

Burgettstown Area SD

Comprehensive Plan | 2022 - 2025

Profile and Plan Essentials

LEA Type		AUN
Burgettstown Area School Districe		101631203
Address 1		
100 Bavington Road		
Address 2		
City	State	Zip Code
Burgettstown	Pennsylvania	15021
Chief School Administrator		Chief School Administrator Email
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Single Point of Contact Name		
Stephen P. Puskar		
Single Point of Contact Email		
spuskar@burgettstown.k12.pa.us		
Single Point of Contact Phone Number		
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Steering Committee

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LEA Profile

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.

10

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 to 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

11

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.

Mission and Vision

Mission

We, at Burgettstown Area School District, aim to create a better everyday life for students by empowering them to develop a curiosity for learning while discovering their interests.

Vision

Within a nurturing and supportive school community, Burgettstown Area School District's students will become confident, future-focused, life-long learners who proudly provide meaningful contributions to society.

Educational Values

Students

Our Students... *Are committed to being ethical and embrace respect, responsibility, and honesty as being essential values *Make the school a positive place of learning and assist in protecting the health, safety, and welfare of the school community *Through a growth mindset, embrace failure and reflect, as a way to improve. *Take ownership of one's own path to success *Take advantage of opportunities, persist through challenges, and celebrate successes

Staff

Our Staff... *Provides relevant, rigorous, and diversified instruction in a safe, equitable, inclusive learning environment *Continually analyzes student data to inform instructional practices *Supports each individuals' social, emotional, and physical well-being *Incorporates the use of appropriate technologies to expand learning opportunities *Emphasizes that student learning extends beyond the classroom walls and is a life-long process *Promote positive and collaborative partnerships between home, school, and the community *Commits to continual growth as professionals *Supports the role of the arts and all other disciplines to foster the growth of a diversified learner.

Administration

Our Administration Values: *Our Students *One's right to have a voice *Awareness, acceptance, and celebration of diversity *The abilities and contributions of all stakeholders. *The relationship between home and school by encouraging teacher/parent/student engagement *A safe, supportive learning environment *Rigor, relevance, and continuous improvement. *Attentiveness to the many facets of socio-emotional learning

Parents

Our Parents... *Support daily and timely school attendance *Maintain a positive attitude towards learning *Embrace a cooperative home-school connection between student, family, and school community *Believe A strong work ethic and will provide a learning environment at home for assignments *Support the district's character education programing *Celebrate our children's abilities and interests, and pride in personal and communal accomplishments

Community

Our Community Values... *Values each person's responsibility for the well-being of society through mutual respect and dignity. *Education as a shared responsibility of the student, home, school, and community. *High expectations in order to yield high results *Maintaining pride and positivity when speaking about out schools *The relationship between the community and the District *Sensitivity to the needs and expectations of the different people who make up the school community.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
MHS Data: Significant growth is shown for the All Student Group in ELA / Literature	
MHS Data: Maintenance of growth in Math/Algebra is shown for all student groups	
MHS Data: Students in the All Student Group for ELA scored slightly better than the state-wide average	
Elementary Data: Significant growth is shown for the All Student Group in Math	
Elementary Data: Maintenance of growth in English/Language Arts and Science/Biology is shown for all student groups	
Elementary Data: performing proficient or advanced on Science far exceeded the state-wide average and eclipsed the 2030 goal	
Elementary Data: The percent of students scoring advanced for the All Student Group in all 3 content areas is better than the state-wide average.	

Challenges

Indicator	Comments/Notable Observations
MHS Data: The percent of students scoring Advanced in ELA is significantly below the state average	
MHS Data: While not by a significant amount growth in Science/Biology for the All Student Group does not meet the State-wide growth standard of 70	
MHS Data: Students scores for the All Student Group in Math/Algebra and Science/Biology is both below the state-wide average and significantly below the 2030 goal.	
Elementary Data: Though the number of students who scored proficient for advanced in English/Language Arts and Math/Algebra is greater than the state-wide average. It is not close to being at the 2030 goal.	
MHS Data: The percent of students scoring Advanced in Math/Algebra is significantly below the state average	
MHS Data: The percent of students scoring Advanced in Science/Biology is significantly below the state average	

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

Strengths

Indicator	Comments/Notable Observations
In 21-22, the subgroup economically disadvantaged for Science/Biology rebounded from previous year Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Elementary Data	

Indicator The percentage of students scoring advanced in ELA/Literature is 1.5 times greater than the 18-19 school year Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Elementary	Comments/Notable Observations
Indicator Percentage of students scoring advanced in ELA/Literature is 1.5 times that of 18-19 Grade Level(s) and/or Student Group(s) Students with Disabilities, Elementary	Comments/Notable Observations
Indicator MHS: The percentage of students scoring advanced in Science/Biology has doubled since the 18/19 school year Grade Level(s) and/or Student Group(s) White students	Comments/Notable Observations
Indicator MHS: PVAAS growth in ELA/Literature is 10% higher than 18-19 Grade Level(s) and/or Student Group(s) White students and student with disabilities.	Comments/Notable Observations

Challenges

Indicator With PVAAS growth for Math/Algebra at 100% for the All students, 100% for white and 82% for students with disabilities continued maintenance / growth Grade Level(s) and/or Student Group(s) Elementary Level	Comments/Notable Observations
Indicator Students scoring Proficient/Advanced in white, economically disadvantaged and students with disabilities in ELA have not reached pre-pandemic levels. Grade Level(s) and/or Student Group(s) white, economically disadvantaged and students with disabilities, Elementary	Comments/Notable Observations
Indicator Students scoring Proficient/Advanced in white, economically disadvantaged and students with disabilities in Math have not reached pre-pandemic levels. Grade Level(s) and/or Student Group(s) white, economically disadvantaged and students with disabilities , Elementary	Comments/Notable Observations
Indicator Students scoring Proficient/Advanced in white, economically disadvantaged and students with disabilities in Science have not reached pre-pandemic levels. Grade Level(s) and/or Student Group(s) white, economically disadvantaged, Elementary	Comments/Notable Observations

Indicator MHS: The percentage of students scoring proficient or advanced in ELA/Literature is more than 50% lower than the 2030 goal Grade Level(s) and/or Student Group(s) Students with disabilities	Comments/Notable Observations
Indicator MHS: The percentage of students scoring proficient or advanced in ELA/Literature is more than 40% lower than the 2030 goal Grade Level(s) and/or Student Group(s) Economically Disadvantaged	Comments/Notable Observations
Indicator MHS: Math only 2.3% scored proficient/advanced in Math/Algebra Grade Level(s) and/or Student Group(s) Students w/ Disabilities	Comments/Notable Observations
Indicator MHS: Math only 17% scored proficient/advanced in Math/Algebra Grade Level(s) and/or Student Group(s) Economically Disadvantaged	Comments/Notable Observations
Indicator MHS: Only 13.6% scored proficient/advanced in Science/Biology Grade Level(s) and/or Student Group(s) Students with disabilities	Comments/Notable Observations
Indicator MHS: Only 22.98% scored proficient/advanced in Science/Biology Grade Level(s) and/or Student Group(s) Students with disabilities	Comments/Notable Observations
Indicator Elementary Data: Scoring Proficient / Advanced in Math / Algebra is only 24% Grade Level(s) and/or Student Group(s) Students with disabilities	Comments/Notable Observations
Indicator Elementary Data: Scoring Proficient / Advanced in ELA is only 22.2 Grade Level(s) and/or Student Group(s) Students with disabilities	Comments/Notable Observations

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.

MHS Data: Significant growth is shown for the All Student Group in ELA / Literature
Elementary Data: Significant growth is shown for the All Student Group in Math
Elementary Data: The percent of students scoring advanced for the All Student Group in all 3 content areas is better than the state-wide average.

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.

MHS: Math only 17% scored proficient/advanced in Math/Algebra - students with disabilities
MHS Data: The percent of students scoring Advanced in ELA is significantly below the state average
MHS Data: The percent of students scoring Advanced in Math/Algebra is significantly below the state average
Elementary Data: Scoring Proficient / Advanced in ELA is only 22.2- Students with disabilities
Elementary Data: Scoring Proficient / Advanced in Math / Algebra is only 24%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA Data from 2020-2021	
PSSA Data from 2021-2022	
Keystone Data from 2020-2021	
Keystone Data from 2021-2022	

English Language Arts Summary

Strengths

The subgroup of Economically Disadvantaged performed 16 points higher than the state average on the most recent Keystone Literature Assessments
The most recent Keystone Literature Assessments show that the students out-performed the state average in 9 of the 11 categories

Challenges

Subgroup Students with Disabilities performed below the state average on the most recent Keystone Literature Assessments
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Mathematics

Data	Comments/Notable Observations
PSSA Data from 2020-2021	
PSSA Data from 2021-2022	
Keystone Data from 2020-2021	
Keystone Data from 2021-2022	
PVAAS Data	

Mathematics Summary

Strengths

Student Performance on A.1.1.1 Operations with Real Numbers and Expressions were equivalent to the state median on the most recent Keystone Algebra Assessments
Student Performance on A.1.1.3 Linear Inequalities were equivalent to the state median on the most recent Keystone Algebra Assessments
Student Performance on A.1.2.2 Coordinate Geometry were equivalent to the state median on the most recent Keystone Algebra Assessments
Student Performance on A.1.2.3 Data Analysis were equivalent to the state median on the most recent Keystone Algebra Assessments

Challenges

Student Performance on A.1.2.1 Functions was low on the most recent Keystone Algebra Assessments. A score of 5 was needed to pass and BASD students scored at a median 2

Student Performance on A.1.1.1 Real Numbers was low on the most recent Keystone Algebra Assessments. A score of 5 was needed to pass and BASD students scored at a median 3

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Data from 2020-2021	
PSSA Data from 2021-2022	
Keystone Data from 2020-2021	
Keystone Data from 2021-2022	
PVAAS Data	

Science, Technology, and Engineering Education Summary

Strengths

Students performed better on Module One of the most recent Keystone Biology Assessments

Challenges

(Keystone Biology) Genetics and Basic Biological Principles

(Keystone Biology) Special Education Students scored mostly below basic

Related Academics

Career Readiness

Data	Comments/Notable Observations
Graduation Rates	Rate for 21-22 school year was 91.4% (statewide average 86.7%)
Percentages entering different sectors	1% Military, 9.9% Trade/Technical, Employment 15.8%
NOCTI Scores	92% of the students that took the NOCTI in 21-22 scored competent or advanced
339 Data	MHS 99.3% Elementary: 100%

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

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 FRCP plans.

Partnering Institution

Community College of Beaver County

Agreement Type

Program/Course Area

High School Academy and Dual Enrollment

Uploaded Files

CCBC.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.

The school district's response to the pandemic, with various amounts of in-person, and blended
Graduation Rate for 21-22 school year was 91.4% (statewide average 86.7%)
339 Plan for Career Artifacts: Percent of students: MHS 99.3%, Elementary: 100%
92% of the students that took the NOCTI in 21-22 scored competent or advanced

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.

A more robust cyber course offering would have the potential to keep students engaged until graduation.
The school district needs to create more partnerships in business and industry to build connections for the students as they explore career options.

Equity Considerations

English Learners

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

Students with Disabilities

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

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.

Equity consideration section is not a focus of this plan

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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.

Equity Considerations section is not a focus of this plan.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	This is optional---- note from SAS
Title 1 Program	This is optional-- note from SAS
Student Services	This is optional-- note from SAS
K-12 Guidance Plan (339 Plan)	This is optional-- note from SAS
Technology Plan	This is optional-- note from SAS
English Language Development Programs	This is optional---note from SAS

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

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.

Consideration of the whole child, and by extension the family, is at the forefront of what we do.

We do our best, on a very limited budget, to prioritize spending to maximize the benefit to students.
The recent dearth of teacher candidates has not affected our school district, and we continue to attract qualified and appropriately certified individuals to fill our professional vacancies.
Our community and our alumni base is more than willing to become involved for the betterment of the students specifically and the District, generally.

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.

Creating a culture of high expectations and and success for all students must become a priority of every employee.
Communication with families, while improving, can continue to be improved, especially at the teacher-student level. A more personalized approach, with less reliance on e-mail or electronic gradebook and more on one-on-one conversations with parents and guardians would serve the mission and vision well.
Students' social-emotional response to the COVID-19 pandemic continues to be an area of focus.
The lack of a complete and written Standards aligned curriculum, K-12 hinders vertical and horizontal course alignment and content delivery.
The implementation of evidenced based strategies suffers from a lack of fidelity across grade levels (at the elementary) and content levels at the middle/high school level.

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
MHS Data: Significant growth is shown for the All Student Group in ELA / Literature	True
Elementary Data: Significant growth is shown for the All Student Group in Math	True
Elementary Data: The percent of students scoring advanced for the All Student Group in all 3 content areas is better than the state-wide average.	True
The subgroup of Economically Disadvantaged performed 16 points higher than the state average on the most recent Keystone Literature Assessments	False
The most recent Keystone Literature Assessments show that the students out-performed the state average in 9 of the 11 categories	False
Students performed better on Module One of the most recent Keystone Biology Assessments	False
Student Performance on A.1.1.1 Operations with Real Numbers and Expressions were equivalent to the state median on the most recent Keystone Algebra Assessments	False
Student Performance on A.1.1.3 Linear Inequalities were equivalent to the state median on the most recent Keystone Algebra Assessments	False
Student Performance on A.1.2.2 Coordinate Geometry were equivalent to the state median on the most recent Keystone Algebra Assessments	False
Student Performance on A.1.2.3 Data Analysis were equivalent to the state median on the most recent Keystone Algebra Assessments	False
Consideration of the whole child, and by extension the family, is at the forefront of what we do.	True
We do our best, on a very limited budget, to prioritize spending to maximize the benefit to students.	False
The recent dearth of teacher candidates has not affected our school district, and we continue to attract qualified and appropriately certified individuals to fill our professional vacancies.	False
Our community and our alumni base is more than willing to become involved for the betterment of the students specifically and the District, generally.	False
The school district's response to the pandemic, with various amounts of in-person, and blended	False
Graduation Rate for 21-22 school year was 91.4% (statewide average 86.7%)	True
339 Plan for Career Artifacts: Percent of students: MHS 99.3%, Elementary: 100%	True
92% of the students that took the NOCTI in 21-22 scored competent or advanced	True
Equity consideration section is not a focus of this plan	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
MHS: Math only 17% scored proficient/advanced in Math/Algebra - students with disabilities	True
MHS Data: The percent of students scoring Advanced in ELA is significantly below the state average	True
MHS Data: The percent of students scoring Advanced in Math/Algebra is significantly below the state average	True
Elementary Data: Scoring Proficient / Advanced in ELA is only 22.2- Students with disabilities	True
Subgroup Students with Disabilities performed below the state average on the most recent Keystone Literature Assessments	True
(Keystone Biology) Genetics and Basic Biological Principles	False
(Keystone Biology) Special Education Students scored mostly below basic	True
Student Performance on A.1.2.1 Functions was low on the most recent Keystone Algebra Assessments. A score of 5 was needed to pass and BASD students scored at a median 2	False
Student Performance on A.1.1.1 Real Numbers was low on the most recent Keystone Algebra Assessments. A score of 5 was needed to pass and BASD students scored at a median 3	False
Creating a culture of high expectations and and success for all students must become a priority of every employee.	True
Communication with families, while improving, can continue to be improved, especially at the teacher-student level. A more personalized approach, with less reliance on e-mail or electronic gradebook and more on one-on-one conversations with parents and guardians would serve the mission and vision well.	True
A more robust cyber course offering would have the potential to keep students engaged until graduation.	False
The school district needs to create more partnerships in business and industry to build connections for the students as they explore career options.	True
Students' social-emotional response to the COVID-19 pandemic continues to be an area of focus.	True
The lack of a complete and written Standards aligned curriculum, K-12 hinders vertical and horizontal course alignment and content delivery.	True
The implementation of evidenced based strategies suffers from a lack of fidelity across grade levels (at the elementary) and content levels at the middle/high school level.	True
Elementary Data: Scoring Proficient / Advanced in Math / Algebra is only 24%	True
Equity Considerations section is not a focus of this plan.	False

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
Subgroup Students with Disabilities performed below the state average on the most recent Keystone Literature Assessments		False
(Keystone Biology) Special Education Students scored mostly below basic		False
Creating a culture of high expectations and and success for all students must become a priority of every employee.		False
Communication with families, while improving, can continue to be improved, especially at the teacher-student level. A more personalized approach, with less reliance on e-mail or electronic gradebook and more on one-on-one conversations with parents and guardians would serve the mission and vision well.		False
The school district needs to create more partnerships in business and industry to build connections for the students as they explore career options.		False
Students' social-emotional response to the COVID-19 pandemic continues to be an area of focus.	A rise in post-pandemic related traumas, there has been a significant increase in the need for social-emotional learning.	True
The lack of a complete and written Standards aligned curriculum, K-12 hinders vertical and horizontal course alignment and content delivery.	In response to the pandemic, curriculum will need adjusted and realigned. Standards need reviewed.	True
The implementation of evidenced based strategies suffers from a lack of fidelity across grade levels (at the elementary) and content levels at the middle/high school level.		False
MHS: Math only 17% scored proficient/advanced in Math/Algebra - students with disabilities		False
MHS Data: The percent of students scoring Advanced in ELA is significantly below the state average		False
MHS Data: The percent of students scoring Advanced in Math/Algebra is significantly below the state average	The district will need to look at the current curriculum at each grade level, along with unpacking the standards.	True
Elementary Data: Scoring Proficient / Advanced in ELA is only 22.2- Students with disabilities		False
Elementary Data: Scoring Proficient / Advanced in Math / Algebra is only 24%		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Consideration of the whole child, and by extension the family, is at the forefront of what we do.	
MHS Data: Significant growth is shown for the All Student Group in ELA / Literature	

Elementary Data: Significant growth is shown for the All Student Group in Math	
Elementary Data: The percent of students scoring advanced for the All Student Group in all 3 content areas is better than the state-wide average.	
Graduation Rate for 21-22 school year was 91.4% (statewide average 86.7%)	
339 Plan for Career Artifacts: Percent of students: MHS 99.3%, Elementary: 100%	
92% of the students that took the NOCTI in 21-22 scored competent or advanced	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	A rise in post-pandemic related traumas, there has been a significant increase in the need for social-emotional learning.
	In response to the pandemic and to address unfinished teaching, our curriculum will need adjusted and realigned as well as standards reviewed at all levels.
	In order to increase the percentage of students scoring Proficient or Advanced, a comprehensive approach to a data informed environment, awareness of eligible content, and pacing of the delivery of the written and taught curriculum needs to occur.

Goal Setting

Priority:

Outcome Category		
Other		
Measurable Goal Statement (Smart Goal)		
N/A		
Measurable Goal Nickname (35 Character Max)		
N/A		
Target Year 1	Target Year 2	Target Year 3
N/A	N/A	N/A

Priority: In response to the pandemic and to address unfinished teaching, our curriculum will need adjusted and realigned as well as standards reviewed at all levels.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Students in grades 6-12 will meet or exceed the state-wide 2030 goal for the percent of proficient or advanced in Math.		
Measurable Goal Nickname (35 Character Max)		
Math/Algebra 2030 Goal		
Target Year 1	Target Year 2	Target Year 3
The percent of students scoring Proficient or Advanced in grades 6, 7 and 8 as well as those enrolled in Algebra will be at 45%	The percent of students scoring Proficient or Advanced in grades 6, 7 and 8 as well as those enrolled in Algebra will be at 60%	Students in grades 6-12 will meet or exceed the state-wide 2030 goal for the percent of proficient or advanced in Math.

Priority: A rise in post-pandemic related traumas, there has been a significant increase in the need for social-emotional learning.

Outcome Category		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
100% of students in grade K-12 will participate in weekly 7 Mindset lessons focused on Socio-Emotional Learning Topics		
Measurable Goal Nickname (35 Character Max)		
7 Mindsets		
Target Year 1	Target Year 2	Target Year 3
100% of students in grade K-12 will participate in weekly 7 Mindset lessons focused on Socio-	100% of students in grade K-12 will participate in weekly 7 Mindset lessons focused on Socio-	100% of students in grade K-12 will participate in weekly 7 Mindset lessons focused on Socio-

Emotional Learning Topics	Emotional Learning Topics	Emotional Learning Topics
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Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
100% of the students in grade K-12 will participate in lessons, assemblies and/or activities focused on school culture and climate.		
Measurable Goal Nickname (35 Character Max)		
School Culture		
Target Year 1	Target Year 2	Target Year 3
100% of the students in grade K-12 will participate in lessons, assemblies and/or activities focused on school culture and climate.	100% of the students in grade K-12 will participate in lessons, assemblies and/or activities focused on school culture and climate.	100% of the students in grade K-12 will participate in lessons, assemblies and/or activities focused on school culture and climate.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
100% of teachers and staff will participate in training in topics related to Trauma Informed approaches to education		
Measurable Goal Nickname (35 Character Max)		
Trauma Informed		
Target Year 1	Target Year 2	Target Year 3
100% of teachers and staff will participate in training in topics related to Trauma Informed approaches to education	100% of teachers and staff will participate in training in topics related to Trauma Informed approaches to education	100% of teachers and staff will participate in training in topics related to Trauma Informed approaches to education

Priority: In order to increase the percentage of students scoring Proficient or Advanced, a comprehensive approach to a data informed environment, awareness of eligible content, and pacing of the delivery of the written and taught curriculum needs to occur.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
All state assessment, local assessment and related academic data will be warehoused and utilized to inform instruction.		
Measurable Goal Nickname (35 Character Max)		
Data Systems		
Target Year 1	Target Year 2	Target Year 3

100% of the previous five years of state assessment data will be warehoused and training on it's analysis will occur.	100% of the previous five years of state assessment data will be warehoused and training on it's analysis will occur.	All state assessment, local assessment and related academic data will be warehoused and utilized to inform instruction.
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Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
All Math faculty will increase their awareness and understanding of multiple teaching strategies related to teaching within the Math content areas.		
Measurable Goal Nickname (35 Character Max)		
Pedagogy		
Target Year 1	Target Year 2	Target Year 3
All Math faculty will increase their awareness and understanding of multiple teaching strategies related to teaching within the Math content areas.	All Math faculty will increase their awareness and understanding of multiple teaching strategies related to teaching within the Math content areas.	All Math faculty will increase their awareness and understanding of multiple teaching strategies related to teaching within the Math content areas.

Action Plan

Measurable Goals

Math/Algebra 2030 Goal	Data Systems
7 Mindsets	Pedagogy
N/A	School Culture
Trauma Informed	

Action Plan For: Social-Emotional Learning

Measurable Goals:
<ul style="list-style-type: none"> • 100% of teachers and staff will participate in training in topics related to Trauma Informed approaches to education • 100% of the students in grade K-12 will participate in lessons, assemblies and/or activities focused on school culture and climate. • 100% of students in grade K-12 will participate in weekly 7 Mindset lessons focused on Socio-Emotional Learning Topics

Action Step		Anticipated Start/Completion Date	
Weekly Lessons for 7 Mindsets		2022-08-24	2023-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Melissa Ferencuha / Assistant to the Superintendent	7 Mindsets Website / Training Materials presented by company	Yes	No
Action Step		Anticipated Start/Completion Date	
Increasing culture through assemblies and positive culture building activities		2022-08-24	2023-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Melissa Ferencuha / Assistant to the Superintendent	Elec Simone assembly, Joe Klimchak assembly, Grief awareness day, Kindness day, spirit weeks, elementary school-wide fall festival, PASS survey	No	Yes
Action Step		Anticipated Start/Completion Date	
Trauma Informed Training for staff		2022-08-23	2022-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Melissa Ferencuha / Assistant to the Superintendent	IU1 Trainer	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease in truancy, decrease in disciplinary referrals, decrease in referrals to SAP	Faculty Meeting agendas, 7 Mindsets user data, PASS survey results

Action Plan For: Math Achievement

Measurable Goals:
<ul style="list-style-type: none"> Students in grades 6-12 will meet or exceed the state-wide 2030 goal for the percent of proficient or advanced in Math. All Math faculty will increase their awareness and understanding of multiple teaching strategies related to teaching within the Math content areas. All state assessment, local assessment and related academic data will be warehoused and utilized to inform instruction.

Action Step		Anticipated Start/Completion Date	
Identify and purchases data warehousing program / license		2022-07-05	2022-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chris Navadauskas	EdInsight website/consultants	Yes	No
Action Step		Anticipated Start/Completion Date	
Upload State assessment Data and relevant local data to the chosen data warehouse		2022-08-01	2025-06-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chris Navadauskas	EdInsight Website		Yes
Action Step		Anticipated Start/Completion Date	
Training for entire staff in the use of EdInsight		2023-01-23	2023-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals: Brian Fadden and Melissa Mankey	Edinsight Training Materials	Yes	No
Action Step		Anticipated Start/Completion Date	
Monthly Data meetings to analyze data provided by EdInsight		2023-01-30	2023-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals: Brian Fadden and Melissa Mankey	Edinsight Training Materials	No	Yes
Action Step		Anticipated Start/Completion Date	
Submission of weekly snapshots of lessons that include references to standards and outline of delivery methods		2023-08-28	2025-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals: Brian Fadden and	Google Docs		Yes

Melissa Mankey			
Action Step		Anticipated Start/Completion Date	
Teaching strategy workshops		2023-01-03	2025-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Melissa Ferencuha / Assistant to the Superintendent	Listing IU course offerings, Needs assessment survey based on instructional practices, SAS portal, PaTTAn training	Yes	No
Action Step		Anticipated Start/Completion Date	
Teacher Evaluations within the Act 13 framework		2023-01-03	2025-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals: Brian Fadden and Melissa Mankey	Teacher effectiveness training through the IU, Schedule/calendar of observations, listing of instructional I and II teachers	Yes	No
Action Step		Anticipated Start/Completion Date	
Mapping of the Mathematics Curriculum K-12 and alignment of said curriculum vertically and horizontally.		2023-01-04	2025-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Melissa Ferencuha / Assistant to the Superintendent	Time for departments to meet to align their curriculums. Standards and Eligible content provided on SAS	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All students in grade 6-12 will meet the measurable goal	Annually review PSSA and Keystone Data, review Pa future ready index report, EdInsight user report, cataloguing of the written curriculum

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Social-Emotional Learning	Weekly Lessons for 7 Mindsets
Social-Emotional Learning	Trauma Informed Training for staff
Math Achievement	Identify and purchases data warehousing program / license
Math Achievement	Training for entire staff in the use of EdInsight
Math Achievement	Teaching strategy workshops
Math Achievement	Teacher Evaluations within the Act 13 framework

7 Mindsets Training

Action Step		
<ul style="list-style-type: none"> Weekly Lessons for 7 Mindsets 		
Audience		
All faculty		
Topics to be Included		
Everything is Possible, Passion First, We are Connected, 100% Accountable, Attitude of Gratitude, Live to Give and The Time is Now		
Evidence of Learning		
Completed 7 Mindsets weekly lesson		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals: Melissa Mankey and Brian Fadden	2022-08-29	2025-06-04

Learning Format

Type of Activities	Frequency
Workshop(s)	Annual
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3a: Communicating with Students 2a: Creating an Environment of Respect and Rapport 3b: Using Questioning and Discussion Techniques 2d: Managing Student Behavior 1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	

Trauma Informed Training

Action Step		
<ul style="list-style-type: none"> Trauma Informed Training for staff 		
Audience		
All staff		
Topics to be Included		
What trauma is, how trauma impacts students' work, way in which educators can create trauma-sensitive environments.		
Evidence of Learning		
Teachers demonstrate an understanding of trauma triggers, supporting students experiencing trauma and the impacts of the pandemic on children.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Melissa Ferencuha/ Assistant to the Superintendent	2022-08-23	2022-08-23

Learning Format

Type of Activities	Frequency
Workshop(s)	6 Hours
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	

EdInsight Training

Action Step		
<ul style="list-style-type: none"> Training for entire staff in the use of EdInsight 		
Audience		
All faculty		
Topics to be Included		
Understanding the site, view data and read reports.		
Evidence of Learning		
Teachers successfully utilizing the data in meetings as well as positive change in student achievement.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2023-01-04	2025-06-04

Learning Format

Type of Activities	Frequency
Workshop(s)	Annually
Observation and Practice Framework Met in this Plan	

- 3a: Communicating with Students
- 4b: Maintaining Accurate Records
- 2b: Establishing a Culture for Learning
- 1d: Demonstrating Knowledge of Resources
- 3d: Using Assessment in Instruction
- 1c: Setting Instructional Outcomes
- 4c: Communicating with Families

This Step Meets the Requirements of State Required Trainings

Math Teacher Workshops

Action Step		
<ul style="list-style-type: none"> • Teaching strategy workshops 		
Audience		
Math Teachers grades 6-12		
Topics to be Included		
Bias in the classroom, addressing learning gaps, assessment strategies, flexible and responsive teaching, classroom communication, designing lessons, unit and learning activities, depth of knowledge, instruction assessment accommodations to meet individual student needs.		
Evidence of Learning		
Successful completion of PD sessions, increase of student achievement, decrease in disciplinary referrals.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Melissa Ferencuha / Assistant to Superintendent	2023-01-04	2025-06-23

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly Meetings
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 4e: Growing and Developing Professionally • 1f: Designing Student Assessments • 4a: Reflecting on Teaching • 1a: Demonstrating Knowledge of Content and Pedagogy • 3b: Using Questioning and Discussion Techniques • 1d: Demonstrating Knowledge of Resources • 3d: Using Assessment in Instruction • 2b: Establishing a Culture for Learning • 1b: Demonstrating Knowledge of Students 	

- 3c: Engaging Students in Learning

This Step Meets the Requirements of State Required Trainings

Act 13 Training

Action Step		
<ul style="list-style-type: none"> • Teacher Evaluations within the Act 13 framework 		
Audience		
All faculty		
Topics to be Included		
Overview Act 13 of 2020, Performance measures, Weighted values, Communication between teacher and evaluator, Timelines		
Evidence of Learning		
Appropriate composition of the teachers' written part of the evaluation process and delivery of observed instruction at a satisfactory level		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2023-01-04	2025-06-03

Learning Format

Type of Activities	Frequency
Workshop(s)	Yearly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 4e: Growing and Developing Professionally • 4a: Reflecting on Teaching 	
This Step Meets the Requirements of State Required Trainings	

Language and Literacy Acquisition for All Students

Action Step		
<ul style="list-style-type: none"> • Teaching strategy workshops 		
Audience		
All teachers grades K-12		
Topics to be Included		
Structured Literacy: Phonological and Phonemic Awareness, phonics and word recognition, automatic fluent readers of text, vocabulary, listening and reading comprehension, written expression, essential principals and practices,		
Evidence of Learning		
Completion of the 10 hour PDE SAS training.		
Lead Person/Position	Anticipated Start	Anticipated Completion

Melissa Ferencuha/Assistant to the Superintendent	2023-08-28	2024-05-28
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Learning Format

Type of Activities	Frequency
Workshop(s)	10 hours
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Teaching Diverse Learners through Inclusive settings

Action Step		
<ul style="list-style-type: none"> Teaching strategy workshops 		
Audience		
All teachers grades K-12		
Topics to be Included		
Equity: Student access to resources, appropriate rigor, inclusion, engagement within a community, equal worth, honoring dignity, belonging. Belonging: experience an appreciation, validation, acceptance, and fair treatment.		
Evidence of Learning		
Complete the workshops provided through the district.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Melissa Ferencuha/ Assistant to the Superintendent	2023-08-28	2024-05-28

Learning Format

Type of Activities	Frequency
Seminar(s)	Training throughout the year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Social-Emotional Learning					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Increasing culture through assemblies and positive culture building activities 	Students grades K-12 and staff	Bullying Prevention, Tolerance/Acceptance, Resiliency, Kindness	Melissa Ferencuha/ Assistant to the Superintendent	08/29/2022	06/03/2025
Communications					
Type of Communication			Frequency		
Presentation			Annually		
Newsletter			Weekly Smore: Facebook/Website		

Math Achievement

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Upload State assessment Data and relevant local data to the chosen data warehouse • Monthly Data meetings to analyze data provided by EdInsight • Submission of weekly snapshots of lessons that include references to standards and outline of delivery methods • Mapping of the Mathematics Curriculum K-12 and alignment of said curriculum vertically and horizontally. 	All staff and students grades K-12	Edinsight Data reading/analysis, lesson planning, department meetings for curriculum	Building Principals	08/29/2022	06/04/2025

Communications

Type of Communication	Frequency
Presentation	Monthly to Annually

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">22-25 Comprehensive Plan Board Affirmation Statement.pdf

Chief School Administrator	Date
Stephen P. Puskar	2023-03-16