

Northern Bedford County SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Northern Bedford County School District		108056004
Address 1		
152 NBC Drive		
Address 2		
City	State	Zip Code
Loysburg	PA	16659
Chief School Administrator		Chief School Administrator Email
Todd Beatty		tbeatty@nbcsd.org
Single Point of Contact Name		
Todd Beatty		
Single Point of Contact Email		
tbeatty@nbcsd.org		
Single Point of Contact Phone Number		
814-766-4702		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Todd Beatty	Superintendent	NBCSD	tbeatty@nbcasd.org
Trevor Replogle	ES Principal	NBC Elementary School	treplogle@nbcasd.org
Lindsay Cherry	Special Education Supervisor	NBCSD	lcherry@nbcasd.org
Andy Barton	Parent	NBC High School	abarton@nbcasd.org
Susan Heuston	ES Teacher/Special Education	NBC Elementary School	sheuston@nbcasd.org
David Meckley	Community Member	NBC Community	davidmmeckley@gmail.com
John Leidy	Business Representative	NBC Community	jkleidy@atlanticbb.net
Randy Wiand	School Board Member	NBC Community	68gmctruck@embarqmail.com
Shawn Cerully	Administrator	NBC High School	scerully@nbcasd.org
Kendra Pritchett	Administrator	NBC Middle School	kpritchett@nbcasd.org
Lucas Miller	Staff Member	NBC Middle School	lmiller@nbcasd.org
Avery Aungst	Student	NBC High School	aaungst@nbpanthers.org

LEA Profile

The Northern Bedford County School District consists of an area of 113 square miles and is made up of six municipalities including the townships of Hopewell, Bloomfield, Woodbury, and South Woodbury and the boroughs of Hopewell and Woodbury. It is a primarily agricultural and residential area with a few businesses and light industry. According to the 2020 census, the district population is 6,730.

The school district has the following characteristics:

- It lies on a 135 acre campus with all facilities located in the same complex including a stadium, a number of athletic facilities, and several playgrounds
- The educational facilities consist of:
 - An elementary building with grade levels Pre K – 5 (constructed 1988)
 - A middle school with grade levels 6-8 (constructed 1995)
 - A high school with grade levels 9-12 (constructed 1962)
 - A vocational technical building serving grades 9-12 (constructed 1977)
- The student population has been declining slightly and now numbers approximately 890
- The staff consists of 85 professional and 35 support employees
- The school district serves as a community center for this rural area
- The percentage of free and reduced has declined in the last number of years and is now 42%
- Subgroups include economically disadvantaged, special education, and several ELL students
- The most recent PSSA/Keystones results reflect results above the state average.
- The General Fund budget is approximately \$14,000,000 and the district is 68% dependent on the state for its revenue
- The district has a reputation of sound academics while having limited fiscal resources at its disposal
- Special programs in place include the following:
 - 1:1 computing (Grades K-12)
 - Co-teaching at all levels
 - Dual enrollment (Grades 11-12)
 - RtII (Grades K-5)
 - World of Learning (K-12)
 - Four vocationally approved courses on campus
 - Access to courses at the Bedford County Tech Center (Grades 10-12)
 - A quality Pre K 4 program
 - A partnership with Head Start for a Pre K 3 and 4 year old program housed in the elementary

Mission and Vision

Mission

The mission of the Northern Bedford County School District is to uphold high standards to educate each student to be a responsible member of a global society.

Vision

We See: A school district where all students receive a quality education emphasizing skills, knowledge and character development. We

See: A school district where all employees continue to improve their skills, knowledge and procedures to meet the needs of all learners. We

See: A community of well informed citizens who support educational excellence and work in a partnership with the school community to achieve quality educational results for all students.

Educational Values

Students

Begin school prepared and ready to learn. Be respectful. Be prepared. Be on time. Positive, Respectful, Involved, Dependable, Excellent--PRIDE.

Staff

Prepare themselves each day to meet the emotional, social, and academic needs of students through continual professional development activities.

Administration

Guide the staff toward appropriate curriculum, instruction, and values by following school policies and attending appropriate professional development activities as needed.

Parents

Provide an appropriate and safe environment for children to learn at home. Being supportive of their children. Encouraging their children to do their best at school. Reinforcing the mission, vision, and values of the school district to their children and the community.

Community

Support the mission, vision, and values of the school district. Provide appropriate input to the school board and school administration to improve the operations of the district.

Other (Optional)

1. Learning is a lifelong process. 2. Parents or primary care giver are a child's earliest teachers and remain critical influences. 3. All children can learn. 4. Every child deserves the best educational opportunity the school district can provide. 5. The developmental processes of pre-school children are enhanced through school-based early childhood program services. 6. Learning is a shared responsibility among students, teachers, parents, and community. 7. School is a focal point of the community. 8. The school is a moral force that both shapes and reflects community values. 9. A safe, orderly, and disciplined environment is essential for learning. 10. Curriculum and instruction must address the differing needs and learning styles of each student. 11. The high school diploma represents the acquisition of a core of academic skills. 12. The school strives to lead the community in the use of modern technology. 13. The school fosters an environment which builds positive relationships among all students. 14. The school stresses appreciation of the varied cultural influences which shape

the world. 15. All school personnel serve as positive role models. 16. The school provides a caring influence which promotes emotional stability.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Science scores	Standardized scoring is significantly higher than the state average.
Attendance rate	Attendance is above the state average.
ELA scores	Standardized scoring is above the state average.
NOCTI scores	NOCTI scores are significantly above the state average

Challenges

Indicator	Comments/Notable Observations
PSSA math scores	We are significantly below the 2030 statewide goal.
PSSA ELA for IEP students	We are not meeting our progress measure
PSSA math for IEP students	We are not meeting our progress measure

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator NOCTI scores Grade Level(s) and/or Student Group(s) Grade 12	Comments/Notable Observations Significantly outperformed the State average.
Indicator Science PSSA and Keystone results Grade Level(s) and/or Student Group(s) Grades 4 and 8 and high school	Comments/Notable Observations Students score significantly higher than the state average each year.

Challenges

Indicator PSSA math scores Grade Level(s) and/or Student Group(s) Grades 3-5	Comments/Notable Observations We are significantly below the 2030 statewide goal.
---	---

Indicator PSSA math scores Grade Level(s) and/or Student Group(s) Grades 6-8	Comments/Notable Observations We are significantly below the 2030 statewide goal.
Indicator PSSA ELA for IEP students Grade Level(s) and/or Student Group(s) Grades 3-5	Comments/Notable Observations 70% of elementary IEP students did not meet the State progress measure.
Indicator PSSA math for IEP students Grade Level(s) and/or Student Group(s) Grades 3-5	Comments/Notable Observations 79% of elementary IEP students did not meet the State progress measure.
Indicator PSSA ELA for IEP students Grade Level(s) and/or Student Group(s) Grades 6-8	Comments/Notable Observations 69% of middle school IEP students did not meet the State progress measure.
Indicator PSSA math for IEP students Grade Level(s) and/or Student Group(s) Grades 6-8	Comments/Notable Observations 91% of middle school IEP students did not meet the State progress measure.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Attendance rate
ELA scores

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

PSSA math scores

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PVAAS	Moderate to well above growth across all tested areas.
PSSA	ELA scores are consistently higher than math scores.
Keystones	Scores are well above state average.

English Language Arts Summary

Strengths

All scores across all grade levels are significantly higher than the state average.

Challenges

Demonstrate student growth with the significantly high achievement scores.

Mathematics

Data	Comments/Notable Observations
PVAAS	Need to work on student growth.
PSSA	Math scores across the state for middle school appear to be consistently lower compared to other grade levels.
Keystones	Scores are above state average.

Mathematics Summary

Strengths

Grades 4-6, 11 are above the state average.

Challenges

Grades 7 and 8 are below the state average.

Overall, math achievement is lower than ELA.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PVASS	Growth demonstrated.

PSSA	Scores well above state average.
Keystone	Scores above state average.

Science, Technology, and Engineering Education Summary

Strengths

PSSA/Keystone results are well above state average.

Challenges

Increase student growth in biology.

Related Academics

Career Readiness

Data	Comments/Notable Observations
CEW--career education workforce	Each year grades 3-12 collect data samples for evidence in their portfolio.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
NOCTI results	

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Penn Highlands Community College

Agreement Type

Dual Credit

Program/Course Area

Various

Uploaded Files

PENN HIGHLANDS COMMUNITY COLLEGE 2023 24 DUAL CREDIT AGREEMENT.pdf

Partnering Institution

Allegheny Community College

Agreement Type

Dual Credit

Program/Course Area

Various

Uploaded Files

NBCSD ACM 2023 Coop Agreement.pdf

Partnering Institution

Saint Francis University

Agreement Type

Dual Credit

Program/Course Area

Various

Uploaded Files

Partnering Institution

Mount Aloysius University

Agreement Type

Dual Credit

Program/Course Area

Various

Uploaded Files

MOUNT ALOYSIUS COOPERATIVE AGREEMENT 2023 24.pdf

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Majority of students scored proficient on the NOCTI exam on the last exam given.
Students keep a career portfolio throughout their public school career.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Continuing high achievement on the NOCTI exams.
Continue ensuring students keep evidence of their career experiences throughout their school experience.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
PSSA scores	Our IEP students do not score well on the standardized test

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Providing a culture that creates high expectations for all students.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Closing the achievement gap for economically disadvantaged students.
Closing the achievement gap for learning support students.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	N/A
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Leverage the allocated resources to support improvement of partnerships with the school community.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Develop better partnerships with the school community.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Attendance rate	False
ELA scores	False
All scores across all grade levels are significantly higher than the state average.	True
Leverage the allocated resources to support improvement of partnerships with the school community.	False
Providing a culture that creates high expectations for all students.	True
PSSA/Keystone results are well above state average.	False
Grades 4-6, 11 are above the state average.	False
Majority of students scored proficient on the NOCTI exam on the last exam given.	True
Students keep a career portfolio throughout their public school career.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
PSSA math scores	False
PSSA math for IEP students	False
Demonstrate student growth with the significantly high achievement scores.	True
Grades 7 and 8 are below the state average.	False
Continuing high achievement on the NOCTI exams.	False
Continue ensuring students keep evidence of their career experiences throughout their school experience.	False
Increase student growth in biology.	False
Closing the achievement gap for economically disadvantaged students.	False
Closing the achievement gap for learning support students.	True
Develop better partnerships with the school community.	False

Overall, math achievement is lower than ELA.
--

True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Overall, math achievement is lower than ELA.		True
Demonstrate student growth with the significantly high achievement scores.		False
Closing the achievement gap for learning support students.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
All scores across all grade levels are significantly higher than the state average.	
Providing a culture that creates high expectations for all students.	
Majority of students scored proficient on the NOCTI exam on the last exam given.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Implement appropriate math interventions.
	Implement researched based interventions.

Goal Setting

Priority: Implement researched based interventions.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Reduce the achievement gap by 10% with learning support students in literacy.		
Measurable Goal Nickname (35 Character Max)		
The Gap		
Target Year 1	Target Year 2	Target Year 3
Students will demonstrate a 3% improvement on the achievement gap.	Students will demonstrate a 3% improvement on the achievement gap.	Reduce the achievement gap by 10% with learning support students in literacy.

Priority: Implement appropriate math interventions.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
80% of students will show a 10% improvement in their state or local math assessment performance.		
Measurable Goal Nickname (35 Character Max)		
Math Achievement		
Target Year 1	Target Year 2	Target Year 3
Students demonstrate a 3% improvement on state/local assessment.	Students demonstrate a 3% improvement on state/local assessment.	80% of students will show a 10% improvement in their state or local math assessment performance.

Action Plan

Measurable Goals

Math Achievement	The Gap
------------------	---------

Action Plan For: Wilson Reading System

Measurable Goals:
1. Reduce the achievement gap by 10% with learning support students in literacy.

Action Step		Anticipated Start/Completion Date	
Provide training for the Wilson Program		2024-04-01	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lindsay Cherry	Wilson Training material: Wilson Reading System (WRS) fourth edition step 1-6, WRS Dictation Book, WRS Letter Sound Cards, WRS Word Cards, WRS Word Element and Syllable Cards, WRS Assessment, WRS Magnetic Journal with Letter Tile.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Implement the WRS program		2024-04-01	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lindsay Cherry	Wilson Training material: Wilson Reading System (WRS) fourth edition step 1-6, WRS Dictation Book, WRS Letter Sound Cards, WRS Word Cards, WRS Word Element and Syllable Cards, WRS Assessment, WRS Magnetic Journal with Letter Tile.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
---------------------------	--

WRS is the flagship program of Wilson Language Training and the foundation of all other Wilson Programs. WRS is an intensive Tier 3 program for students in grades K-12 with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction.	Curriculum based assessments, Acadience assessments, state assessments, Wilson assessment of decoding and encoding.
---	---

Action Plan For: Carnegie math--Mathia

Measurable Goals:
2. 80% of students will show a 10% improvement in their state or local math assessment performance.

Action Step		Anticipated Start/Completion Date	
Create time in the middle school master schedule.		2024-04-01	2027-04-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kendra Pritchett	SIS for scheduling purposes	No	No
Action Step		Anticipated Start/Completion Date	
Implement Mathia during the scheduled time		2024-04-01	2027-04-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kendra Pritchett	Textbook and laptop device	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will show a 10% growth in math over the next three years.	PSSA assessments, CDTs, local assessments.

Action Plan For: GoMath

Measurable Goals:
3. 80% of students will show a 10% improvement in their state or local math assessment performance.

Action Step	Anticipated Start/Completion Date
-------------	-----------------------------------

Go Math curriculum intervention planning		2024-04-01	2027-04-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Trevor Replogle	Go Math curriculum intervention materials and iPads	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will show a 10% growth in math over the next three years.	PSSA assessments, CDTs, local assessments.

Action Plan For: GoMath

Measurable Goals:
4. 80% of students will show a 10% improvement in their state or local math assessment performance.

Action Step		Anticipated Start/Completion Date	
Go Math curriculum intervention planning		2024-04-01	2027-04-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Trevor Replogle	Go Math curriculum intervention materials and iPads	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Wilson Reading System	Provide training for the Wilson Program
GoMath	Go Math curriculum intervention planning
GoMath	Go Math curriculum intervention planning

Wilson Professional Learning

Action Step		
5. Provide training for the Wilson Program		
Audience		
Teachers		
Topics to be Included		
Wilson Reading Strategies		
Evidence of Learning		
Completion of training and successful implementation of program		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lindsay Cherry	2024-04-01	2027-04-02

Learning Format

Type of Activities	Frequency
Workshop(s)	Initial is three full days
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

GoMath Training

Action Step
6. Go Math curriculum intervention planning
Audience
Professional Staff
Topics to be Included

Go Math Instructional Strategies		
Evidence of Learning		
Completion of training and successful implementation of program		
Lead Person/Position	Anticipated Start	Anticipated Completion
Trevor Repogle	2024-04-01	2027-04-02

Learning Format

Type of Activities	Frequency
Workshop(s)	Annually
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Wilson Reading System					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers	Wilson Reading Systems	Lindsay Cherry	04/01/2024	04/02/2027
Communications					
Type of Communication			Frequency		
Email			As required		

Wilson Reading System					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers	Wilson Reading Systems	Lindsay Cherry	04/01/2024	04/02/2027
Communications					
Type of Communication			Frequency		
Email			As required		

Wilson Reading Implementation					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers	Wilson Reading Systems	Lindsay Cherry	04/01/2024	04/02/2027
Communications					
Type of Communication			Frequency		
Email			As required		

Wilson Reading Implementation					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers	Wilson Reading Systems	Lindsay Cherry	04/01/2024	04/02/2027
Communications					
Type of Communication			Frequency		
Email			As required		

Carnegie Math--Mathia					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers	Carnegie Math--Mathia interventions	Kendra Pritchett	04/01/2024	04/02/2027
Communications					
Type of Communication			Frequency		
Email			As needed.		

Carnegie Math--Mathia					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers	Carnegie Math--Mathia interventions	Kendra Pritchett	04/01/2024	04/02/2027
Communications					
Type of Communication			Frequency		
Email			As needed.		

GoMath					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers	Go Math curriculum interventions	Trevor Replogle	04/01/2024	04/02/2027
Communications					
Type of Communication			Frequency		
Email			As needed.		

GoMath					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers	Go Math curriculum interventions	Trevor Replogle	04/01/2024	04/02/2027
Communications					
Type of Communication			Frequency		
Email			As needed.		

Approvals & Signatures

Uploaded Files
7. Comp plan board approval 2024.pdf

Chief School Administrator	Date
Todd B. Beatty	2024-04-11