress on the portfolio is checked by the building principal throughout each semester.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

The District will consult with Intermediate Unit 1 on other teacher induction programs.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- 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).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

    None.

Provide brief explanation of your process for ensuring these selected characteristics.

A formal application is required of teachers wishing to serve a Induction mentors. Consideration is given to faculty who display the characteristics listed above.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

All mentor characteristics listed above are included in the consideration before selecting a mentor.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments		X	X			
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X				
Standards	X	X				
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X	X				
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

The District considers all topics listed above to be essential to the success of a new teacher, and ideally are included throughout the entire first year of employment for a teacher.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Induction portfolio, required to be completed by an Inductee under the supervision of his/her Mentor teacher, is submitted to the building principal at the end of each semester. In addition, checklists and induction logs are to be completed weekly and monthly as a reflection of the activities and learning experiences that have been conducted throughout the program. These are included within the portfolio for the principal to review.
As an addtional part of the final portfolio reflection, Inductees are requested to comment upon the program itself including the strengths and weaknesses of not only the activities, but also the future professional development needs of the Inductee. Mentor teachers complete a reflection of the Induction program.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers
None.

Special Education

Special Education Students
Total students identified: **220**

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

Burgettstown Area School District currently utilizes the severe discrepancy model (ability/achievement) when determining if a student meets the criteria for being identified as a student with specific learning disabilities.   The District uses this process to analyze student strengths and needs and to determine if the student has a severe discrepancy between intellectual ability and academic achievement relative to the student's age or grade. A certified school psychologist administers tests of intelligence to determine the student's IQ as well as norm referenced tests of academic achievement so that the discrepancy between the scores from the two measures can be compared. Throughout the evaluation process, information is gathered from each student's classroom teacher(s) and parent(s). The District recognizes that the existence of an ability-achievement discrepancy is not enough to determine eligibility. Because of this, the evaluation team gathers information from each student's classroom teacher(s) and parent(s) to determine to what extent the student's achievement is discrepant from age or grade. In the Burgettstown Area School District, in order for a student to be identified as a student with a specific learning disability, the student must display a significant discrepancy between IQ and achievement, but must also be achieving below age or grade level. The District also assesses and documents exclusionary criteria as set forth in federal and state regulations including: vision/hearing/motor problems, intellectual disability, emotional disturbance, cultural/environmental issues, limited English proficiency, and lack of appropriate instruction by qualified personnel.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.
The data is publicly available via the PennData website. You can view your most recent report. The link is:
https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

The Burgettstown School District reviewed information from the Special Education Data Report from the 2015-16 school year in order to review identification rates for all disability categories. It suggests that the Burgettstown Area School District's identification rates are lower than the state average in the following disability categories: Emotional Disturbance and Speech and Language. The District's identification rate for students with a Specific Learning Disability and Intellectual Disability are slightly greater than the state average. Burgettstown Area School District's identification rates for students with disabilities are not significantly disproportionate. The District is following the federal and state special education guidelines for identification. The team has no specifi concerns at this time.

Non-Resident Students Oversight

1. *How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?*
2. *How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?*
3. *What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?*

At this current time, the Burgettstown Area School District does not host any facilities that fall under Section 1306 of the Public School Code.

1. There are currently no facilities within the Burgettstown Area School District.

2. A Free Appropriate Public Education is provided to all students who are identified as special education. There are enrollment procedures at both the Elementary and Middle/High School buildings and through the Special Education Office. The process is reviewed annually with the District staff. When new students enroll into the district, the guidance office contacts each special education office in the previous district to ensure that all records were sent from the sending district. If records are not received from the sending district, the Special Education Office follows up with a request for records. The Guidance Office and the Special Education Office ensure that each student is enrolled within 5 business days and receives FAPE. IEPs are adopted upon enrollment and new NOREPS are issued. All decisions regarding special education students are made through the IEP process.

3. Because there are no facilities within the Burgettstown Area School District, there are no problems or barriers that exist which would limit the District's ability to meet its obligations under Section 1306 of the Public School Code.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The District's annual public notice is published in local newspapers, on the District's web site, and copies are available at both the Elementary Center and the Middle/High School thereby making community members aware of the available screenings and services offered by the school district. When a responsible party (parent, guardian, and legal representative) requests an evaluation for a student who resides in Burgettstown Area School District, the District conducts a Multidisciplinary Evaluation within 60 days of the permission receipt and proceeds with the special education process.

When the District is aware that a student with a disability has been incarcerated, the LEA contacts a representative of the correctional facility to expedite the process as well as forwarding all the necessary paperwork to the facility to ensure an appropriate educational program is in place for that student. When the District receives Determination of District of Residence for Students in Facilities and Institutions (Form 4605) the District verifies the family's residency and signs and returns the form. This form begins the process for the District to initiate contact with the institution and communication about the student's needs and educational programming.

Least Restrictive Environment

1. *Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.*
2. *Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)*
3. *Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of*

the district and how those placements were determined to assure that LRE requirements are met.

The IEP Team is always convened to seek a Free and Appropriate Public Education in the Least Restrictive Environment for students with disabilities. The child always remains in the general education environment unless psychological/psychiatric findings, staff/parent input, grades, standardized test scores, etc. indicate needs that require special education services in a separate location. The LEA always starts a student in the least restrictive environment and moves to a more restrictive placement when the IEP team has determined that important learning goals and adaptations cannot be achieved in the general education environment. The District maintains the procedures of pre-referral, Prior Written Notice, Permission/Consent to Evaluate, Evaluation Report, Individualized Educational Plan, and Notice of Recommended Educational Placement for all students in the Burgettstown Area School District.

Once a teacher has determined that a student is in need of further assistance, they will make the initial referral to the appropriate program: for the Middle/High School students, The Student Assistance Program (SAP) and at the Elementary Center, Child Study. These teams meet to discuss the needs of the child, and based upon their findings, an action plan is developed and implemented in the regular education classroom to try to meet the student's needs. If difficulties persist at the Middle/High school level and more information is needed, the student is then referred for a Multidisciplinary Evaluation. At the elementary level, the team meets and develops an action plan, which is implemented in the regular education classroom to try to meet the student's needs. The Child Study Team reviews cases monthly and determines if the interventions are positively impacting the student's performance or if there is no change in the student's performance. At this point, if difficulties continue to persist, the student is referred for a Multidisciplinary Evaluation.
If the student is found to be eligible for special education services, every attempt is made to deliver them in the regular education classroom. Which special educational service(s) is first determined by the recommendations of the school psychologist, as stated in the evaluation report. The IEP Team translates the recommendations into which service(s) will benefit the student to make him/her successful. After the needs are identified and services determined, the IEP Team will agree on "where" the services will be implemented. The determination for placement is addressed with the question "In what environment(s) can this plan be best met for this student?" At Burgettstown, the general education environment is the recognized placement for all students, unless important learning goals and adaptations cannot be achieved in the general education environment.
District-wide students are supported in itinerant, supplemental, and full-time support programs. Many students receive the majority of their program while in the regular educational environment. They are supported with the full continuum of services in all environments. In the regular education classroom, the regular education teacher will deliver modifications and specially designed instruction as necessary. Support may be provided by a paraprofessional if needed. The student will receive instruction in the special

education classroom only if his/her needs are such that they cannot be met in the regular education classroom.

At the Elementary Center, in grades third, fourth, and fifth, a co-teaching model is being utilized. In each co-taught classroom, a general education teacher and a special education teacher work together to educate all students in the general education setting. The District's goal is for students with disabilities to be included into the regular education classroom to the maximum extent appropriate.

At all levels within the District, students with disabilities are being served in general classrooms more than ever before. Both general and special education teachers monitor the progress of students with disabilities in the general classroom. In addition, both ensure that program modifications and specially designed instruction are implemented in accordance with the IEP.

There are many opportunities for students with disabilities to interact with non-disabled peers throughout the school day. Elementary students are almost always included in the general education environment for homeroom, breakfast/lunch, Art, Computer, Gym, Library, Music, recess, assemblies and programs, and other school-wide events. High school students are almost always included in the general education environment for homeroom, breakfast, lunch, electives, rotation classes and other school wide and extra curricular programs and events. The only exceptions to these opportunities are determine by the IEP Team in consideration of the least restrictive environment for the individual.
Regular Education curriculum is utilized whenever possible in both the Learning Support program and the Emotional Support program to the fullest extent. A significant portion of the students are able to complete the regular education course work with accommodations. Sometimes these accommodations can be supported in the general education classroom while at other times, the accommodations are too significant for the general education classroom environment, therefore the support classroom must be utilized to meet the individual needs of the student. Students within the District do utilize the special education curriculum when it is necessary to meet their individual learning needs. This curriculum is aligned with the Pennsylvania Standards. When this option is necessary, it is noted within the students' IEP.

When appropriate, students with disabilities who are educated outside of the District pursue regular curricula and activities, too. Their progress is evaluated regularly by the IEP Team to determine readiness for placement in a less restrictive environment.
The District uses technology in all the classrooms. For example, computers, iPads and Chromebooks are utilized in Special Education Classrooms, Speech and Language therapists utilize iPads to help facilitate instruction, E-beams and Promethean boards are available in classrooms, allowing for direct student interaction within the lesson. In grades six through nine, the District provides 1:1 Chromebooks for every student. In addition to the on-site technology devices available to District personnel for student assistance, the District will

borrow necessary items from the lending library to better meet the needs of the students within the classrooms.

When the need arises, the District will contact consultants, mainly from IU#1, for training and consultation purposes. The District has utilized the IU's TAC teams for Autism and behavior. The TAC team members have provided consultation and collaboration with District personnel by conducting on-site observations and training. The District is currently a part of PaTTAN Pittsburgh's Autism Initiative ABA Supports for our elementary autistic support program.

Indicator 5: Educational Environment based on the most recent Special Education Data Report dated Dec 1, 2015-16.

The District has improved on Indicator 5 since the last report. Still ,the district did not meet SSP requirements in one of the three areas for this indicator: out of district placements. The District did meet requirements of being inside the regular class 80% or more of the day, but do not have enough data to evaluate the "less than 40%" category. While the District focuses on placing the students in the least restrictive environment as much as possible, the IEP teams make the determination of placement.   The placements are determined by the individual child's needs. The District will continue to focus on LRE on an individual basis. The District is continuously reviewing and refining existing practices to increase the collaborative process between the general education and special education environments. Student data is reviewed to enable teaching staff to make connections between the needs of diverse learners. We also provide differentiated instruction to teachers as an effective instruction strategy. The District's goal continues to be to educate each child in the least restrictive environment.

Behavior Support Services
1. *Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).*
2. *Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.*
3. *If the district also has School-Based Behavioral Health Services, please discuss it.*

Burgettstown Area School District's current Board-approved Behavioral Support Policy states that positive, rather than negative measures must form the basis of behavior support programs to ensure that all students must be free from demeaning treatment, the use of aversive techniques, and the use of unreasonable restraints. The District trains para-professionals and a Crisis Response Teams annually using the Safety Cares program. Additionally, all staff receives training annually on de-escalation techniques.

Behavior support programs and plans must be based upon a Functional Behavior Assessment and utilize positive behavioral techniques. When an intervention is needed to address a problem behavior, the types of interventions chosen must be the least intrusive necessary. The use of restraints is considered as a measure of last resort, only to be used after less intrusive measures, such as de-escalating techniques. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others shall be disciplined in accordance with their Individualized Education Program, Positive Behavior Support Policy, and Board Policy. A student with a disability (except intellectual disability) may be suspended for ten consecutive and fifteen cumulative days of school per school year. Any removal from the student's regular program is considered to be a change in placement for a student with intellectual disability. Thus, a Manifestation Determination review must be conducted prior to removing the student from his/her regular school placement. If the behavior is not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities. School personnel may remove a student with a disability, including intellectual disability, to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is a manifestation of the child's disability, if the student: (1) carries a weapon to or possesses a weapon at school, (2) knowingly possesses or uses illegal drugs at school, (3) has inflicted serious bodily injury upon another person while at school.

The Burgettstown Area School District also has a contract with Washington Communities Human Services, Inc. This contract allows a counselor as well as a psychiatrist to see their clients (students and one parent), who are unable to travel to Washington, PA, at the school on a monthly basis.

Intensive Interagency/Ensuring FAPE/Hard to Place Students
1. *If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.*
2. *Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.*
3. *Discuss any expansion of the continuum of services planned during the life of this plan.*

The Burgettstown Area School District has been fortunate in resolving issues of placement for "difficult to place students" with the assistance of Intermediate Unit #1. There has been

no need to report any students in the past year as Cordero Class Members. Should the need arise, the District would contact the Interagency Coordinator to resolve and locate an appropriate educational placement for a student.

When the District suspects a student may be at risk of not having his/her IEP implemented in the public school setting, or such student may pose the challenge in terms of finding an appropriate educational placement, the District will contact the Intermediate Unit #1 Interagency Coordinator who will arrange an Interagency meeting through the local CASSP office to include all agencies that provide support to the student. The IEP team members will meet to review the IEP to determine if the student's needs are being met and to make necessary changes and/or recommendations. If the team determines that the student can no longer be served in the public educational setting, placement options will then be considered. The District will follow up with making the appropriate contacts. In the event that a placement cannot be secured, and the student has been or will be at risk of waiting 30 days or more for an appropriate educational placement, the District will report the required information utilizing the required form to the Pennsylvania Department of Education, updating the information monthly as needed until an appropriate placement has been secured. Additionally, the District will report to the Department of Education all students who are on Homebound Instruction or Instruction Conducted in the Home on the online form.

The District will maintain contacts with other child servicing agencies by participating in CASSP / Interagency meetings as necessary. The District will participate in other meetings as needed if the service provider, (i.e. hospitals, APS, RTF's) has or will have a direct relationship with the student's success in school. The Supervisor of Special Education or designee will maintain contact with the Intermediate Unit #1 Interagency Coordinator to act as a liaison when necessary between the District and the child servicing agencies. The Supervisor of Special Education or designee will maintain an ongoing relationship with the Intermediate Unit One Interagency Coordinator and request trainings as needed. Additionally, the District will be represented at seminars, workshops, and other such trainings targeted to improve the District's program capacity.

The District will utilize the Interagency meeting process to determine what resources the student may be eligible for while researching appropriate placements. The District will work with the Parent(s) to complete the necessary applications(s) if the student has never been found eligible for medical assistance. The District will make available the necessary documents to support eligibility using the appropriate procedures under the Health Insurance Portability and Accountability Act (HIPAA).

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Burgettstown Area School District is located in rural Southwestern Pennsylvania. The District believes: that all students can be successful learners; students become life-long learners through their participation in academic, extra-curricular, and community activities; that the development of successful citizens is the shared responsibility of students, staff, home, and community.

The District continues to provide an Emotional Support Program at the Middle/High School staffed by one teacher and one licensed social worker. The District also has an Autistic Support classroom in the Elementary Center. This classroom is staffed by one teacher and one paraprofessional. The Elementary Center also houses a sensory room to meet the sensory needs of the students. The IEP team works closely with OT services to understand the sensory needs and make every attempt to follow any sensory diets developed. There is a Life Skills Program at the Middle/High School staffed by one teacher and one paraprofessional. A Learning Support Program is offered in both the Elementary Center and the Middle/High School. There are five Learning Support Teachers at the High School and five Learning Support Teachers at the Elementary Center.   The District continues to provide all related services: Speech and Language Support; OT; PT; O&M, Vision Support, and Hearing Support. The Burgettstown Area School District employs eight other paraprofessionals that work in both the Elementary Center and the Middle/High School to support students in both the general education and special education settings.
The District contracts with Washington Communities Human Services, Inc. This contract allows a counselor as well as a psychiatrist to see their clients (students and one parent), who are unable to travel to Washington, PA, at the school on a monthly basis. There is co-teaching in 3rd through 12th grade, with pull-out instruction as determined by individual IEPs.

The District provides math tutoring after school at the Middle/High School one day per week. Math tutoring at the Elementary Center is offered two days a week after school. Student participation is voluntary.

The majority of the classrooms in the Elementary Center have an FM System. The FM system is utilized during all instruction.

The District currently utilizes IEPwriter and Child Count Software to facilitate IEP development and data submission. All support teachers have either been trained by Leader Service Staff Trainers or by District Staff to utilize IEPwriter.

The District offers transition services to all students ages 14 through graduation. The Transition Coordinator collaborates with outside agencies such as The Office of Vocational

Rehabilitation (OVR) and South West Training services. The Transition Coordinator and agencies work together to help students work toward achieving their goals after high school. Burgettstown also offers a Transition Course at the High School level, in which support students have the opportunity to explore career and future educational options. Other opportunities available to all students include attendance at Western Area Career and Technology Center (WACTC).

The Life Skills classroom in the Burgettstown Area School District operates a business where they prepare and deliver lunches to the staff of the District. The money that is earned is used to pay for community outings. Through the business, students learn banking skills, appropriate community behavior, and shopping skills. The class also includes Community Based Instruction, where the students go into the community and learn shopping skills. The Life Skills students are also members of FCCLA.

The District has a strong computer program with stationary computer labs and mobile computer labs in both the Elementary Center and the Middle/High School. The students in sixth through ninth grades have their own Chromebook. Many of the Elementary classrooms have E-Beams to use during instruction. Many classrooms at the Middle/High school utilize Promethean or eBeam boards. Elementary classrooms have at least two iPads and four Chromebooks.

 The District utilizes the MMS grade reporting system accessible by teachers, parents, and students. This program allows the parents to access the students grades promoting communication and awareness of student progress. Many teachers also incorporate the Google Classroom to share curricular activities and assignments, to which students and parents have access.

Training opportunities are provided to faculty and staff during In-Service days and Act - 80 days. The District employs a Director of Staff Development to oversee our professional development programs and needs. Trainings are offered based upon a needs assessment inventory. Trainers may include, but are not limited to: IU Trainers, Specialists, Teacher Leaders, and Administrators.
Faculty and Staff may request to attend or may be asked to attend off campus conferences and workshops for further training opportunities. We maintain a Professional Development Committee, comprised of administrators and teachers, to oversee the out-of-district professional development and coursework requests.

Parents are offered training at least annually at the District. Training topics are based upon parent request/need through parent input surveys and hot-topics in special education. These trainings take place during the evening and during the school day.
The District sends home information to parents regarding training opportunities off campus in the ways of conferences and workshops from outside providers.

The District has held parent trainings with neighboring school districts in an effort to meet a more broad range of parent needs.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

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

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

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
IU #1 Educational Campus at Clark	Other	Emotional Support	2
Transformation Learning	Special Education Centers	Emotional Support	1
IU #1 Educational Campus at Laboratory School	Other	Emotional Support/Autistic Support	3
Pittsburgh School for Blind Children	Approved Private Schools	Blind visually imparied Support	1
IU #1 Educational Campus at Washington Park Elementary	Other	Life Skills	1
Watson Educational Center - South	Special Education Centers	Autistic Support/Life Skills	3
Pittsburgh Public Schools Conroy School	Other	Life Skills	1

Special Education Program Profile

Program Position #1

    Operator: School District

    PROGRAM DETAILS

        Type:

        Implementation Date:

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	10	0.53
Locations:				
Burgettstown Middle/High School - SB	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	9	0.47
Locations:				
Burgettstown Middle/High School - SB	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2

    Operator: School District

PROGRAM DETAILS
    Type:
    Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	14	0.78
Locations:				
Burgettstown Middle/High School - RD	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	4	0.22
Locations:				
Burgettstown Middle/High School - RD	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3
    Operator: School District
    PROGRAM DETAILS
        Type:
        Implementation Date:
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	7	0.41
Locations:				
Burgettstown Middle/High School - DF	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	10	0.59
Locations:				
Burgettstown Middle/High School - DF	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4
    Operator: School District
    PROGRAM DETAILS
        Type:
        Implementation Date:
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	13	0.72

Justification: Students not served together				
Locations:				
Burgettstown Middle/High School - MJ	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.28
Justification: Students not served together				
Locations:				
Burgettstown Middle/High School - MJ	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #5
>*Operator:* School District
>**PROGRAM DETAILS**
>>*Type:*
>>*Implementation Date:*
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 17	7	0.5
Justification: Age range waiver signed				
Locations:				
Burgettstown Middle/High School - BK	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 16	7	0.5
Locations:				
Burgettstown Middle/High School - BK	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6
>*Operator:* School District
>**PROGRAM DETAILS**
>>*Type:*
>>*Implementation Date:*
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 21	7	1
Justification: A				
Locations:				

Burgettstown Middle/High School - SM	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	13	0.76
Locations:				
Burgettstown Middle/High School - CR	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.24
Locations:				
Burgettstown Middle/High School - CR	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2014

Reason for the proposed change: Since this is a classroom that services students K - 2 grade it is being moved to a room that has a restroom. The general education Kindergarten classes are also being moved to this wing.

Present Class Location: 126

Proposed Class Location: 123

Length of time class has been in present location: 5 years

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	6	0.5
Locations:				
Burgettstown Elementary Center - PE	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	6	0.5
Locations:				

Burgettstown Elementary Center - PE	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	8	1
Locations:				
Burgettstown Elementary Center - GH	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	11	1
Locations:				
Burgettstown Elementary Center - EL	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	8	0.89
Locations:				
Burgettstown Elementary Center - AS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	1	0.11
Locations:				
Burgettstown Elementary	An Elementary	A building in which General Education programs are		

Center - AS	School Building	operated		

Program Position #13

    Operator: School District
    PROGRAM DETAILS
        Type:
        Implementation Date:
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 11	3	0.33
Locations:				
Burgettstown Elementary Center - NH	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 12	4	0.45
Justification: Age waiver signed				
Locations:				
Burgettstown Elementary Center - NH	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 6	2	0.22
Locations:				
Burgettstown Elementary Center - NH	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14

    Operator: School District
    PROGRAM DETAILS
        Type: Class
        Implementation Date: August 27, 2014
        Reason for the proposed change: This classroom services students 3 - 5. It is being moved upstairs where the 3 - 5 general education classrooms are located.
        Present Class Location: 124
        Proposed Class Location: 201
        Length of time class has been in present location: 5 years
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	6	0.86
Locations:				
Burgettstown Elementary	An Elementary	A building in which General Education programs are		

Center - CT	School Building	operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	9 to 9	1	0.14
Locations:				
Burgettstown Elementary Center - CT	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15
        Operator: School District
        PROGRAM DETAILS
            Type:
            Implementation Date:
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	42	0.69
Justification: Students not served together				
Locations:				
Burgettstown Elementary Center - JM	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 21	19	0.31
Justification: Students not served together or age waiver signed				
Locations:				
Burgettstown Middle/High School - JM	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #16
        Operator: School District
        PROGRAM DETAILS
            Type:
            Implementation Date:
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 19	18	0.29
Justification: Students not served together				
Locations:				
Burgettstown Middle/High School - LG	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	44	0.71
Justification: Students not served together				
Locations:				
Burgettstown Elementary Center - LG	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17
　　　　Operator: Intermediate Unit
　　　　PROGRAM DETAILS
　　　　　　Type:
　　　　　　Implementation Date:
　　　　PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 11	1	0.05
Locations:				
Burgettstown Elementary Center - JM	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18
　　　　Operator: Intermediate Unit
　　　　PROGRAM DETAILS
　　　　　　Type:
　　　　　　Implementation Date:
　　　　PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	7 to 10	1	0.05
Locations:				
Burgettstown Elementary Center - TF	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 19	3	0.08
Locations:				
Burgettstown Middle/High School - TF	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	District Wide	1
Special Education Secretary	District Wide	1
Paraprofessionals	All District Buildings	13

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Social Worker	Intermediate Unit	5 Days
School Psychologist	Intermediate Unit	5 Days
OT	Outside Contractor	20 Hours
PT	Outside Contractor	6 Hours

Needs Assessment

Record School Patterns

Question:
After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:
Complete list of issues and opportunities from the environmental scan:

1. In addition to a general decline in student enrollment, the district faces competition from cyber and charter schools siphoning our students and dollars out of the district. Burgettstown has 42 students in cyber charter schools. This depletes significant resources from the school district.

2. Even worse than losing to our cyber school competition, an additional 10-12% of our students drop out of school altogether, usually after a stint in cyber. Burgettstown High School graduation rate is down to 88-90% annually.

3. A powerful apathy has taken-over today's typical student. Our daily attendance runs 94% and 2% of students are tardy on a regular basis. At the end of last year, 24% of 8th grade students failed at least one class. 23 students failed at least one semester of Algebra I. Students themselves do not value their education. And other students seem to be interested in something more meaningful than they are currently getting.

4. There is poor correlation between a student's performance on standardized tests, such as the P.S.S.A. and Keystones, and his or her report card grades. For example, according to last year's Outcomes Report, only 56% of eighth graders are proficient in reading and writing. Of that same number of students, 71% received a C or better on the report card, essentially implying proficiency. In math, 84% passed their 8th grade math class with a C or better, but only 28% were proficient on the PSSA.

5. Public school systems tend to focus too much on college preparation curriculum, not enough on vocational or remedial curriculum, which are deemed to be socially unacceptable. Moreover, students lack awareness of career options, interests and opportunities other than going to college. (The Guidance Department is working on a "339 Plan," which has ideas and goals that might be relevant to this issue.)

6. Employers are demanding better preparation of the workforce coming through the American education system. With the proliferation of technology in the modern workplace, and the ease with which employers can communicate, create a need for different skills and abilities in an employee than just "book smarts." Further, because of the sophistication and the speed with which business is conducted, many employers are competing in wider, even world-wide market and at a faster pace than ever before. So, to be competitive and attractive to a modern employer, graduates will need to

demonstrate competence with so-called 21st Century Skills: communication, collaboration, critical and creative thinking, problem-solving along with an appropriate and mastery of technology use.

7. Some teachers report to be struggling with heterogeneous grouping of students, particularly with mainstreamed special education students. They report spending inordinate amounts of time modifying the curriculum and working one-on-one with special needs students at the expense of all students in a class. Further, the District has not provided training on differentiation and inclusive practices to support the amount of inclusion we are doing.

8. The students in the elementary grades lack extracurricular and intramural activity options.

9. Given the amount of data and progress monitoring involved in special education case management, equity is necessary in special education student caseload assignments.

10. Burgettstown lacks a developmental computer science curriculum, including programming.

11. Class sizes fluctuate year to year, so some grades can have as many as 10 or 12 more students than other grades, which, when distributed across 4 elementary homerooms, can mean class sizes reach 23 or more. This can be a problem for the teacher if there is significant academic and social need in those larger classes.

12. Burgettstown does not employ two full time librarians. We have one librarian, who is shared between buildings and is busy teaching library classes. As a result, students do not have unfettered access to these valuable learning spaces unless their classroom teacher would want to use the library. Moreover, the vision for a 21st Century library has not been developed here, so the functionality of our spaces is still dependent on a librarian.

13. Ensure the services we have for students in need are maximized through tutoring programs and academic interventions.

14. There is increasing demand on public schools to provide a wide range of human services: feed the hungry, connect to the homeless, intervene with the mentally ill, immunize, provide affordable pre-school, offer enriching experiences in sports and the arts, teach personal and internet safety, provide drug awareness and abuse prevention, report child abuse, offer career and college awareness and ensure readiness. These services and expectations require significant time and resources from the school district, but do not count toward the school's performance profile.

15. American public schools cannot holistically compete with international schools because of our mandate to educate all children. Burgettstown has 222 students in special education and an additional 14 in placement outside the District. We have 38.4% living in poverty. These special needs students challenge the public school system unlike the international countries. At the same time, our students compete with peers on an international level for college admissions and jobs, but the educational experiences preparing them are not equal. While we embrace the challenges, it is not like we have a choice in it.

16. Public school enrollments are declining. Burgettstown is down 27% over the past 10 years. This necessitates a reduction in teachers to compensate, and that can impact electives, programs and services.

17. The evidence suggests parents may have shifted their priorities and values. There seems to be a decreased sense of importance for a quality, well-rounded public education as well as less involvement in the child's academic journey. Moreover, there is evidence to suggest parents and school systems have a differing sense of purpose of our education system. Burgettstown does not have P.T.A. or P.T.O. organizations to incorporate parents into the very fabric of the school.

18. Society's respect for and value of teachers, both socially and economically, is low. This impacts the morale and self-worth of the teacher. Couple this with the increased accountability on the teacher and the school based on student test performance, and the morale becomes counter-productive.

19. Students lack access to quality preschool and transitional programs before entering Kindergarten. We estimate only 25-30% percent of students have attended a preschool program before entering Kindergarten. Further, Burgettstown's efforts with our own form of preschool, called transitional Kindergarten, did not result in a reduction of special education referrals from the early elementary grades.

20. Funding for public schools is stagnant and inequitable. A zip code still dictates the quality of an education. Moreover, there is a general misunderstanding of how schools are funded, and this leads our constituents to make false comparisons and judgments about our situation and/or success.

See table on the following page.

Stakeholder Survey-Data Compilation

	Answer Options	Response Percent	Number of votes
1	In addition to a general decline in student enrollment, the district faces competition from cyber and charter schools siphoning our students and dollars out of the district.	32.4%	143
2	A powerful apathy has taken-over today's typical student. At the end of last year, 24% of 8th grade students failed at least one class. 23 students failed at least one semester of Algebra I. Evidently, too many students do not value their education. Other students seem to be interested in something more meaningful than they are currently getting.	**56.2%**	**248**
3	There is poor correlation between a student's performance on standardized tests, such as the P.S.S.A. and Keystones, and his or her report card grades. Students who earn a good grade in class are not passing the proficiency tests.	**49.6%**	**219**
4	Public school systems tend to focus too much on college preparation curriculum, not enough on vocational or remedial curriculum, which are deemed to be socially unacceptable. Moreover, students lack awareness of career options, interests and opportunities other than going to college.	41.9%	185
5	Employers are demanding better preparation of the workforce coming through the American education system. With the proliferation of technology in the modern workplace, and the ease with which employers can communicate, create a need for different skills and abilities in an employee than just "book smarts." Further, because of the sophistication and the speed with which business is conducted, many employers are competing in wider, even world-wide market and at a faster pace than ever before. So, to be competitive and attractive to a modern employer, graduates will need to demonstrate competence with so-called 21st Century Skills: communication, collaboration, critical and creative thinking, problem-solving and appropriate and ease of use of technology.	**50.1%**	**221**
6	The District has not provided training on differentiation and inclusive practices to support the amount of inclusion we are doing. Some teachers report to be struggling with heterogeneous grouping of students, particularly with mainstreamed special education students.	29.0%	128
7	We must expand the services we have for students in academic need through tutoring programs and more academic interventions.	40.5%	179
			441 total respondents

From this analysis and community-wide survey, we recognize three patterns:

1. Burgettstown students require competence with 21st Century skills: communication, collaboration, critical thinking, creativity, problem-solving, all of them with a fluent use of technology.

2. Our students' performance on standardized tests does not correlate to their overall academic achievement in our program of studies.

3. Students show low levels of engagement and ownership in their education as indicated by their attendance rate, end-of-course grades and discipline reports.

There is no additional information we require.

District Accomplishments:

1. We now produce an extensive Outcomes Report annually to support the thinking of the administrators in preparing the staff for curriculum revision.

2. Administrators conduct a series of "instructional rounds" to measure the success of our professional development.

3. We re-established the Education Advisory Committee to oversee the progress of our district curriculum and instruction.

4. We established new Administrative Regulations on grading practices to ensure student grades accurately represent their achievement.

5. We adjusted graduation requirements to add a Fine Art requirement for all students and eliminate the formal Graduation Project.

6. We developed a new mathematics course, a computer science course, and an additional AP course.

7. We re-aligned Science courses and joined the Science Matters! program to provide science kits to elementary classes.

8. Administrators and teacher-leaders guided the review and evaluation of a core reading program

9. We implemented several major, grant-funded projects, including the STEAM grant and the Kick-starter Campaign to open well-equipped "Maker Spaces" in each school.

10. We instituted the A.L.i.C.E. program

11. We invested in "Wonders" a core reading program and the Wilson Reading, a tier III intervention program.

12. We partnered with "Inventionland" for the development of our STEAM course.

13. We established a memorandum of understanding with the National Math and Science Initiative (NMSI) to improve our AP course programs and outcomes.

14. We established a memorandum of understanding with the Community College of Allegheny County to offer community college credits to students in some of our academic and elective courses.

15. We provide middle school students one-to-one Chromebooks

16. We added a new wireless "guest" network alongside a "staff" network

District Concerns

Concern #1:

The District must maintain a laser-like focus on increasing student achievement and increasing our school performance profile through improving instruction and adjusting curricula to best serve our students.

Concern #2:

The District must ensure a 21st Century education for all students, where all Burgettstown graduates will demonstrate competence with essential skills: communication, collaboration, critical thinking, creativity, problem-solving, all of them with a fluent use of technology.

Concern #3:

The District is extremely concerned about an increasing number of students who show alarmingly low levels of engagement and ownership in their education as indicated by their poor attendance rate, lower end-of-course grades and frequent discipline reports.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #2)* Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

> **Aligned Concerns:**

> The District must maintain a laser-like focus on increasing student achievement and increasing our school performance profile through imporving instruction and adjusting curricula to best serve our students.

> The District must ensure a 21st Century education for all students, where all Burgettstown graduates will demonstrate competence with essential skills: communication, collaboration, critical thinking, creativity, problem-solving, all of them with a fluent use of technology.

> The District is extremely concerned about an increasing number of students who show alarmingly low levels of engagement and ownership in their education as indicated by their poor attendance rate, lower end-of-course grades and frequent discipline reports.

Systemic Challenge #2 *(Guiding Question #1)* Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

> **Aligned Concerns:**

> The District must maintain a laser-like focus on increasing student achievement and increasing our school performance profile through imporving instruction and adjusting curricula to best serve our students.

> The District must ensure a 21st Century education for all students, where all Burgettstown graduates will demonstrate competence with essential skills: communication, collaboration, critical thinking, creativity, problem-solving, all of them with a fluent use of technology.

> The District is extremely concerned about an increasing number of students who show alarmingly low levels of engagement and ownership in their education as indicated by their poor attendance rate, lower end-of-course grades and frequent discipline reports.

District Level Plan

Action Plans

Goal #1: By 2021, all Burgettstown graduates will demonstrate competence with 21st Century skills: communication, collaboration, critical thinking, creativity, problem-solving, all of them with a fluent use of technology.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Annual
Data Source: Early Warning System
Specific Targets: Graduation rates, promotion rates, attendance rates, overall achievement levels

Strategy: *Improve our delivery of 21st Century skills*

Increase engagement through the following strategies:

- Host "Remake Learning Days" and invite faculty to participate to recognize the kind of STEAM learning experiences and expressions of student learning we desire for all students.
- Schedule a STEAM "Career Day" to expose our students to the job market and the requisite employability (21st Century) skills. (See also the 339 Guidance Plan for supporting plans.)
- Align our technology-based courses to the ITSE standards. Identify and work to resolve any gaps and/or overlaps.
- Add "Discovery Ed." virtual field trips as a resource for teachers for STEAM-related experiences.
- Expand and codify the district-wide use of the Google Classroom tools.
- Establish by level what a standard classroom will contain in terms of technology.
- Expand the availability of technology tools district-wide to ensure every student has access when needed.
- Expand / mandate use of Maker Spaces in each grade level.

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

1. *Modify and improve our curriculum and instruction*

1. Provide time for faculty to examine our existing curriculum to see where and when 21st Century skills are already taught and practiced. Where lacking, provide time for faculty to enhance or develop curriculum maps with activities and opportunities to practice these skills. We should expect students to work on these skills at every grade level. (Consider making this an add-on to Atlas.)
2. Host "Remake Learning Days" and invite faculty to participate to recognize the kind of STEAM learning experiences and expressions of student learning we desire for all students.
3. Schedule a STEAM "Career Day" to expose our students to the job market and the requisite employability (21st Century) skills. (See also the 339 Guidance Plan for supporting plans.)
4. Align our technology-based courses to the ITSE standards. Identify and work to resolve any gaps and/or overlaps.
5. Add "Discovery Ed." virtual field trips as a resource for teachers for STEAM-related experiences.

Start Date: 7/1/2018   **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education, Student Services, Educational Technology

Supported Strategies: Improve our delivery of 21st Century skills

2. *Provide focused staff development*

- Clarify and explicate for teachers the skills of communication and collaboration. Consider public speaking and job interviewing as a valuable subset of the communication skill.
- Provide staff development on teaching problem-solving, creative and critical thinking.
- Encourage instructional "risk-taking" among staff. {That is, trying lessons where the outcomes depend on student productivity, problem-solving and creativity. Things are open-ended, with many right answers or possibilities. There is more productive noise in the room. Technology is typically necessary but not the focus.}
- Plan staff development in developing alternative forms of assessment, such as real-world projects, instead of traditional form of assessments, to challenge our students to use the skills while, at the same time, demonstrating understanding of the curriculum.
    - o Explore more opportunities for student presentation of learning (example: 4th grade Wax Museum)
    - o Expect at least one major project per grade level.
- Consider temporary teacher coaches or STEAM facilitator position(s) to facilitate the above.

Start Date: 6/1/2018   **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies: Improve our delivery of 21st Century skills

3. *Make more artful use of our infrastructure*

- Expand and codify the district-wide use of the Google Classroom tools.
- Establish by level what a standard classroom will contain in terms of technology.
- Expand the availability of technology tools district-wide to ensure every student has access when needed.
- Expand / mandate use of Maker Spaces in each grade level.

Start Date: 7/1/2018   **End Date:** 6/30/2022
Program Area(s): Professional Education, Educational Technology
Supported Strategies: Improve our delivery of 21st Century skills

Goal #2: By 2021, our students' performance on standardized tests will positively correlate to their overall academic achievement in our program of studies.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:
Type: Annual
Data Source: Early Warning System
Specific Targets: Overall achievement, graduation and promotion rates, attendance rates

Strategy: Improve student achievement through a 21st Century curriculum and more engaging instruction

Description:

1. Curriculum mapping and alignment
2. Increase student engagement through instructional practices
3. Frequent use of "maker spaces" and instructional technology

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources

Implementation Steps:

1. *Modify and improve our curriculum and instruction*

- As we complete our curriculum maps, use the Atlas system, and specifically the analysis tools, to examine our curriculum alignment to PA Core Standards. This will ensure we are teaching a standards-based curriculum.
- ELA Steering Committee will collect data and examine our students' progress with the Wonders reading series to examine professional development needs and support teachers planning for interventions. Continue the data-analysis meetings.
- Develop common assessments, which are scored collaboratively, to measure skills retained or mastered from K-12. Areas of focus: reading, writing and mathematics.
- Examine our current practices to identify how we are currently assessing and measuring student understanding. Eliminate assessments which do not reflect Stage 1 of our curriculum or do not accurately measure student understanding.
- Add Advanced Placement courses and other challenging programs to ensure we have multiple viable and personally fulfilling pathways for students to follow toward graduation.
- The E.A.C. will consider changing procedures for extra credit. Extra credit needs to be eliminated, so grades reflect actual student understanding, not become artificially inflated.
- Improve the documentation of the learner's profile for students with an I.E.P.
- Carefully establish (or scaffold) accommodations for students with an I.E.P. which appropriately support them academically but also prepare them for a testing environment when some of those accommodations cannot be used. Work to reduce, not increase, the amount of accommodations students need over the years.
- Include in our program of studies some type of seminar(s) for students on being a successful student and how to use study skills to achieve more.

Start Date: 7/1/2017   **End Date:** 6/30/2022
Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
Supported Strategies: Improve student achievement through a 21st Century curriculum and more engaging instruction

2. *Provide focused staff development*

- Provide training on the analytic features of Atlas.
- Provide reinforcement to staff on the cycle of effective instruction.
- Facilitate teacher-to-teacher mentoring and coaching.
- Provide staff development on effective assessment practices. (See also staff development action plans for Goal #1)
- Provide staff development on the usefulness and awareness of existing data sets.
- Support the staff implementation of the district-wide weighted grading policy. Verify in MMS the process is followed with fidelity.
- K-6 should review the Kindergarten skills-based report cards to understand the expectations.

Start Date: 7/1/2018   **End Date:** 6/30/2022
Program Area(s): Professional Education, Teacher Induction, Special Education
Supported Strategies: Improve student achievement through a 21st Century curriculum and more engaging instruction

Goal #3: By 2021, all students will show high levels of engagement and ownership in their education as indicated by their improved attendance rate, higher end-of-course grades and lower discipline reports.

Related Challenges:
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:
Type: Annual
Data Source: Early Warning System
Specific Targets: Overall achievement, attendance rates, promotion / graduation rates, discipline reports

Strategy: *Decrease student apathy through new 21st Century learning environments and activities.*

Description:

1. Increase engagement through 21st Century learning environments and activities.
2. Increase the challenges and expectations we have for all of our students.

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

1. Modify / Improve our curriculum and instruction

Description:

- Allow staff time to collaborate across disciplines to find strong thematic connections in our curriculum upon which projects and activities can be built. Encourage intra- and inter-departmental collaborations and shared projects.
- Increase energy level in classrooms, which will lead to increased engagement; allow productive "noise"

- Incorporate into our curriculum exposure to growth mindsets and employing grit in the learning process. Recognize students who show grit / effort.
- Improve our active participation and promotion of The Challenge Program.
- Limit the number of study halls (per day) a student can take in the high school.
- Schedule a "Career Day" to expose our students to the job market and the requisite employability (21st Century) skills. (See also the 339 Guidance Plan for supporting plans.)
- Consider adding "Field Day" types of activities for 9th – 12th graders as incentives for commitment to academics. And / Or: Incorporate more activities during the homeroom block; some examples include: pep rally, competitions, grade-level challenges, and other fun things.
- Allow "enrichment times" for deserving students in place of study halls or BDB (Blue Devil Block); examples: play cards, build Legos, play music.
- Expand the use of the "genius hour" to engage students with unique or personally interesting projects.
- Develop some kind of recognition program for students who do well on the PSSA or Keystones; for example: certificates, picnic, field day. Consider expanding the Honor Roll recognition program.

Start Date: 7/1/2018   **End Date:** 6/30/2022
Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
Supported Strategies: Decrease student apathy through new 21st Century learning environments and activities.

2. *Provide focused staff development*

Description:

- Include department chairs in the development of the master schedule to maximize teacher expertise and use of time.
- Expand the use of the "Early Warning System" by providing staff development as needed.
- Provide staff development and student training on Growth Mindsets and "grit."
- Provide ideas for increasing engagement through hands-on, active learning.
- Provide staff development on the ideal rapport with students to achieve maximum effort.
- Verify high school teachers understand The Challenge Program.
- Allow time for teachers to develop best practice / newest teaching strategies in their repertoire of instructional strategies.
  o   (Also in Goal #1) Plan staff development in developing alternative forms of assessment, such as real-world projects, instead of traditional form of assessments, to challenge our students to use the skills while, at the same time, demonstrating understanding of the curriculum.
    o Explore more opportunities for student presentation of learning (example: 4th grade Wax Museum)
    o Expect at least one major project per grade level.

Start Date: 7/1/2018   **End Date:** 6/30/2022
Program Area(s): Professional Education, Teacher Induction, Student Services
Supported Strategies: Decrease student apathy through new 21st Century learning environments and activities.

3. Positively influence the schools' culture

Description:

- Failure should not be an option for students to consider as evidenced by those with a growth mindset.
- Add attendance awards of some value (not just a certificate) for five or less (excused) absence in a year or if you increase attendance by half of what was previously missed.
- Enhance school pride. Develop feelings of ownership and belonging among students and staff.
- Bring back program(s) for positive reinforcement of good behavior (Heartwood tickets at EC, monthly drawings at MHS).
- Positively reinforce our values through Student of the Month plaques, local newspaper recognition.
- Return to days when we all followed a school-wide code of conduct with levels of intervention and consequences.

Start Date: 7/1/2018   **End Date:** 6/30/2022
Program Area(s): Professional Education, Special Education, Educational Technology
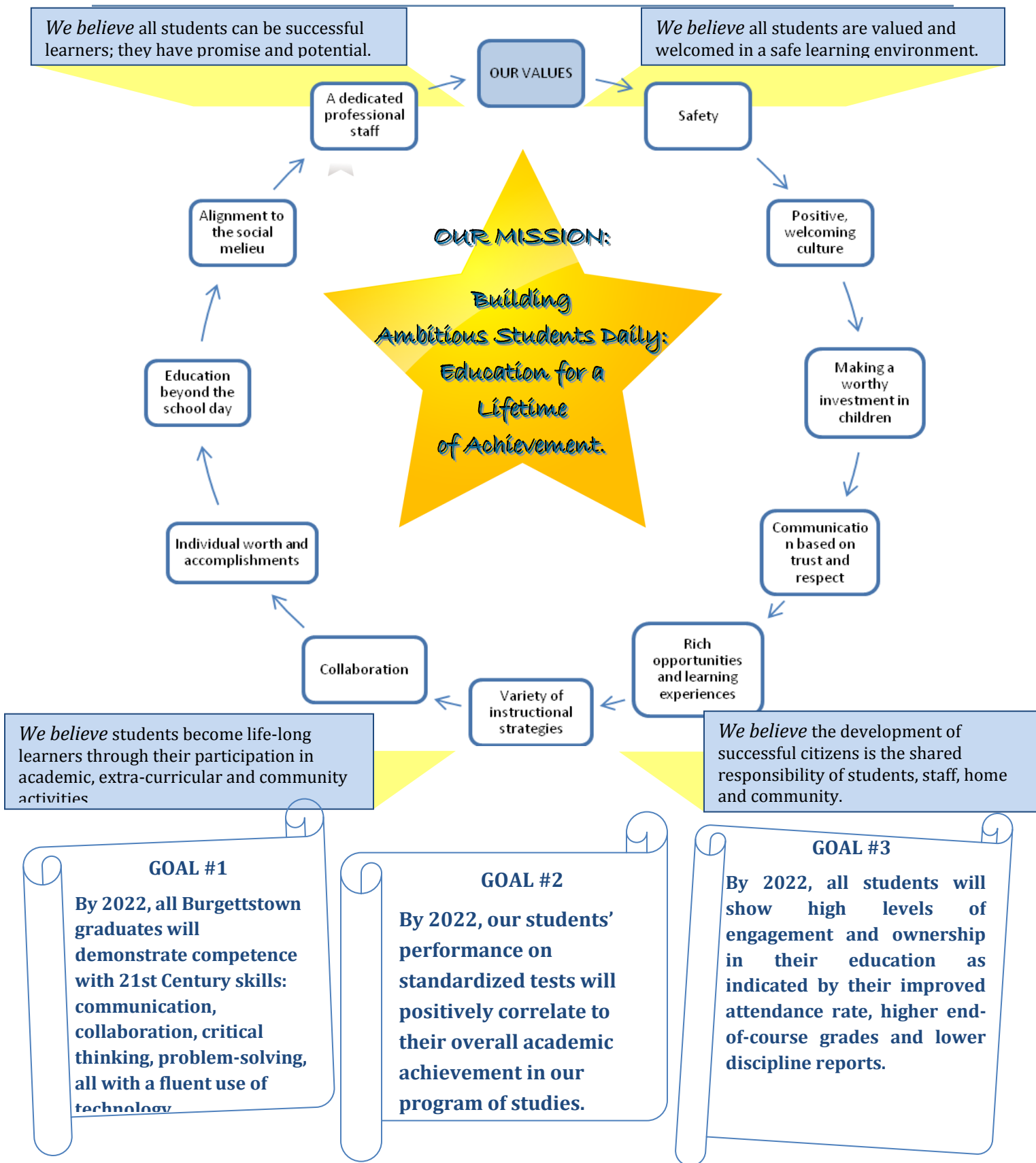**Supported Strategies:** Decrease student apathy through new 21st Century learning environments and activities.

S.W.O.T. Analysis

For use in our development of th[...]
this is analysis represents the be[...]
of the Steering Committee.

		STRENGTHS		WEAKNESS[...]
INTERNAL	• What advantages do we have? • What do we do better than others? • What unique resources can we draw upon?	✓ Faculty ✓ Professional development programs ✓ Administrator dedicated to staff development ✓ Course updates and additions are moving in the right direction ✓ Curriculum work generating momentum and good dialogue ✓ Having a small faculty makes us agile in responding to trends ✓ Good relationship with local media ✓ Our science programming and curriculum ✓ STEAM initiatives	• In what ways do we fail to deliver? • What do we avoid? • What do outsiders see as our weaknesses? • In what ways are our "competitors" doing better than we are?	⬇ Difficulty getting[...] ⬇ Difficulty keepin[...] ⬇ Our location is a[...] people and prog[...] ⬇ Poor internet se[...] ⬇ Lack of technolo[...] students ⬇ Some procedure[...] cumbersome ⬇ Do not have stro[...] ⬇ We do not enfor[...] lack accountabil[...] ⬇ Lack of structure[...] ⬇ Lack of disciplin[...]
		OPPORTUNITIES		THREATS
EXTERNAL	• What interesting trends are we aware of? • What good opportunities can we spot? • What are our competitors doing that we are not?	⬆ Parent support: PTA or similar ⬆ Plenty of talent to showcase ⬆ Prevalence of social media ⬆ Opportunities with STEAM & trends ⬆ StarPointe, businesses willing partners ⬆ Accessibility of Meadowcroft and historical places ⬆ Gas wells ⬆ Increasing vocational jobs in our area ⬆ Faculty willing to attend prof. dev. ⬆ NMSI and other valuable partnerships	• What obstacles do we face? Why? • Is the field of education changing and we are not? How so? • Are technological advances threatening our success? How so?	☒ Federal funding[...] ☒ Social media ☒ State and local f[...] ☒ Cyber and char[...] ☒ The family / alt[...] structures ☒ Declining enrol[...] ☒ Past practice of[...] ☒ "Helicopter" pa[...] ☒ Teacher fear of[...] ☒ Prevalence and[...] versus students[...]

The Burgettstown Area School District

District Goals and Action Plans for 2017– 2022

We believe all students can be successful learners; they have promise and potential.

We believe all students are valued and welcomed in a safe learning environment.

OUR VALUES

A dedicated professional staff

Safety

Alignment to the social melieu

OUR MISSION:

Building Ambitious Students Daily: Education for a Lifetime of Achievement.

Positive, welcoming culture

Education beyond the school day

Making a worthy investment in children

Individual worth and accomplishments

Communication based on trust and respect

Collaboration

Rich opportunities and learning experiences

Variety of instructional strategies

We believe students become life-long learners through their participation in academic, extra-curricular and community activities.

We believe the development of successful citizens is the shared responsibility of students, staff, home and community.

GOAL #1

By 2022, all Burgettstown graduates will demonstrate competence with 21st Century skills: communication, collaboration, critical thinking, problem-solving, all with a fluent use of technology.

GOAL #2

By 2022, our students' performance on standardized tests will positively correlate to their overall academic achievement in our program of studies.

GOAL #3

By 2022, all students will show high levels of engagement and ownership in their education as indicated by their improved attendance rate, higher end-of-course grades and lower discipline reports.

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	By 2021, all Burgettstown graduates will demonstrate competence with 21st Century skills: communication, collaboration, critical thinking, creativity, problem-solving, all of them with a fluent use of technology.	Strategy #1: Improve our delivery of 21st Century skills

Start	End	Title	Description
7/1/2018	6/30/2022	Modify and improve our curriculum and instruction	1. Provide time for faculty to examine our existing curriculum to see where and when 21st Century skills are already taught and practiced. Where lacking, provide time for faculty to enhance or develop curriculum maps with activities and opportunities to practice these skills. We should expect students to work on these skills at every grade level. (Consider making this an add-on to Atlas.) 2. Host "Remake Learning Days" and invite faculty to participate to recognize the kind of STEAM learning experiences and expressions of student learning we desire for all students. 3. Schedule a STEAM "Career Day" to expose our students to the job market and the requisite employability (21st Century) skills. (See also the 339 Guidance Plan for supporting plans.) 4. Align our technology-based courses to the ITSE standards. Identify and work to resolve any gaps and/or overlaps. 5. Add "Discovery Ed." virtual field trips as a resource for teachers for STEAM-related experiences.

Person Responsible	SH	S	EP	Provider	Type	App.

| Superintendent | 3.0 | 5 | 100 | Administration and Department Chairs | School Entity | Yes |

Knowledge

1. Curriculum mapping and analysis using Atlas

2. "Remake Learning Days" and invite faculty to participate to recognize the kind of STEAM learning experiences and expressions of student learning we desire for all students.

3. Align our technology-based courses to the ITSE standards. Identify and work to resolve any gaps and/or overlaps.

4. Add "Discovery Ed." virtual field trips as a resource for teachers for STEAM-related experiences.

Supportive Research

ASCD Curriculum mapping

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- 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.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops

Participant Roles	Grade Levels
• Classroom teachers • Principals / Asst. Principals • Supt / Asst Sup / School counselors	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data

LEA Goals Addressed:	By 2021, all Burgettstown graduates will demonstrate competence with 21st Century skills: communication, collaboration, critical thinking, creativity, problem-solving, all of them with a fluent use of technology.	Strategy #1: Improve our delivery of 21st Century skills

Start	End	Title	Description
6/1/2018	6/30/2022	Provide focused staff development	

- Clarify and explicate for teachers the skills of communication and collaboration. Consider public speaking and job interviewing as a valuable subset of the communication skill.
- Provide staff development on teaching problem-solving, creative and critical thinking.
- Encourage instructional "risk-taking" among staff. {That is, trying lessons where the outcomes depend on student productivity, problem-solving and creativity. Things are open-ended, with many right answers or possibilities. There is more productive noise in the room. Technology is typically necessary but not the focus.}
- Plan staff development in developing alternative forms of assessment, such as real-world projects, instead of traditional form of assessments, to challenge our students to use the skills while, at the same time, demonstrating understanding of the curriculum.
  - Explore more opportunities for student presentation of learning (example: 4th grade Wax Museum)
  - Expect at least one major project per grade level.
- Consider temporary teacher coaches or STEAM facilitator position(s) to facilitate the above.

Person Responsible	SH	S	EP	Provider	Type	App.

Superintendent	3.0	5	100	Administration and Department Chairs	School Entity	Yes

Knowledge

- Developing communication and collaboration skills for students
- Adding public speaking and job interviewing as a valuable subset of the communication skill.
- Teaching problem-solving, creative and critical thinking.
- Instructional "risk-taking" among staff. {That is, trying lessons where the outcomes depend on student productivity, problem-solving and creativity. Things are open-ended, with many right answers or possibilities. There is more productive noise in the room. Technology is typically necessary but not the focus.}
- Alternative forms of assessment, such as real-world projects, instead of traditional form of assessments, to challenge our students to use the skills while, at the same time, demonstrating understanding of the curriculum.

Supportive Research

ASCD publications on 21st Century Skills

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- 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.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format
- LEA Whole Group Presentation
- Series of Workshops
- Department Focused Presentation

Participant Roles	**Grade Levels**
• Classroom teachers • Principals / Asst. Principals • Supt / Asst Sup • School counselors	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)

Follow-up Activities	**Evaluation Methods**
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Journaling and reflecting	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Participant survey • Review of participant lesson plans

LEA Goals Addressed:	By 2021, our students' performance on standardized tests will positively correlate to their overall academic achievement in our program of studies.	Strategy #1: Improve student achievement through a 21st Century curriculum and more engaging instruction

Start	End	Title	Description
7/1/2017	6/30/2022	Modify and improve our curriculum and instruction	• As we complete our curriculum maps, use the Atlas system, and specifically the analysis tools, to examine our curriculum alignment to PA Core Standards. This will ensure we are teaching a standards-based curriculum. • ELA Steering Committee will collect data and examine our students' progress with the Wonders reading series to examine professional development needs and support teachers planning for interventions. Continue the data-analysis meetings. • Develop common assessments, which are scored collaboratively, to measure skills retained or mastered from K-12. Areas of focus: reading, writing and mathematics. • Examine our current practices to identify how we are currently assessing and measuring student understanding. Eliminate assessments which do not reflect Stage 1 of our curriculum or do not accurately measure student understanding. • Add Advanced Placement courses and other challenging programs to ensure we have multiple viable and personally fulfilling pathways for students to follow toward graduation. • The E.A.C. will consider changing procedures for extra credit. Extra credit needs to be eliminated, so grades reflect actual student understanding, not become artificially inflated. • Improve the documentation of the learner's profile for students with an I.E.P. • Carefully establish (or scaffold) accommodations for students with an I.E.P.

which appropriately support them academically but also prepare them for a testing environment when some of those accommodations cannot be used. Work to reduce, not increase, the amount of accommodations students need over the years.

- Include in our program of studies some type of seminar(s) for students on being a successful student and how to use study skills to achieve more.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent	3.0	5	100	Administration and Department chairs	School Entity	Yes

Knowledge
- Atlas mapping system, and specifically the analysis tools
- Wonders reading series
- Developing and scoring common assessments. Areas of focus: reading, writing and mathematics.
- Assessment
- Advanced Placement courses and other challenging programs
- Changing procedures for extra credit.
- Improving the documentation of the learner's profile for students with an I.E.P.
- Scaffold accommodations for students with an I.E.P.
- Seminar(s) for students on being a successful student and how to use study skills to achieve more

Supportive Research
Atlas mapping / Heidi Hayes Jacobs
Wonders Reading Program

Designed to Accomplish

For classroom teachers, school counselors and education specialists:
- 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.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops Department Focused Presentation

Participant Roles	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional	**Grade Levels**	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	**Evaluation Methods**	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Lesson modeling with mentoring
- Journaling and reflecting

professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

LEA Goals Addressed:	By 2021, our students' performance on standardized tests will positively correlate to their overall academic achievement in our program of studies.	Strategy #1: Improve student achievement through a 21st Century curriculum and more engaging instruction

Start	End	Title	Description
7/1/2018	6/30/2022	Provide focused staff development	

- Provide training on the analytic features of Atlas.
- Provide reinforcement to staff on the cycle of effective instruction.
- Facilitate teacher-to-teacher mentoring and coaching.
- Provide staff development on effective assessment practices. (See also staff development action plans for Goal #1)
- Provide staff development on the usefulness and awareness of existing data sets.
- Support the staff implementation of the district-wide weighted grading policy. Verify in MMS the process is followed with fidelity.
- K-6 should review the Kindergarten skills-based report cards to understand the expectations.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent	3.0	5	100	Administration and Department Chairs	School Entity	Yes

Knowledge	
	• Analytic features of Atlas.
	• Cycle of effective instruction.
	• Mentoring and coaching.
	• Effective assessment practices.

- Usefulness and awareness of existing data sets.
- Weighted grading policy.
- Kindergarten skills-based report cards

Supportive Research ASCD curriculum mapping knowledge base

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- 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.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format Series of Workshops
Department Focused Presentation

| **Participant Roles** | - Classroom teachers
- Principals / Asst. Principals | **Grade Levels** | - Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5) |

	• Supt / Ast Supts / CEO / Ex Dir • School counselors		• Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring • completed maps	**Evaluation Methods**	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Participant survey • Review of participant lesson plans

LEA Goals Addressed:	By 2021, all students will show high levels of engagement and ownership in their education as indicated by their improved attendance rate, higher end-of-course grades and lower discipline reports.	Strategy #1: Decrease student apathy through new 21st Century learning environments and activities.

Start	End	Title	Description
7/1/2018	6/30/2022	Modify / Improve our curriculum and instruction	

- Allow staff time to collaborate across disciplines to find strong thematic connections in our curriculum upon which projects and activities can be built. Encourage intra- and inter-departmental collaborations and shared projects.
- Increase energy level in classrooms, which will lead to increased engagement; allow productive "noise"
- Incorporate into our curriculum exposure to growth mindsets and employing grit in the learning process. Recognize students who show grit / effort.
- Improve our active participation and promotion of The Challenge Program.
- Limit the number of study halls (per day) a student can take in the high school.
- Schedule a "Career Day" to expose our students to the job market and the requisite employability (21st Century) skills. (See also the 339 Guidance Plan for supporting plans.)
- Consider adding "Field Day" types of activities for 9th – 12th graders as incentives for commitment to academics. And / Or: Incorporate more activities during the homeroom block; some examples include: pep rally, competitions, grade-level challenges, and other fun things.
- Allow "enrichment times" for deserving students in place of study halls or BDB (Blue Devil Block); examples: play cards, build Legos, play music.
- Expand the use of the "genius hour" to engage students with unique or personally interesting projects.
- Develop some kind of recognition program for students.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent	3.0	5	100	Administration and Department Chairs	School Entity	Yes

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Knowledge

- Intra- and inter-departmental collaborations and shared projects.
- Exposure to growth mindsets and employing grit in the learning process.
- "Career Day" to expose our students to the job market and the requisite employability (21st Century) skills. (See also the 339 Guidance Plan for supporting plans.)
- "Enrichment times" for deserving students
- "Genius hour" to engage students with unique or personally interesting projects.
- Recognition program for students who do well on the PSSA or Keystones

Supportive Research

Carol Dweck's Mindset research

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- 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.

For school and district

- Provides the knowledge and skills to think and plan strategically, ensuring that

administrators, and other educators seeking leadership roles:

- assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops Online-Asynchronous		
Participant Roles	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional	**Grade Levels**	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	• Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring • Journaling and reflecting	**Evaluation Methods**	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Review of participant lesson plans

LEA Goals Addressed:	By 2021, all students will show high levels of engagement and ownership in their education as indicated by their improved attendance rate, higher end-of-course grades and lower discipline reports.	Strategy #1: Decrease student apathy through new 21st Century learning environments and activities.

Start	End	Title	Description
7/1/2018	6/30/2022	Provide focused staff development	

- Include department chairs in the development of the master schedule to maximize teacher expertise and use of time.
- Expand the use of the "Early Warning System" by providing staff development as needed.
- Provide staff development and student training on Growth Mindsets and "grit."
- Provide ideas for increasing engagement through hands-on, active learning.
- Provide staff development on the ideal rapport with students to achieve maximum effort.
- Verify high school teachers understand The Challenge Program.
- Allow time for teachers to develop best practice / newest teaching strategies in their repertoire of instructional strategies.
- (Also in Goal #1) Plan staff development in developing alternative forms of assessment, such as real-world projects, instead of traditional form of assessments, to challenge our students to use the skills while, at the same time, demonstrating understanding of the curriculum.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent	3.0	5	100	Administration and Department Chairs	School Entity	Yes

Knowledge

- Use of the "Early Warning System"
- Growth Mindsets and "grit."
- Increasing engagement through hands-on, active learning.
- Student - Teacher rapport
- The Challenge Program.
- Develop best practice / newest teaching strategies in their repertoire of instructional strategies.
- Developing alternative forms of assessment, such as real-world projects, instead of traditional form of assessments.

Supportive Research	PDE's Early Warning System and Barnhardt's work on data analysis
	Dweck's work on Growth Mindsets

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	• 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.
For school and district administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops Department Focused Presentation Online-Asynchronous Professional Learning Communities		

Participant Roles	• Classroom teachers • Principals / Asst. Principals • School counselors • Paraprofessional	**Grade Levels**	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Journaling and reflecting	**Evaluation Methods**	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Participant survey • Review of participant lesson plans

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum or 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

Board President

Superintendent/Chief Executive Officer

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Board President

Superintendent/Chief Executive Officer