

**Boyertown Area SD**  
Comprehensive Plan | 2026 - 2029

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
School District		114060753
<b>Address 1</b>		
911 Montgomery Ave		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Boyertown	PA	19512
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr Scott A Davidheiser		sdavidheiser@boyertownasd.org
<b>Single Point of Contact Name</b>		
Michael Stoudt		
<b>Single Point of Contact Email</b>		
mstoudt@boyertownasd.org		
<b>Single Point of Contact Phone Number</b>		
610-369-7548		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jared Sparks	Administrator	BASH	jsparks@boyertownasd.org
Victoria Fine	Staff Member	BASH/Instructional Coach	vfine@boyertownasd.org
Tim Kratzer	Parent	BASH	timkratzer@gmail.com
Wendy Kratz	Board Member	BASD	wkratz@boyertownasd.org
Shawn Moser	Student	BASH	s.moser3@student.boyertownasd.org
Alison Shapin	Student	BASH	a.shapin@student.boyertownasd.org
Renee Casani	Staff Member	BASH/Special Education	rcasani@boyertownasd.org
Sarah Diaz	Staff Member	BASH/English Teacher	sdiaz@boyertownasd.org
Rochelle Towne	Data Analyst	BASD Secondary Curriculum Supervisor	rtowne@boyertownasd.org
Scott Davidheiser	Administrator	BASD Superintendent	sdavidheiser@boyertownasd.org
Jennifer Bennett	Staff Member	District Elementary Coach	jbennett@boyertownasd.org
Sarah Brinckman	Staff Member	MSW/Special Education	sbrinckman@boyertownasd.org
Andrew Maoury	Administrator	MSE/Principal	amaoury@boyertownasd.org
Amy Dombrowski	Administrator	MSW/Principal	Adombrowski@boyertownasd.org
Brad Updegrove	Board Member	BASD	bupdegrove@boyertownasd.org
Andrew Swanson	Staff Member	MSE/HPE	aswanson@boyertownasd.org
Kalyn Bartman	Administrator	District/Director of Special Education	kbartman@boyertownasd.org
Dolly Singley	Parent	Elementary	singleyd0407@gmail.com
Diana Ricci	Staff Member	WES School Counselor	dricci@boyertownasd.org
Erica Johnson	Staff Member	CES Teacher	ejohnson@boyertownasd.org
Kim Hole	Administrator	Elementary Curriculum Supervisor	khole@boyertownasd.org
Lisa DeRenzo	Administrator	WES Principal	lderenzo@boyertownasd.org
Kristen Sekkes	Staff Member	GES Teacher	ksekkes@boyertownasd.org
Polly Heeney	Staff Member	EES Teacher	pheeney@boyertownasd.org
Michelle Zobel	Staff Member	BES Teacher	mzobel@boyertownasd.org
Craig Kehl	Administrator	BES Principal	ckehl@boyertownasd.org
Brayden Kratzer	Student	BASH	b.kratz@student.boyertownasd.org
Eric Houck	Community Member	BASD	ehouck@boyertownasd.org

Michael Stoudt	Administrator	BASD	mstoudt@boyertownasd.org
Stephanie Petri	Administrator	BASD	spetri@boyertownasd.org
Kristen Horton	Administrator	Director of Student Services	khorton@boyertownad.org

## **LEA Profile**

The Boyertown Area School District is situated on the northwestern edge of the greater Philadelphia suburban sprawl in southeastern Pennsylvania. About 45 miles northwest of the city, it is just 20 miles south of Allentown and 20 miles east of Reading, straddling the Montgomery-Berks County line. When it was formed as a jointure in 1953, it was one of the largest school districts in the state, covering nearly 100 square miles. It encompasses Colebrookdale, Douglass, Earl, and Washington Townships and the boroughs of Bally, Bechtelsville, and Boyertown in Berks County, plus the townships of Douglass, New Hanover, and Upper Frederick in Montgomery County. According to the 2020 Boyertown Area School District Census estimates, the district's population is 49,728.

Our more than 6,100 students are educated across nine buildings. The district houses three Pre-K Counts programs, while six K-5 elementary schools funnel students into one of two 6-8 middle schools. One senior high school serves grades 9, 10, 11, and 12.

The geographic size makes school bus transportation a fact of life for more than 90% of the student body at all levels. Every school in the district has health room coverage and school counseling services and handles the majority of special education students in-house. The support services of school psychologists are available at all levels.

The district is shifting from a predominance of farming and blue-collar homes to a suburban-type residential community. Many residents find employment outside the district boundaries in the King of Prussia, Exton, Allentown, or Reading areas. The modernization of Route 422, a major artery into the Philadelphia area which passes through the southern edge of the district, has caused more rapid growth on the eastern or Montgomery County side. Pennsylvania Routes 100 and 73 provide the other major traffic arteries across the district.

## **Mission and Vision**

### **Mission**

To cultivate curiosity, critical thinking, and decision-making ability, equipping all students to be future ready and resilient.

### **Vision**

To foster a welcoming and innovative learning community that empowers all students to thrive in future career paths and contribute as engaged, informed citizens.

## **Educational Values**

### **Students**

Students will prioritize their education by regularly attending school, engaging in their learning, advocating for their individual needs, and providing feedback in the educational process. They will contribute to a positive learning environment that promotes belonging and success for all.

### **Staff**

Staff will foster a safe and positive learning environment that will encourage individual pursuits towards each student's journey to become a productive member of our society. By providing high-quality instruction that is grounded in clarity, collaboration, and continuous improvement. They will prioritize their own professional learning to strengthen tiered instruction and data-informed practices.

### **Administration**

Administration will provide leadership that promotes coherence, collaboration, equity, and shared accountability. They will support the work to align systems, resources, and professional learning that support continuous improvement and student achievement, safety, and well-being. They will create an environment where all members of the school community feel welcome.

### **Parents**

Parents and Guardians will participate as partners in their child's learning and success. They will support their child's growth in their social-emotional well-being, character development, and academic growth. They value collaboration and open communication in the pursuit of their child's academic and personal growth.

### **Community**

Community members will partner with the school district to support stewardship and engagement opportunities for students. This partnership will aid in developing well-rounded students who are aware of their impact on the community.

### **Other (Optional)**

Omit selected.



## Future Ready PA Index

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

#### Strengths

Indicator	Comments/Notable Observations
Districtwide PVAAS growth is a consistent strength, particularly in mathematics. Growth is a consistent middle school strength (PVAAS).	Both middle school East and West have a growth score at 100% in ELA and Math.
Mathematics outperforms ELA in proficiency across most buildings.	Mathematics outperforms ELA in proficiency across most buildings with the exception of NHUF.
Advanced achievement in ELA and Math is strongest at the secondary level.	MSE is 20.1% and 24.8%, MSW is 18.9% and 13.5%, and BASH is 16.5% and 26.1%
Most buildings meet or exceed state attendance expectations.	Several elementary schools demonstrate strong attendance rates (95%+), reflecting effective family engagement and school climate practices.
High school students exceed state benchmarks in career readiness indicators.	High school students exceed state benchmarks in career readiness indicators. BASH is 99.8 %, and the statewide average is 91.5%
5 of our 6 elementary PVAAS scores are higher than the state average in Math.	BES, CES, GES, EES, and WES are higher than the state average in Math.

#### Challenges

Indicator	Comments/Notable Observations
4 of our 6 elementary PVAAS scores are lower than the state average in ELA.	BES, CES, GES, and NHUF PVAAS scores all fall below the statewide average.
Boyertown Senior High School falls below the statewide average for PVAAS scores in both ELA and Math.	BASH ELA PVAAS is 63%, the statewide average is 75.4, and the BASH Math PVAAS is 65%, and the statewide average is 74.9.
Advanced students at MSW are the only advanced category at the secondary level that is lower than the state average.	MSW is 13.5% advanced, and the state average is 16.3%

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

#### Strengths

Indicator	Comments/Notable Observations
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<p>BASH has 100% economically disadvantaged students meet the career standards benchmark</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Students at BASH who are economically disadvantaged.</p>	
<p><b>Indicator</b> At MSE, all students with disabilities, 100%, met annual academic growth expectations for Math in PVAAS.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> All MSE students with disabilities</p>	<b>Comments/Notable Observations</b>

### Challenges

<p><b>Indicator</b> Special education and economically disadvantaged populations are increasing districtwide, especially at the elementary level.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> All grade level students with disabilities</p>	<p><b>Comments/Notable Observations</b> 22/23- 22.3%, 23/24- 23.7%, and 24/25- 25%</p>
<p><b>Indicator</b> Students with disabilities consistently underperform their peers despite positive growth trends.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Students with disabilities across the district.</p>	<p><b>Comments/Notable Observations</b> Grade3-8 79.8% with IEPs are below basic or basic in ELA. In Math, 78.9% with IEPs are below basic or basic.</p>
<p><b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b></p>	<b>Comments/Notable Observations</b>
<p><b>Indicator</b> In 5 years, our district-wide economically disadvantaged population has increased 7%</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Districtwide</p>	<p><b>Comments/Notable Observations</b> 2019/2020- 27.8% to 2024/2025- 34.7%</p>

### Summary

#### Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Districtwide PVAAS growth is a consistent strength, particularly in mathematics.

Most schools meet or exceed expected growth targets, demonstrating effective instructional impact over time.

Growth trends are evident across grade spans, indicating systemwide instructional capacity.

Most buildings meet or exceed state attendance expectations.

High school students exceed state benchmarks in career readiness indicators.

### Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

While growth is strong, growth does not consistently translate into higher proficiency or advanced-level performance, particularly in: English Language Arts (ELA) for Students with disabilities and economically disadvantaged students.

ELA proficiency has remained stagnant across multiple years, indicating a need for systemwide instructional refinement.

Special education and economically disadvantaged populations are increasing districtwide, especially at the elementary level.

Students with disabilities consistently underperform their peers despite positive growth trends.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
K-5 Reading Screening for the beginning of the year averaged 30.99% of students needing intensive support (as measured by DIBELS-8 screener)	This is the first year using this screener in our elementary schools.
IXL Fall 2025 Snapshot assessment-56% of grades 3-5 students were at or above grade level in ELA, Overall Reading	This assessment measures growth across the school year. This is the baseline assessment.
IXL Fall 2025 Snapshot assessment-61% of grades 6-8 students were on or above grade level in ELA Overall Reading.	This assessment measures growth across the school year. This is the baseline assessment.
Gr. 9-10-47% of Literature CDT assessments taken were at or above grade-level benchmark in the fall of 2025	This is the first assessment of the year and will be given 2 more times to measure progress.

### English Language Arts Summary

#### Strengths

Our IXL scores are reflective of our 2025 PSSA ELA results.
Secondary data shows that approximately half of the high school students reach proficient/advanced on the Keystone.
Middle school PSSA proficiency rates are in the low to mid 60% range with strong PVAAS growth.
Elementary DIBELS-8 and IXL data show strong vocabulary and decoding accuracy.

#### Challenges

43.85% of our kindergarten students started the school year needing intensive support in reading, as noted by the DIBELS-8 screener composite score.
35% of our students in Gr. 3-8 are scoring basic on the PSSA ELA assessment.
57% of high school students were proficient or advanced on the Literature Keystone.

### Mathematics

Data	Comments/Notable Observations
IXL Fall 2025 Snapshot-55% of students were on or above grade level in math.	This assessment measures growth across the school year. This is the baseline assessment.
IXL Fall 2025 Snapshot-60% of students were on or above grade level in math.	This assessment measures growth across the school year. This is the baseline assessment.

Alg 1 CDT-3% of Alg 1 high school students were at or above grade level during the beginning of the year CDT assessment.	This assessment is given multiple times throughout the school year.
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## Mathematics Summary

### Strengths

Growth trends are strong in many grades, including students with disabilities.
There is a fairly strong alignment between IXL proficiency and Spring 2025 PSSA proficiency in elementary and secondary schools.
Students in grades 3-8 taking the math FireFly assessment showed a 4% increase in readiness predictors for the PSSA from the October to November assessment.

### Challenges

77% of our high school Algebra I Keystone test takers are not scoring proficient or advanced on this assessment.
There is a need for a K-5 universal screener for math skills.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Biology CDT-62% of high school assessments taken were at or above grade level benchmark at the beginning of the year CDT.	This assessment measures growth across the school year. This is the baseline assessment.
Grade 8 Fire Fly-5% of students are on target as of November for the Science PSSA. 28.76% is near the target.	This assessment measures growth across the school year. This is the baseline assessment.

## Science, Technology, and Engineering Education Summary

### Strengths

There has been success with the rollout of the inquiry-based curriculum aligned to STEEL standards.
Strong resources in technology and growing teacher collaboration.

### Challenges

Limited longitudinal data under new standards.
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
99.8% of students met their career standard benchmark.	Our HS Career Readiness requirement exceeds that of the state requirement.

### Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
In 2024-2025, 97% of students attending BCTC were at or above competency in their NOCTI exams.	Boyertown has a 75.61% acceptance rate to BCTC.
In 2024-2025, 78% of BCTC students were awarded PA Skills Certificates.	

### 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**

Montgomery County Community College

**Agreement Type**

Dual Credit

**Program/Course Area**

Dual Credit Program

**Uploaded Files**

2024\_Boyertown\_MOU\_DE\_Signed-1.pdf

2024\_Boyertown\_MOU\_DE\_Signed-1\_c54f0b84.pdf

**Partnering Institution**

Harrisburg University of Science and Technology

**Agreement Type**

Dual Credit

**Program/Course Area**

Dual Enrollment Course

**Uploaded Files**

Boyertown Area SD Ed Agreement~Harrisburg University 5~2025R.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.

Career Readiness is yielding above and exceeding the state expected benchmarks.

Enrollment in BCTC continues to be the highest in the county.

### 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.

Students with disabilities' career standard benchmark declined 1.9% over the past year.

84.1% Economically disadvantaged students are completing the four-year cohort graduation expectation.

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

Data	Comments/Notable Observations
In Grades 3-8, 20.2% of students with an IEP were proficient or advanced on the ELA PSSA.	In Grades 3-8, 68% of non-IEP students were proficient or advanced on the ELA PSSA.
In Grades 3-8, 21.1% of students with an IEP were proficient or advanced on the math PSSA.	In Grades 3-8, 66% of non-IEP students were proficient or advanced on the math PSSA.
20.4% of students with an IEP who took the Literature Keystone scored proficient; none scored advanced.	66% of non-IEP students were proficient or advanced on the Literature Keystone.
17.6% of students with IEPs who took the Algebra 1 Keystone scored proficient or advanced.	67% of non-IEP students were proficient or advanced on the Algebra 1 Keystone scored proficient or advanced.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Grades 3-8, 39.6% of students who are considered economically disadvantaged scored proficient or advanced on the ELA PSSA.	

Grades 3-8, 37.9% of students who are considered economically disadvantaged scored proficient or advanced on the math PSSA.	
Keystone Literature, 37.6% of students who are considered economically disadvantaged scored proficient or advanced on the Literature Keystone.	
Algebra I, 45.7% of students who are considered economically disadvantaged scored proficient or advanced on the Algebra 1 Keystone.	

**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.

For students with disabilities, growth (PVAAS) is often at or above expected levels, especially in middle grades.
Growth metrics indicate that instructional supports are positively impacting learning trajectories.

**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.

Students with disabilities have persistent achievement gaps despite growth.



## **Designated Schools**

There are no Designated Schools.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	students with disabilities, overall growth, and achievement.
Title 1 Program	reading growth and achievement
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	data, assessment, instructional practice, collaboration
English Language Development Programs	NA

### Strengths

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

### Challenges

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

## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
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	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging

### 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	Emerging

### 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	Emerging

### 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	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

## Summary

### Strengths

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

Foster a vision and culture of high expectations for success for all students, educators, and families.
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Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.
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Recruit and retain fully credentialed, experienced, and high-quality leaders and teachers.
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### 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.

The development and implementation of an MTSS system focused on student growth in all areas.
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Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.
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Develop a common understanding and language for the central office, building leaders, and teacher leaders regarding expectations of high-yield instructional practices.
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## 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
Districtwide PVAAS growth is a consistent strength, particularly in mathematics.	False
Most schools meet or exceed expected growth targets, demonstrating effective instructional impact over time.	False
Our IXL scores are reflective of our 2025 PSSA ELA results.	True
Growth trends are evident across grade spans, indicating systemwide instructional capacity.	False
Most buildings meet or exceed state attendance expectations.	False
High school students exceed state benchmarks in career readiness indicators.	False
Secondary data shows that approximately half of the high school students reach proficient/advanced on the Keystone.	False
Middle school PSSA proficiency rates are in the low to mid 60% range with strong PVAAS growth.	True
Elementary DIBELS-8 and IXL data show strong vocabulary and decoding accuracy.	False
Growth trends are strong in many grades, including students with disabilities.	False
There is a fairly strong alignment between IXL proficiency and Spring 2025 PSSA proficiency in elementary and secondary schools.	False
Students in grades 3-8 taking the math FireFly assessment showed a 4% increase in readiness predictors for the PSSA from the October to November assessment.	False
There has been success with the rollout of the inquiry-based curriculum aligned to STEEL standards.	True
Strong resources in technology and growing teacher collaboration.	False
Career Readiness is yielding above and exceeding the state expected benchmarks.	True
Enrollment in BCTC continues to be the highest in the county.	False
Foster a vision and culture of high expectations for success for all students, educators, and families.	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	True
Recruit and retain fully credentialed, experienced, and high-quality leaders and teachers.	False

For students with disabilities, growth (PVAAS) is often at or above expected levels, especially in middle grades.	False
Growth metrics indicate that instructional supports are positively impacting learning trajectories.	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
While growth is strong, growth does not consistently translate into higher proficiency or advanced-level performance, particularly in: English Language Arts (ELA) for Students with disabilities and economically disadvantaged students.	False
ELA proficiency has remained stagnant across multiple years, indicating a need for systemwide instructional refinement.	False
43.85% of our kindergarten students started the school year needing intensive support in reading, as noted by the DIBELS-8 screener composite score.	True
35% of our students in Gr. 3-8 are scoring basic on the PSSA ELA assessment.	True
Special education and economically disadvantaged populations are increasing districtwide, especially at the elementary level.	False
Students with disabilities consistently underperform their peers despite positive growth trends.	False
77% of our high school Algebra I Keystone test takers are not scoring proficient or advanced on this assessment.	True
Limited longitudinal data under new standards.	False
Students with disabilities' career standard benchmark declined 1.9% over the past year.	False
84.1% Economically disadvantaged students are completing the four-year cohort graduation expectation.	False
The development and implementation of an MTSS system focused on student growth in all areas.	True
57% of high school students were proficient or advanced on the Literature Keystone.	False
There is a need for a K-5 universal screener for math skills.	False
Students with disabilities have persistent achievement gaps despite growth.	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	False

Develop a common understanding and language for the central office, building leaders, and teacher leaders regarding expectations of high-yield instructional practices.	True
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**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.

We need to prioritize literacy instruction to provide a solid foundation that will support overall growth and achievement in ELA across our elementary and secondary schools.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
43.85% of our kindergarten students started the school year needing intensive support in reading, as noted by the DIBELS-8 screener composite score.		False
35% of our students in Gr. 3-8 are scoring basic on the PSSA ELA assessment.		True
77% of our high school Algebra I Keystone test takers are not scoring proficient or advanced on this assessment.		True
The development and implementation of an MTSS system focused on student growth in all areas.	A comprehensive system is needed to analyze and determine appropriate interventions for students who need support in demonstrating proficiency.	True
Develop a common understanding and language for the central office, building leaders, and teacher leaders regarding expectations of high-yield instructional practices.		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Our IXL scores are reflective of our 2025 PSSA ELA results.	
Middle school PSSA proficiency rates are in the low to mid 60% range with strong PVAAS growth.	
There has been success with the rollout of the inquiry-based curriculum aligned to STEEL standards.	
Career Readiness is yielding above and exceeding the state expected benchmarks.	
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements

	The district will prioritize a foundational understanding of literacy instruction. A focus on research-based literacy instruction and resources with ongoing data analysis.
	The district will prioritize improving outcomes for sub groups in elementary and secondary students with disabilities who have Individualized Education Programs (IEPs) or are economically disadvantaged.
	Establish a coherent K–12 curriculum and aligned common assessments to strengthen Tier 1 instruction and ensure equitable, data-informed identification of students needing MTSS supports.

## Goal Setting

**Priority: Establish a coherent K–12 curriculum and aligned common assessments to strengthen Tier 1 instruction and ensure equitable, data-informed identification of students needing MTSS supports.**

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the conclusion of the comprehensive plan, the district will revise and align K–12 ELA and Mathematics curricula to Pennsylvania state standards, ensuring Tier 1 core resources, assessments, and Tier 2 and Tier 3 intervention materials are aligned to MTSS expectations and instructional priorities.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Curriculum, Assessment and MTSS Implementation		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
The district will complete a K–12 curriculum review in ELA aligned to Pennsylvania state standards and MTSS expectations, including clearly defined Tier 1 instructional expectations, common assessment practices, and building-level MTSS implementation guidance to ensure consistent core instruction across all schools.	The district will complete a K–12 curriculum review in Mathematics aligned to Pennsylvania state standards and MTSS expectations, including clearly defined Tier 1 instructional expectations, common assessment practices, and building-level MTSS implementation guidance to ensure consistent core instruction across all schools.	By the conclusion of the comprehensive plan, the district will revise and align K–12 ELA and Mathematics curricula to Pennsylvania state standards, ensuring Tier 1 core resources, assessments, and Tier 2 and Tier 3 intervention materials are aligned to MTSS expectations and instructional priorities.

**Priority: The district will prioritize a foundational understanding of literacy instruction. A focus on research-based literacy instruction and resources with ongoing data analysis.**

<b>Outcome Category</b>		
English Language Arts		
<b>Measurable Goal Statement (Smart Goal)</b>		
Increase the percentage of students in Grades 3–8 scoring Proficient or Advanced on the PSSA in ELA to 65% proficiency rate, through implementation of a multi-tiered system of supports (MTSS). Including: consistent tier 1 core instruction aligned to PA standards, universal screening, progress monitoring, data review protocols, targeted tier 2 and tier 3 interventions aligned to student needs.		
<b>Measurable Goal Nickname (35 Character Max)</b>		

Increased ELA PSSA		
Target Year 1	Target Year 2	Target Year 3
58% of students in grades 3-8 will score proficient or advanced on the ELA PSSA test.	60% of students in grades 3-8 will score proficient or advanced on the ELA PSSA test.	Increase the percentage of students in Grades 3–8 scoring Proficient or Advanced on the PSSA in ELA to 65% proficiency rate, through implementation of a multi-tiered system of supports (MTSS). Including: consistent tier 1 core instruction aligned to PA standards, universal screening, progress monitoring, data review protocols, targeted tier 2 and tier 3 interventions aligned to student needs.

**Priority: The district will prioritize improving outcomes for sub groups in elementary and secondary students with disabilities who have Individualized Education Programs (IEPs) or are economically disadvantaged.**

Outcome Category		
Other		
Measurable Goal Statement (Smart Goal)		
Reducing Achievement Gaps for Students with Disabilities and Economically Disadvantaged Students. The district will reduce achievement gaps for elementary and secondary students with disabilities (IEPs) and economically disadvantaged students through strengthened inclusive Tier 1 instruction, early intervention, and data-driven decision-making within a districtwide MTSS framework. Reading and Mathematics proficiency for students with IEPs (Grades K–12) will increase to at least 25%. ELA proficiency for economically disadvantaged students will increase to at least 45%. Mathematics proficiency for economically disadvantaged students will increase to at least 50%		
Measurable Goal Nickname (35 Character Max)		
Strengthen Student with Disabilities & Economically Disadvantaged Student Achievement		
Target Year 1	Target Year 2	Target Year 3
Increase IEP student proficiency on the state standardized tests to 22% proficiency in ELA and Math. Increase the number of economically disadvantaged students' proficiency on the state standardized tests to 40% proficiency in ELA 47% proficiency in math.	Increase IEP student proficiency on the state standardized tests to 23% proficiency in ELA and Math. Increase the number of economically disadvantaged students' proficiency on the state standardized tests to 43% proficiency in ELA 49% proficiency in math.	Reducing Achievement Gaps for Students with Disabilities and Economically Disadvantaged Students. The district will reduce achievement gaps for elementary and secondary students with disabilities (IEPs) and economically disadvantaged students through strengthened inclusive Tier 1 instruction, early intervention, and data-driven decision-making within a districtwide MTSS framework. Reading and Mathematics proficiency for

		students with IEPs (Grades K–12) will increase to at least 25%. ELA proficiency for economically disadvantaged students will increase to at least 45%. Mathematics proficiency for economically disadvantaged students will increase to at least 50%
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## Action Plan

### Measurable Goals

Curriculum, Assessment and MTSS Implementation	Increased ELA PSSA
Strengthen Student with Disabilities & Economically Disadvantaged Student Achievement	

### Action Plan For: Curriculum Review Process

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the conclusion of the comprehensive plan, the district will revise and align K–12 ELA and Mathematics curricula to Pennsylvania state standards, ensuring Tier 1 core resources, assessments, and Tier 2 and Tier 3 intervention materials are aligned to MTSS expectations and instructional priorities.</li> </ul>

Action Step	Anticipated Start Date	Anticipated Completion Date	
Provide sustained, job-embedded professional learning in structured literacy aligned to Pennsylvania ELA standards and the Science of Reading to strengthen Tier 1 core reading instruction and ensure consistent instructional practices across all K–5 classrooms.	2026-06-30	2029-06-30	
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Stephanie Petri, Director of Teaching and Learning	Structured Literacy State PD, Office of Teaching and Learning with Instructional Coaches.	Yes	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date	
Through the curriculum review process, review current ELA and Mathematics curriculum maps, pacing guides, instructional resources, and assessments for alignment to PA state standards and MTSS expectations. Identify gaps, redundancies, and misalignments across grade levels and buildings. Document Tier 1, Tier 2, and Tier 3 resource alignment and areas needing revision or replacement.	2026-06-30	2029-06-30	
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>

Stephanie Petri, Director of Teaching and Learning	The Office of Teaching, Learning Team, and Instructional Coaches will support this work.	Yes	Yes
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased Tier 1 fidelity of structured literacy practices as measured by walkthrough data. Increase in proficiency on grade-level expectations on diagnostic, formative, and summative assessments.	Classroom teachers, reading specialists, and intervention teachers. Local Assessments, DIBELS-8 Screener, IXL Diagnostic Assessment, CDT, Firefly, PSSA, and Keystone Literature Exams.

### Action Plan For: Supporting all Learners

Measurable Goals:
<ul style="list-style-type: none"> <li>Reducing Achievement Gaps for Students with Disabilities and Economically Disadvantaged Students. The district will reduce achievement gaps for elementary and secondary students with disabilities (IEPs) and economically disadvantaged students through strengthened inclusive Tier 1 instruction, early intervention, and data-driven decision-making within a districtwide MTSS framework. Reading and Mathematics proficiency for students with IEPs (Grades K–12) will increase to at least 25%. ELA proficiency for economically disadvantaged students will increase to at least 45%. Mathematics proficiency for economically disadvantaged students will increase to at least 50%</li> </ul>

Action Step	Anticipated Start Date	Anticipated Completion Date	
Implement consistent MTSS data team protocols at elementary and secondary levels to review universal screening, diagnostic, and progress monitoring data for identified student groups	2026-08-26	2029-06-30	
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Stephanie Petri, Director of Teaching and Learning	Universal Screener, Diagnostic Data, Database	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Decrease in identification of students with disabilities. Increase in proficiency on standardized assessments for students in targeted groups.	Ed Insight: data tracking and monitoring of learning plans. Classroom teachers, interventionists, and special education teachers. Progress monitoring every 6-8 weeks or as determined by an IEP.
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**Action Plan For: Student Achievement**

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Increase the percentage of students in Grades 3–8 scoring Proficient or Advanced on the PSSA in ELA to 65% proficiency rate, through implementation of a multi-tiered system of supports (MTSS). Including: consistent tier 1 core instruction aligned to PA standards, universal screening, progress monitoring, data review protocols, targeted tier 2 and tier 3 interventions aligned to student needs.</li> </ul>

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide professional learning and coaching on MTSS implementation and evidence-based literacy practices		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Stephanie Petri, Director of Teaching and Learning	Adoption of literacy program aligned to PA state standards.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Horizontal and Vertical alignment of ELA instruction.	Walk through observation data, teacher observation, and implementation with fidelity.



## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum Review Process	Provide sustained, job-embedded professional learning in structured literacy aligned to Pennsylvania ELA standards and the Science of Reading to strengthen Tier 1 core reading instruction and ensure consistent instructional practices across all K–5 classrooms.
Curriculum Review Process	Through the curriculum review process, review current ELA and Mathematics curriculum maps, pacing guides, instructional resources, and assessments for alignment to PA state standards and MTSS expectations. Identify gaps, redundancies, and misalignments across grade levels and buildings. Document Tier 1, Tier 2, and Tier 3 resource alignment and areas needing revision or replacement.
Supporting all Learners	Implement consistent MTSS data team protocols at elementary and secondary levels to review universal screening, diagnostic, and progress monitoring data for identified student groups
Student Achievement	Provide professional learning and coaching on MTSS implementation and evidence-based literacy practices

### Professional Learning Communities

Action Step		
<ul style="list-style-type: none"> <li>Provide sustained, job-embedded professional learning in structured literacy aligned to Pennsylvania ELA standards and the Science of Reading to strengthen Tier 1 core reading instruction and ensure consistent instructional practices across all K–5 classrooms.</li> </ul>		
Audience		
Classroom Teachers		
Topics to be Included		
Science of Reading Structured Literacy Curriculum Resources Instructional Practices		
Evidence of Learning		
Expectations applied into classroom Tier 1 Instruction.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Stephanie Petri, Director of Teaching and Learning.	0026-09-12	2027-06-01

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 1f: Designing Student Assessments</li> <li>• 3a: Communicating with Students</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 4a: Reflecting on Teaching</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

## Professional Learning Days

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Through the curriculum review process, review current ELA and Mathematics curriculum maps, pacing guides, instructional resources, and assessments for alignment to PA state standards and MTSS expectations. Identify gaps, redundancies, and misalignments across grade levels and buildings. Document Tier 1, Tier 2, and Tier 3 resource alignment and areas needing revision or replacement.</li> </ul>		
<b>Audience</b>		
K-12 Teachers		
<b>Topics to be Included</b>		
Instructional Practices Curriculum Review Vertical Alignment Collaboration Horizontal Alignment Collaboration Data analysis and application		
<b>Evidence of Learning</b>		
Evidence in classroom instructional practices. Use of data to make instructional decisions. Tiered instructional supports.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

Stephanie Petri, Director of Teaching and Learning	2026-09-01	2027-06-01
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**Learning Format**

Type of Activities	Frequency
Inservice day	4
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 1f: Designing Student Assessments</li> <li>• 3b: Using Questioning and Discussion Techniques</li> <li>• 3c: Engaging Students in Learning</li> <li>• 4b: Maintaining Accurate Records</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

**Learning Format**

Type of Activities	Frequency
Book study	Yearly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 1f: Designing Student Assessments</li> <li>• 4d: Participating in a Professional Community</li> <li>• 4e: Growing and Developing Professionally</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

**Learning Format**

Type of Activities	Frequency
Independent study	Yearly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 4e: Growing and Developing Professionally</li> <li>• 4f: Showing Professionalism</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

**Learning Format**

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	On Demand
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 4d: Participating in a Professional Community</li> <li>• 4e: Growing and Developing Professionally</li> <li>• 4f: Showing Professionalism</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

**Learning Format**

Type of Activities	Frequency
Other	1
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Professional Ethics	



## Communications Activities


Education and Student Services Committee Meetings					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Through the curriculum review process, review current ELA and Mathematics curriculum maps, pacing guides, instructional resources, and assessments for alignment to PA state standards and MTSS expectations. Identify gaps, redundancies, and misalignments across grade levels and buildings. Document Tier 1, Tier 2, and Tier 3 resource alignment and areas needing revision or replacement.</li> </ul>	Teachers, Administrators, School Board, and Community	District Data Presentation Curriculum Review Updates Resource Review/Budget Requests MTSS Implementation Updates	Stephanie Petri, Director of Teaching and Learning	10/13/2026	05/11/2027

## Communications

Type of Communication	Frequency
Presentation	4
Posting on district website	As needed based on updates.

## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
	<i>March 24, 2026</i>



# Boyertown Area School District

911 Montgomery Avenue  
Boyertown, PA 19512



## Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the Boyertown Area School District reviewed and approved the plan at the following Board Meeting, held on March 24, 2026. The plan was approved by a vote of nine (9) (yes) and zero (0) (no).

Plan Approved at School Board Meeting:

Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances\* (Chapter 16)

School Plan(s) - *Listed on the next page.*

Affirmed on this 24th day of March, 2026

By:  (Signature of Board President)

Anthony D. Panarello (Print Name)

**Bovertown Area School District Board of Education**

**School Name**

Senior High School  
Middle School East  
Middle School West  
Bovertown Elementary School  
Colebrookdale Elementary School  
Earl Elementary School  
Gilbertsville Elementary School  
New Hanover Upper Frederick Elementary School  
Washington Elementary School

**Plan Type**

Non-Designated – non – Title I and TSI – non – Title I  
Non-Designated – non – Title I  
Schoolwide Title I  
Schoolwide Title I  
Schoolwide Title I  
Schoolwide Title I  
Non-Designated – non – Title I  
Non-Designated – non – Title I  
Schoolwide Title I

**Plan Types:**

- Non-Designated – non – Title I
- Schoolwide Title I
- CSI
- ATSI – Title I
- ATSI – non – Title I
- TSI – Title I
- TSI – non – Title I