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## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Burgettstown Area School Districe		101631203
<b>Address 1</b>		
100 Bavington Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Burgettstown	Pennsylvania	15021
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Stephen P. Puskar		spuskar@burgettstown.k12.pa.us
<b>Single Point of Contact Name</b>		
Stephen P. Puskar		
<b>Single Point of Contact Email</b>		
spuskar@burgettstown.k12.pa.us		
<b>Single Point of Contact Phone Number</b>		
7249478136		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Stephen Puskar	Administrator	District Office	spuskar@burgettstown.k12.pa.us
Melissa Ferencuha	Administrator	District Office	mferencuha@burgettstown.k12.pa.us
Shaun Cooke	Administrator	Burgettstown Middle High School	bfadden@burgettstown.k12.pa.us
Melissa Mankey	Administrator	Burgettstown Area Elementary Center	mmankey@burgettstown.k12.pa.us
Amy Lemmon	Parent	Burgettstown Area School District	alemmon@burgettstown.k12.pa.us
Nick Tasz	Board Member	Burgettstown Area School District	ntasz@burgettstown.k12.pa.us
William Price	Board Member	Burgettstown Area School District	wprice@burgettstown.k12.pa.us
Alyssa Nardone	Staff Member	Burgettstown Area School District	anardone@burgettstown.k12.pa.us
Melissa Nonack	Staff Member	Burgettstown Area School District	mnonack@burgettstown.k12.pa.us
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Anita Boni	Community Member	Burgettstown Area School District	aboni@burgettstown.k12.pa.us
Kourtney Mollis	Parent	Burgettstown Area School District	cmollis@burgettstown.k12.pa.us
Lucas Rendulic	Staff Member	Burgettstown Area School District	lrendulic@burgettstown.k12.pa.us
Dawn Baloga	Staff Member	Burgettstown Area School District	dbaloga@burgettstown.k12.pa.us
Heather Shaffer	Staff Member	Burgettstown Area School District	hshaffer@burgettstown.k12.pa.us
Maria Shaffer	Administrator	Burgettstown Area School District	mshaffer@burgettstown.12.pa.us

## LEA Profile

### Burgettstown Area School District

Located in northern Washington County, southwestern Pennsylvania, the **Burgettstown Area School District** serves a close-knit rural community. The district encompasses four municipalities: the **Borough of Burgettstown** and the **Townships of Smith, Hanover, and Jefferson**. As of February 2025, approximately **930 students** in grades K-12 are enrolled across two schools:

- **Burgettstown Area Elementary Center (K-5)**
- **Burgettstown Area Middle/High School (6-12)**

The middle and high school students are housed in separate academic wings but share essential services. Both buildings are located on the same campus along **Bavington Road**, fostering collaboration among students, faculty, and staff.

### Academic Excellence & Student Support

Burgettstown Area School District is committed to academic excellence and student success. Key highlights include:

- **Technology Integration:** As a **one-to-one electronic device district**, all students receive a **Chromebook**, and teachers are equipped with laptops or desktops. Classrooms feature **interactive flat-panel display boards**, iPads, and personal readers.
- **Guidance & Support Services:** Full-time guidance counselors serve grades K-5, 6-8, and 9-12. Both schools have dedicated **nurses**, and students benefit from mentoring, tutoring, and gifted programs.
- **Library & Research Access:** The district is a proud member of **ACCESS PA Library** and **Power Library** services.

### Curriculum & Academic Programs

- **Advanced Placement (AP) Courses:** English, Biology, German, Psychology, and American History.
- **Dual Enrollment:** High school students can earn college credits through partnerships with **local post-secondary institutions**.
- **Middle School Philosophy:** The grades 6-8 program emphasizes a **developmentally responsive approach** to education.
- **Honors & Career Pathways:** The high school offers **honors courses**, a **Work Release Program**, **Career & Technology Training**, and a **Dual Enrollment Program**.
- **Title I Support:** The **Elementary Center** is a **Title I school** with additional reading specialists to ensure students reach their full potential.

### Innovation in Learning

Burgettstown is dedicated to preparing students for **21st-century challenges** with:

- **One-to-One Chromebook Initiative:** Middle school students use personal Chromebooks for both in-class and remote learning.
- **McGraw Hill “Wonders” Reading Program:** A technology-driven **English Language Arts** curriculum with an intervention component for struggling readers.

- **S.T.E.M. & Science Innovation:** The district participates in the **Intermediate Unit 1 “Science Matters” program**, providing **hands-on, problem-solving science education** for K-5 students. Each science unit incorporates real-world experiments, strengthening students’ skills in **Science, Technology, Engineering, and Math (S.T.E.M.)**.

### **Cyber Services & Alternative Learning**

To address the **rising enrollment in cyber charter schools** and meet the needs of at-risk students, the district has developed a **Cyber Services Program**, offering:

- **Summer school & credit recovery options**
- **Blended learning (“click-and-brick”) opportunities**
- **Dual enrollment through online college courses**
- **A district-run cyber school option**
- **Alternative education for students with behavioral challenges**

### **A Commitment to Student Growth**

Burgettstown Area School District is dedicated to creating an educational environment where students are **curious, engaged, and inspired to learn**. Through strategic curriculum development, technology integration, and personalized student support, we empower students to reach their full potential.

We invite you to **join us in shaping the future of Burgettstown students**—where curiosity leads to achievement, and learning lasts a lifetime.

## **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.

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## Educational Values

### Students

- Demonstrate ethical behavior by embracing respect, responsibility, and honesty as core values.
- Contribute to a positive school climate by helping maintain the health, safety, and well-being of the school community.
- View challenges and failure as opportunities for reflection, learning, and growth through a growth mindset.
- Take ownership of their personal learning journey and define their own paths to success.
- Seek out opportunities, persevere through obstacles, and take pride in their accomplishments.
- Embrace the responsible use of emerging technologies, including Artificial Intelligence, to enhance learning and problem-solving.

### Staff

- Deliver relevant, rigorous, and differentiated instruction in a safe, inclusive, and equitable environment.
- Use data-driven decision-making to inform and improve instructional practices.
- Prioritize the social, emotional, and physical well-being of every student.
- Integrate appropriate and innovative technologies, including Artificial Intelligence tools, to expand access to personalized learning opportunities.
- Reinforce that learning is a life-long process that extends beyond the classroom.
- Foster positive, collaborative partnerships among home, school, and the greater community.
- Commit to continuous professional development and reflection.
- Support the value of all academic disciplines, including the arts, to develop well-rounded, diverse learners.
- Stay informed and reflective about the ethical use of Artificial Intelligence in education to support both teaching and student success.

### Administration

- Prioritizes the individuality, voice, and potential of every student.
- Promotes the right of all stakeholders to be heard, respected, and valued.
- Embraces, accepts, and celebrates diversity in all its forms.
- Recognizes and supports the strengths and contributions of all members of the school community.
- Encourages strong partnerships among students, families, teachers, and the broader community.
- Ensures a safe, supportive, and inclusive learning environment for all learners.
- Upholds high expectations for rigor, relevance, and continuous improvement.
- Values and promotes social-emotional learning as essential to student development and success.
- Supports the thoughtful, ethical use of Artificial Intelligence to enhance teaching, learning, and district operations while maintaining equity and data privacy.

### Parents

- Encourage daily, timely attendance to support academic success.
- Model and promote a positive attitude toward education and lifelong learning.
- Support strong communication and collaboration between home and school.
- Value a strong work ethic and help provide a supportive home environment for learning and completing assignments.
- Support and reinforce the district's character education initiatives.
- Celebrate and take pride in their children's individual talents, achievements, and passions.
- Encourage curiosity and responsible exploration of technology, including the use of Artificial Intelligence as a tool for learning and discovery.

## **Community**

- Upholds each individual's responsibility to contribute to a respectful, dignified, and caring society. • Recognizes education as a shared responsibility among students, families, schools, and the broader community. • Believes that setting high expectations leads to strong outcomes and student success. • Maintains pride in and speaks positively about our schools, staff, and students. • Supports a strong, collaborative relationship between the community and the school district. • Respects and responds to the diverse needs, cultures, and expectations of all members of the school community. • Encourages the ethical, equitable, and innovative use of Artificial Intelligence to support education, enhance communication, and strengthen community engagement.

## **Other (Optional)**

Omit selected.



## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
MHS: The all-student group continues to meet the standard demonstrating growth in ELA	
MHS: The all-student group continues to meet the standard for growth in Mathematics / Algebra	
MHS: All students and each subgroup with a sufficient sample shows year-over-year growth in the percent of students proficient or advanced in math for every year post-pandemic	
BAEC: The number of students proficient or advanced in Science eclipsed the state-wide average and exceeded the 2033 goal.	
BAEC: The number of students proficient or advanced in Math and ELA exceeded the state-wide average.	
BAEC: As it pertains to growth: the performance in ELA and Math eclipses the state-wide average and exceeds the state-wide growth standard	
BAEC: As pertains to growth the Science exceeded the state-wide growth standard.	

#### Challenges

Indicator	Comments/Notable Observations
MHS: In ELA the percentage of students proficient and advanced in the all-student group as well as the subgroups with sufficient samples have decreased except for students with disabilities.	
BAEC and MHS: The percentage of all students scoring proficient or advanced in Math did not meet the interim goal/ Improvement target	
MHS: The all-student group did not meet the state academic growth score in Biology/Science	
BAEC: The percent of students proficient or advanced in Math for the subgroup of economically disadvantaged decreased 22-23 to 23-24	
BAEC and MHS: The percentage of all students scoring proficient or advanced in ELA did not meet the interim goal/ Improvement target	
MHS: The percentage of all students scoring proficient or advanced in Science did not meet the interim goal/ Improvement target	

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

#### Strengths

Indicator	Comments/Notable
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<p>MHS: The student with disability subgroup grew from the 22-23 school year through the 23-24 school year in both ELA and Science.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Disability subgroup, MHS</p>	<b>Observations</b>
<p><b>Indicator</b> MHS: All subgroups in Math/Algebra 1 increased every year of the expiring comprehensive plan.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> MHS, Math / Algebra all sub groups</p>	<b>Comments/Notable Observations</b>
<p><b>Indicator</b> Elementary: All subgroups increased from the prior year with the all-student group and the white group performing better than the 2033 goal.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Elementary, all subgroups, white group</p>	<b>Comments/Notable Observations</b>
<p><b>Indicator</b> Elementary: ELA: all subgroups continue to increase from the prior year.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Elementary, all subgroups</p>	<b>Comments/Notable Observations</b>

### Challenges

<p><b>Indicator</b> MHS: The pass rate for MHS has been below 20% for the past four years</p> <p><b>Grade Level(s) and/or Student Group(s)</b> 8th Grade/ All student</p>	<b>Comments/Notable Observations</b>
<p><b>Indicator</b> MHS: The Algebra students had a 17% pass rate in the 2023-2024 school year.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> 8th and 9th grade / All student group</p>	<b>Comments/Notable Observations</b>
<p><b>Indicator</b> Elementary: The economically disadvantaged in Math has remained stagnant- with less than 50% performing in the proficient/advanced range.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Elementary, economically disadvantaged</p>	<b>Comments/Notable Observations</b>
<p><b>Indicator</b> Elementary: In ELA, the performance percentage of students with disabilities remains below all groups.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Elementary, students with disabilities.</p>	<b>Comments/Notable Observations</b>

## 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: The all-student group continues to meet the standard demonstrating growth in ELA
MHS: The all-student group continues to meet the standard for growth in Mathematics / Algebra
BAEC: The number of students proficient or advanced in Science eclipsed the state-wide average and exceeded the 2033 goal.
BAEC: As it pertains to growth: the performance in ELA and Math eclipses the state-wide average and exceeds the state-wide growth standard

### 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.

BAEC and MHS: The percentage of all students scoring proficient or advanced in Math did not meet the interim goal/ Improvement target
MHS: The all-student group did not meet the state academic growth score in Biology/Science
BAEC and MHS: The percentage of all students scoring proficient or advanced in ELA did not meet the interim goal/ Improvement target
MHS: The percentage of all students scoring proficient or advanced in Science did not meet the interim goal/ Improvement target

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
MHS: CDT	Some growth was seen in year one of the CDT data.
MHS: CommonLit	75% of the students were performing below grade level.
Elementary: Acadience	Data is showing that most students are below grade level.

### English Language Arts Summary

#### Strengths

CDT data is correlating with the PSSA's allowing the district to provide the students with standards-based learning through interventions.
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#### Challenges

At the elementary level, the data viewed in acadience has shown over 50% of our students are performing below grade level.
CommonLit: At the MHS level students over 60% of students are performing below grade level.

### Mathematics

Data	Comments/Notable Observations
MHS CDT	The data shows some growth at the MHS.
Elementary Acadience	Around 55% of students are showing growth at the at and above grade level.

### Mathematics Summary

#### Strengths

Acadience Math data continues to show growth as well as over half the students scoring at or above the grade level.
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#### Challenges

Less than half of the MHS students are scoring at grade level on the CDT's
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### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
MHS and Elementary CDT	Will be implemented in the 24-25 school year

## Science, Technology, and Engineering Education Summary

### Strengths

The implementation of the CDT's for the 2024-2025 school year

### Challenges

Updating a K-12 curriculum to the STEELs standards

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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
SmartFutures	Over 90% of the students are completing the state required artifacts.

### 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 FRCPP plans.

### Partnering Institution

Community College of Beaver County

### Agreement Type

Dual Credit

**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.

Graduation rate for the 23-24 school year for the four year cohort was 95.6%
98.6 % of our students met the career standards benchmark at the Elementary Level and 99.3% of the students at the HS met the career standards benchmark.
92.3% percent of students who took the NOCTI were 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.

The district needs to continue its build-out of cyber course offerings in their in-house Burgettstown Academy of Excellence
The school district needs to continue its quest to create more partnerships in the business ad industry and to build connections with 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




**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 consideration section is not a focus of this plan

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**Designated Schools**

There are no Designated Schools.

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## 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.

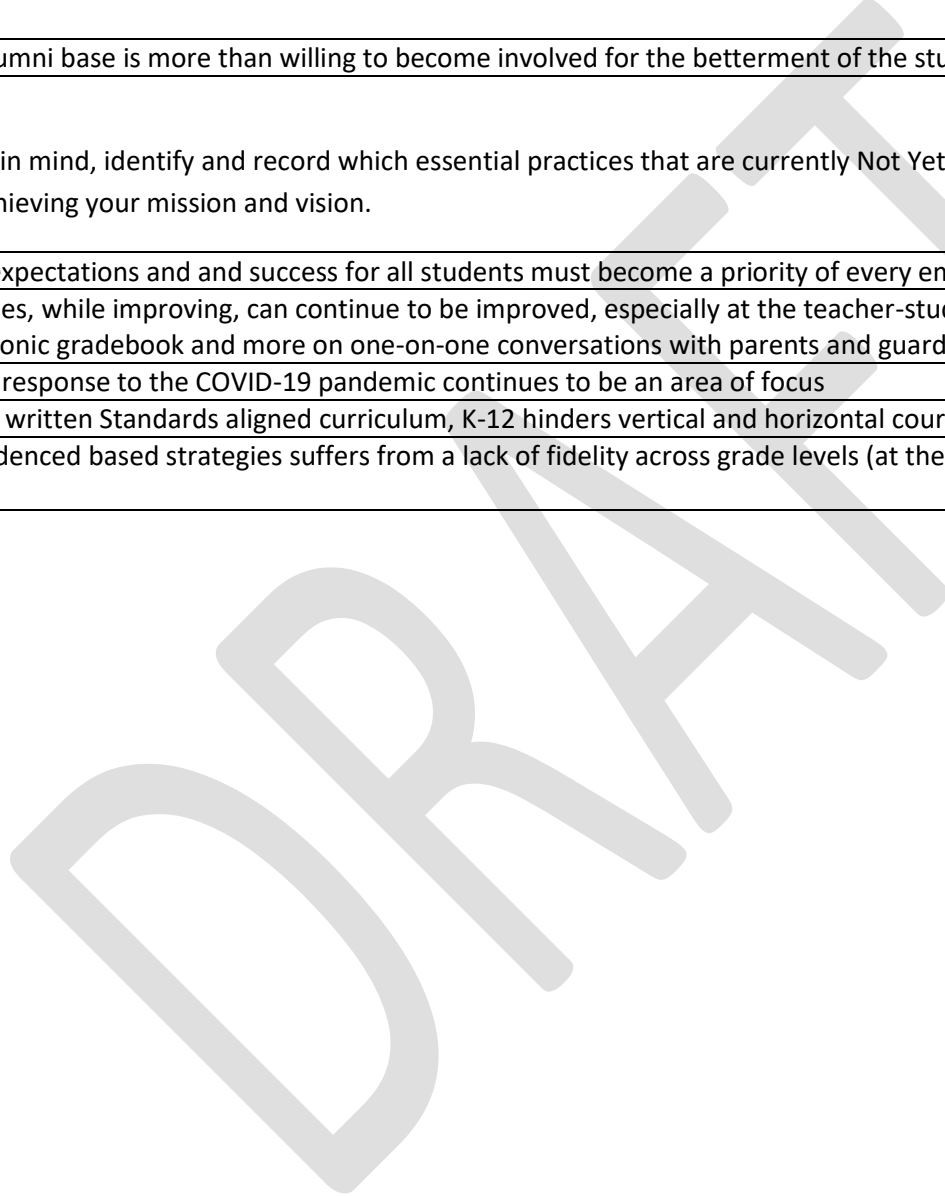
Consideration of the whole child and by the extension of the family and at the forefront of what we do
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We do our best on a very limited budget to prioritize spending to maximize the benefit of the students
The recent dearth of teacher candidates has 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: The all-student group continues to meet the standard demonstrating growth in ELA	False
MHS: The all-student group continues to meet the standard for growth in Mathematics / Algebra	False
BAEC: The number of students proficient or advanced in Science eclipsed the state-wide average and exceeded the 2033 goal.	True
BAEC: As it pertains to growth: the performance in ELA and Math eclipses the state-wide average and exceeds the state-wide growth standard	False
CDT data is correlating with the PSSA's allowing the district to provide the students with standards-based learning through interventions.	True
.	False
Acadience Math data continues to show growth as well as over half the students scoring at or above the grade level.	False
Graduation rate for the 23-24 school year for the four year cohort was 95.6%	True
98.6 % of our students met the career standards benchmark at the Elementary Level and 99.3% of the students at the HS met the career standards benchmark.	True
92.3% percent of students who took the NOCTI were competent or advanced.	True
The implementation of the CDT's for the 2024-2025 school year	False
Equity consideration section is not a focus of this plan	False
Consideration of the whole child and by the extension of the family and at the forefront of what we do	False
We do our best on a very limited budget to prioritize spending to maximize the benefit of the 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

### 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
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	Plan
BAEC and MHS: The percentage of all students scoring proficient or advanced in Math did not meet the interim goal/ Improvement target	True
MHS: The all-student group did not meet the state academic growth score in Biology/Science	False
BAEC and MHS: The percentage of all students scoring proficient or advanced in ELA did not meet the interim goal/ Improvement target	True
MHS: The percentage of all students scoring proficient or advanced in Science did not meet the interim goal/ Improvement target	True
At the elementary level, the data viewed in acadience has shown over 50% of our students are performing below grade level.	False
CommonLit: At the MHS level students over 60% of students are performing below grade level.	False
Less than half of the MHS students are scoring at grade level on the CDT's	False
The district needs to continue its build-out of cyber course offerings in their in-house Burgettstown Academy of Excellence	False
The school district needs to continue its quest to create more partnerships in the business ad industry and to build connections with students as they explore career options	False
Equity consideration section is not a focus of this plan	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
Students' social-emotional response to the COVID-19 pandemic continues to be an area of focus	False
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
Updating a K-12 curriculum to the STEELs standards	True
The lack of a complete and written Standards aligned curriculum, K-12 hinders vertical and horizontal course alignment and content delivery.	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.

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## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
BAEC and MHS: The percentage of all students scoring proficient or advanced in Math did not meet the interim goal/ Improvement target	As referenced in the 22-25 Comprehensive plan changes in the Math programs at both schools were being implemented. The district allowed the staff time to implement the program, align the standards to the program, and prepare for the necessary scope and sequence. The Title 1 program is not showing growth during intervention time. Diagnostic and Formative assessments may not all align to the Pa Standards	True
Updating a K-12 curriculum to the STEELS standards	The science department is navigating the conversion of the PA standards to the STEELS standards.	True
BAEC and MHS: The percentage of all students scoring proficient or advanced in ELA did not meet the interim goal/ Improvement target	There was a recent change in the programs at both schools. Giving the teachers time to implement the program, align the standards to the program and understand the necessary scope and sequence. The Title 1 program is not showing growth during intervention time. Diagnostic and Formative assessments may not all align to the Pa Standards	True
MHS: The percentage of all students scoring proficient or advanced in Science did not meet the interim goal/ Improvement target		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
BAEC: The number of students proficient or advanced in Science eclipsed the state-wide average and exceeded the 2033 goal.	The MHS can work with the BAEC on resources and instructional strategies used to order to show success in the Science scores
CDT data is correlating with the PSSA's allowing the district to provide the students with standards-based learning through interventions.	By implementing the CDT and giving the staff time to analyze the data, intervention groups can provide the students with additional services that meet their needs.
Graduation rate for the 23-24 school year for the four year cohort was 95.6%	Working with the guidance counselors and focussing on career and readiness standards- the students can focus on meeting the graduation requirements.
98.6 % of our students met the career standards benchmark at the Elementary Level and 99.3% of the students at the HS met the career standards benchmark.	By working closely with the school counselors, having a database to keep track of student records, and utilizing SmartFutures at all levels the district can ensure students are success
92.3% percent of students who took the NOCTI were competent or advanced.	The district works closely with the career and technical center to ensure the students are meeting their graduation requirements as well as earning their certificates in preparation for their identified trade.

## Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Math: Adjusting instructional practices, changing the structure of the programs offered, changing the structure of the intervention groups and incorporating a system of data analysis to guide decisions.
	Adjusting the instructional practices to reflect phenomena learning, aligning the structure of the context to the STEELS standards.
	ELA: Adjusting instructional practices, changing the structure of the programs offered, changing the structure of the intervention groups and incorporating a system of data analysis to guide decisions.

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## Goal Setting

**Priority: Math: Adjusting instructional practices, changing the structure of the programs offered, changing the structure of the intervention groups and incorporating a system of data analysis to guide decisions.**

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
Refine instructional practices in Mathematics by restructuring academic programs, optimizing intervention groups, and integrating a comprehensive data analysis system to drive instructional decisions. By the end of year three, these adjustments will result in measurable improvements in math instructional effectiveness and student achievement, as evaluated through performance assessments, teacher observations, and data-driven insights. Year 3 Target (Full Implementation & Sustainability): By the end of the third academic year, 100% of math instructional programs and intervention groups will be structured based on real-time student performance data. A sustainable, embedded data analysis system will guide continuous instructional improvements in math, fostering a culture of data-driven decision-making and ongoing professional learning.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Math: Instructional Improvement		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Year 1 Target (Foundation & Initial Implementation) By the end of the first academic year, at least 50% of math instructional programs and intervention groups will be restructured based on student data, and a pilot data analysis system will be introduced. Educators will participate in professional development sessions to build capacity for data-informed math instruction.	Year 2 Target (Expansion & Refinement): By the end of the second academic year, at least 75% of math instructional programs and intervention groups will reflect data-driven restructuring. The data analysis system will be fully operational, supporting teachers in making targeted instructional decisions in math. Collaborative data review processes will be established to refine instructional strategies.	Refine instructional practices in Mathematics by restructuring academic programs, optimizing intervention groups, and integrating a comprehensive data analysis system to drive instructional decisions. By the end of year three, these adjustments will result in measurable improvements in math instructional effectiveness and student achievement, as evaluated through performance assessments, teacher observations, and data-driven insights. Year 3 Target (Full Implementation & Sustainability): By the end of the third academic year, 100% of math instructional programs and intervention groups will be structured based on real-time student performance data. A sustainable, embedded data analysis system will guide continuous instructional improvements in math, fostering a culture of data-driven decision-making and ongoing professional learning.

<b>Outcome Category</b>		
Essential Practices 3: Provide Student-Centered Support Systems		
<b>Measurable Goal Statement (Smart Goal)</b>		
Enhance Mathematics instruction by implementing student-centered support systems, restructuring intervention groups within the classroom and Title 1 program, and integrating a data-driven approach to guide instructional decisions. By the end of year three, these improvements will lead to increased student achievement and engagement in Mathematics, as measured through performance assessments, teacher observations, and progress monitoring tools. Year 3 Target (Full Implementation & Sustainability): By the end of the third academic year, 100% of Mathematics intervention groups will be structured based on real-time student performance data, and a sustainable student-centered support system will be embedded into instructional practices. Continuous professional learning and collaborative reflection will ensure ongoing improvements in Mathematics instruction.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Math: Student Support Systems		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Year 1 Target (Foundation & Initial Implementation): By the end of the first academic year, at least 50% of Mathematics intervention groups will be restructured based on student data, and an initial framework for student-centered support systems will be introduced. Teachers will receive professional development on differentiated instruction and targeted interventions.	Year 2 Target (Expansion & Refinement): By the end of the second academic year, at least 75% of Mathematics intervention groups will be aligned with data-driven, student-centered instructional strategies. The student support system will be fully operational, with educators engaging in collaborative data review processes to refine individualized support strategies.	Enhance Mathematics instruction by implementing student-centered support systems, restructuring intervention groups within the classroom and Title 1 program, and integrating a data-driven approach to guide instructional decisions. By the end of year three, these improvements will lead to increased student achievement and engagement in Mathematics, as measured through performance assessments, teacher observations, and progress monitoring tools. Year 3 Target (Full Implementation & Sustainability): By the end of the third academic year, 100% of Mathematics intervention groups will be structured based on real-time student performance data, and a sustainable student-centered support system will be embedded into instructional practices. Continuous professional learning and collaborative reflection will ensure ongoing improvements in Mathematics instruction.

**Priority: Adjusting the instructional practices to reflect phenomena learning, aligning the structure of the context to the STEELS standards.**

<b>Outcome Category</b>
Essential Practices 1: Focus on Continuous Improvement of Instruction

<b>Measurable Goal Statement (Smart Goal)</b>		
Implement phenomena-based learning in science instruction to achieve full alignment with the STEELS Standards. By the end of year three, 100% of science lessons will incorporate phenomena-based learning, as measured through lesson plan reviews, classroom observations, and student engagement. With a Year 3 target of Year 3 Target (Full Implementation & Sustainability): By the end of the third academic year, 100% of science lessons will incorporate phenomena-based learning aligned with the STEELS Standards. Instructional improvement efforts will focus on sustainability through ongoing professional.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
STEELS: Instructional Improvement		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Year 1 Target (Foundation & Initial Implementation): By the end of the first academic year, at least 50% of science lessons will incorporate phenomena-based learning aligned with the STEELS Standards. Professional Development and collaborative planning sessions will be conducted to support teachers in adapting their instructional practices.	Year 2 Target (Expansion & Refinement): By the end of the second academic year, at least 75% of science lessons will reflect phenomena-based learning with deeper integration of the STEELS Standards. Teachers will engage in peer observations and feedback cycles to refine instructional strategies.	Implement phenomena-based learning in science instruction to achieve full alignment with the STEELS Standards. By the end of year three, 100% of science lessons will incorporate phenomena-based learning, as measured through lesson plan reviews, classroom observations, and student engagement. With a Year 3 target of Year 3 Target (Full Implementation & Sustainability): By the end of the third academic year, 100% of science lessons will incorporate phenomena-based learning aligned with the STEELS Standards. Instructional improvement efforts will focus on sustainability through ongoing professional.

**Priority: ELA: Adjusting instructional practices, changing the structure of the programs offered, changing the structure of the intervention groups and incorporating a system of data analysis to guide decisions.**

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
Adjust instructional practices by restructuring the English Language Arts (ELA) program, refining intervention groups, and implementing a data-driven decision-making system to enhance student outcomes. By the end of year three, 100% of ELA intervention groups will be based on real-time student performance data and sustainable system of data analysis will be embedded into instructional decision-making. The program will demonstrate measurable improvements in student literacy proficiency, as assessed through standardized assessments, progress monitoring tools, and instructional reviews. Year 3 Target (Full Implementation & Sustainability): By the end of the third academic year, 100% of ELA intervention groups will be structured based on real-time student performance data, and a sustainable system of data analysis will be embedded into instructional decision-making. The program will demonstrate a measurable increase in student literacy proficiency, supported by ongoing professional learning communities (PLCs) and continuous instructional improvements.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
ELA: Instructional Improvement		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>

<p>Year 1 Target (Foundation &amp; Initial Implementation): By the end of the first academic year, 50% of ELA intervention groups will be restructured based on student performance data, and an initial data analysis system will be established to inform instructional decisions. Professional development sessions will be provided to support teachers in implementing differentiated instruction.</p>	<p>Year 2 Target (Expansion &amp; Refinement): By the end of the second academic year, 75% of ELA intervention groups will be aligned with data-driven instructional strategies, and the data analysis system will be fully integrated into instructional planning. Educators will engage in collaborative data review sessions to refine intervention approaches.</p>	<p>Adjust instructional practices by restructuring the English Language Arts (ELA) program, refining intervention groups, and implementing a data-driven decision-making system to enhance student outcomes. By the end of year three, 100% of ELA intervention groups will be based on real-time student performance data and sustainable system of data analysis will be embedded into instructional decision-making. The program will demonstrate measurable improvements in student literacy proficiency, as assessed through standardized assessments, progress monitoring tools, and instructional reviews. Year 3 Target (Full Implementation &amp; Sustainability): By the end of the third academic year, 100% of ELA intervention groups will be structured based on real-time student performance data, and a sustainable system of data analysis will be embedded into instructional decision-making. The program will demonstrate a measurable increase in student literacy proficiency, supported by ongoing professional learning communities (PLCs) and continuous instructional improvements.</p>
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## Action Plan

### Measurable Goals

Math: Instructional Improvement	Math: Student Support Systems
STEELS: Instructional Improvement	ELA: Instructional Improvement

### Action Plan For: Formative Assessments and Data-Driven Instruction

Measurable Goals:
<ul style="list-style-type: none"> <li>Enhance Mathematics instruction by implementing student-centered support systems, restructuring intervention groups within the classroom and Title 1 program, and integrating a data-driven approach to guide instructional decisions. By the end of year three, these improvements will lead to increased student achievement and engagement in Mathematics, as measured through performance assessments, teacher observations, and progress monitoring tools. Year 3 Target (Full Implementation &amp; Sustainability): By the end of the third academic year, 100% of Mathematics intervention groups will be structured based on real-time student performance data, and a sustainable student-centered support system will be embedded into instructional practices. Continuous professional learning and collaborative reflection will ensure ongoing improvements in Mathematics instruction.</li> <li>Refine instructional practices in Mathematics by restructuring academic programs, optimizing intervention groups, and integrating a comprehensive data analysis system to drive instructional decisions. By the end of year three, these adjustments will result in measurable improvements in math instructional effectiveness and student achievement, as evaluated through performance assessments, teacher observations, and data-driven insights. Year 3 Target (Full Implementation &amp; Sustainability): By the end of the third academic year, 100% of math instructional programs and intervention groups will be structured based on real-time student performance data. A sustainable, embedded data analysis system will guide continuous instructional improvements in math, fostering a culture of data-driven decision-making and ongoing professional learning.</li> <li>Implement phenomena-based learning in science instruction to achieve full alignment with the STEELS Standards. By the end of year three, 100% of science lessons will incorporate phenomena-based learning, as measured through lesson plan reviews, classroom observations, and student engagement. With a Year 3 target of Year 3 Target (Full Implementation &amp; Sustainability): By the end of the third academic year, 100% of science lessons will incorporate phenomena-based learning aligned with the STEELS Standards. Instructional improvement efforts will focus on sustainability through ongoing professional.</li> <li>Adjust instructional practices by restructuring the English Language Arts (ELA) program, refining intervention groups, and implementing a data-driven decision-making system to enhance student outcomes. By the end of year three, 100% of ELA intervention groups will be based on real-time student performance data and sustainable system of data analysis will be embedded into instructional decision-making. The program will demonstrate measurable improvements in student literacy proficiency, as assessed through standardized assessments, progress monitoring tools, and instructional reviews. Year 3 Target (Full Implementation &amp; Sustainability): By the end of the third academic year, 100% of ELA intervention groups will be structured based on real-time student performance data, and a sustainable system of data analysis will be embedded into instructional decision-making. The program will demonstrate a measurable increase in student literacy proficiency, supported by ongoing professional learning communities (PLCs) and continuous instructional improvements.</li> </ul>

Action Step	Anticipated Start/Completion
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		Date	
Implement frequent formative assessments and data analysis cycles to guide instruction and tailor interventions based on student needs. Utilize formative assessment tools to gauge student understanding and adjust instruction accordingly. o Implement performance-based assessments to measure students' ability to apply scientific, mathematical and English Language Arts practices.		2025-03-03	2028-03-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
BAEC Principal BMHS Principal	Professional Development Acadeince / CDT Data Time for Data Anyalysis	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student engagement and ownership of learning through self-assessment: More personalized learning experiences that address individual student needs. Improved teacher confidence and competency in using data to inform instruction. Measurable growth in student achievement, as evidenced by standardized and formative assessment performance. Enhanced collaboration	<p>People Responsible for Monitoring: Teachers: Track student progress and adjust instruction based on formative assessment data. Instructional Coaches: Provide feedback and coaching on best practices. Data Teams &amp; PLCs: Analyze school-wide data trends and guide decision-making. Administrators: Ensure alignment with school improvement goals and provide necessary resources.</p> <p>Frequency of Monitoring: Daily/Weekly: Teachers collect and analyze formative assessment data in their classrooms. Bi-Weekly/Monthly: PLCs meet to review student data and adjust instructional practices. Quarterly: Administrators and instructional leaders conduct formal data reviews and provide feedback. Annually: Evaluate the impact of formative assessments on student achievement and refine the strategy. 3.</p> <p>Method of Monitoring: Lesson Plan Reviews: Check for integration of formative assessments in daily instruction.</p>

## Action Plan For: Targeted Professional Development Strategy

Measurable Goals:
<ul style="list-style-type: none"> <li>Enhance Mathematics instruction by implementing student-centered support systems, restructuring intervention groups within the classroom and Title 1 program, and integrating a data-driven approach to guide instructional decisions. By the end of year three, these improvements will lead to increased student achievement and engagement in Mathematics, as measured through performance assessments, teacher observations, and progress monitoring tools. Year 3 Target (Full Implementation &amp; Sustainability): By the end of the third academic year, 100% of Mathematics intervention groups will be structured based on real-time student performance data, and a sustainable student-centered support system will be embedded into instructional practices. Continuous professional learning and collaborative reflection will ensure ongoing improvements in Mathematics instruction.</li> <li>Refine instructional practices in Mathematics by restructuring academic programs, optimizing intervention groups, and integrating a comprehensive data analysis system to drive instructional decisions. By the end of year three, these adjustments will result in measurable improvements in math instructional effectiveness and student achievement, as evaluated through performance assessments, teacher observations, and data-driven insights. Year 3 Target (Full</li> </ul>



Implementation & Sustainability): By the end of the third academic year, 100% of math instructional programs and intervention groups will be structured based on real-time student performance data. A sustainable, embedded data analysis system will guide continuous instructional improvements in math, fostering a culture of data-driven decision-making and ongoing professional learning.

- Implement phenomena-based learning in science instruction to achieve full alignment with the STEELS Standards. By the end of year three, 100% of science lessons will incorporate phenomena-based learning, as measured through lesson plan reviews, classroom observations, and student engagement. With a Year 3 target of Year 3 Target (Full Implementation & Sustainability): By the end of the third academic year, 100% of science lessons will incorporate phenomena-based learning aligned with the STEELS Standards. Instructional improvement efforts will focus on sustainability through ongoing professional.
- Adjust instructional practices by restructuring the English Language Arts (ELA) program, refining intervention groups, and implementing a data-driven decision-making system to enhance student outcomes. By the end of year three, 100% of ELA intervention groups will be based on real-time student performance data and sustainable system of data analysis will be embedded into instructional decision-making. The program will demonstrate measurable improvements in student literacy proficiency, as assessed through standardized assessments, progress monitoring tools, and instructional reviews. Year 3 Target (Full Implementation & Sustainability): By the end of the third academic year, 100% of ELA intervention groups will be structured based on real-time student performance data, and a sustainable system of data analysis will be embedded into instructional decision-making. The program will demonstrate a measurable increase in student literacy proficiency, supported by ongoing professional learning communities (PLCs) and continuous instructional improvements.

Action Step		Anticipated Start/Completion Date	
The objective of this action plan is to enhance teacher effectiveness in math instruction through a targeted professional development (PD) strategy that promotes data-driven decision-making and improves student achievement. The plan includes a comprehensive approach involving needs assessment, initial training, ongoing coaching, and collaborative refinement, ensuring teachers receive the necessary support and resources throughout the process. Expected outcomes include improved proficiency in differentiated math, ELA and Science instruction, effective use of data, a stronger professional learning culture, and measurable gains in student achievement.		2025-03-03	2028-03-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
BAEC Principal BMHS Principal	Curriculum: Research-based instructional strategy guides specific to math instruction. Professional development (PD) modules on differentiation, formative assessment, and student engagement provided by IU1, PATTAN and/or evidence based on-line resources. o Peer observation templates and coaching feedback forms. Learning management systems (LMS) for asynchronous training (e.g., Google Classroom, Canvas). Collaboration (e.g., Google Meets) Pre- and post-training surveys to assess teacher growth. PD tracking system to document attendance and participation. Teacher self-reflection and goal-setting templates.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased teacher confidence and proficiency in delivering high-quality	People Responsible for Monitoring: Teachers: Track personal progress in

math instruction. Enhanced student engagement and achievement due to improved instructional practices. A culture of collaborative learning among educators through PLCs and peer coaching. More effective use of data-driven instruction to meet individual student needs. Sustainable continuous improvement in instructional quality.

implementing learned strategies. Instructional Coaches: Provide direct support, conduct observations, and offer feedback. PLCs & Lead Teachers: Facilitate collaboration, data analysis, and best practice sharing. Administrators: Ensure alignment with school goals and allocate necessary resources. 2. Frequency of Monitoring: Weekly: Teachers reflect on strategy implementation and student impact. Bi-Weekly: PLCs meet to discuss instructional progress and challenges. Monthly: Coaching check-ins and classroom walkthroughs to assess progress. Quarterly: Data-driven reviews of PD impact on student achievement. Annually: Formal evaluation of professional development effectiveness and future planning. 3. Method of Monitoring: Teacher Surveys & Self-Assessments: Gauge teacher growth and confidence in implementing strategies. Classroom Observations & Walkthroughs: Assess strategy implementation and student engagement. Student Performance Data: Analyze student growth trends based on instructional improvements. PD Session Feedback Forms: Collect feedback to refine future professional development. PLC Meeting Documentation: Track discussions and collaborative planning efforts.

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## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Targeted Professional Development Strategy	The objective of this action plan is to enhance teacher effectiveness in math instruction through a targeted professional development (PD) strategy that promotes data-driven decision-making and improves student achievement. The plan includes a comprehensive approach involving needs assessment, initial training, ongoing coaching, and collaborative refinement, ensuring teachers receive the necessary support and resources throughout the process. Expected outcomes include improved proficiency in differentiated math, ELA and Science instruction, effective use of data, a stronger professional learning culture, and measurable gains in student achievement.

### Data Driven Workshop

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>The objective of this action plan is to enhance teacher effectiveness in math instruction through a targeted professional development (PD) strategy that promotes data-driven decision-making and improves student achievement. The plan includes a comprehensive approach involving needs assessment, initial training, ongoing coaching, and collaborative refinement, ensuring teachers receive the necessary support and resources throughout the process. Expected outcomes include improved proficiency in differentiated math, ELA and Science instruction, effective use of data, a stronger professional learning culture, and measurable gains in student achievement.</li> </ul>		
<b>Audience</b>		
BMHS and BAEC Teachers		
<b>Topics to be Included</b>		
Data analysis, Date Reporting, Intervention Groups		
<b>Evidence of Learning</b>		
Student data collected at PLC meetings and reviewed- student growth		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
BMHS Principal BAEC Principal	2025-03-10	2028-03-10

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	At least 3 times throughout the year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3d: Using Assessment in Instruction</li> <li>1f: Designing Student Assessments</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

Teaching Diverse Learners in Inclusive Settings
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### Differentiated Instruction Strategies

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>The objective of this action plan is to enhance teacher effectiveness in math instruction through a targeted professional development (PD) strategy that promotes data-driven decision-making and improves student achievement. The plan includes a comprehensive approach involving needs assessment, initial training, ongoing coaching, and collaborative refinement, ensuring teachers receive the necessary support and resources throughout the process. Expected outcomes include improved proficiency in differentiated math, ELA and Science instruction, effective use of data, a stronger professional learning culture, and measurable gains in student achievement.</li> </ul>		
<b>Audience</b>		
BMHS and BAEC Teachers		
<b>Topics to be Included</b>		
Instructional Strategies for Tiered intervention, ELA: Structured Literacy instructional strategies, Instructional approaches for diverse learners.		
<b>Evidence of Learning</b>		
Administration Walk-through, Observations, Teacher surveys of confidence of utilizing the strategies		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
BMHS and BAEC Principals	2025-03-10	2028-03-03

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	At least three times per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> <li>1b: Demonstrating Knowledge of Students</li> <li>2b: Establishing a Culture for Learning</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Communications Activities

Staff Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Staff	Types of assessment, Instructional Strategies, Intervention Groups, Data Analysis,	BMHS and BAEC Principals	03/03/2025	03/10/2028
Communications					
Type of Communication			Frequency		
Presentation			The district will send written notification frequently. Presentations will be offered to the entire faculty twice per year. Presentation will be offered to groups 4 times per year.		

Parent and Community Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Parents and Community Members	Instructional changes, funding, Data assessment being used, Interventions	Superintendent / Assistant Superintendent / Building Principals	03/03/2025	03/10/2028
Communications					
Type of Communication			Frequency		
Presentation			Parents will be communicated via email/conferences with teachers to ensure they understand student progress. The administrative team will present once per year to family/communication		

## Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>Board Affirmation Statement with vote_5414c651.pdf</li></ul>

Chief School Administrator	Date
Stephen P. Puskar	2025-03-27

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