

Profile and Plan Essentials

LEA Type		AUN
School District		108561003
Address 1		
1025 Main St		
Address 2		
City	State	Zip Code
Berlin	PA	15530
Chief School Administrator		Chief School Administrator Email
Mr Eric J Lauer		elauer@bbsd.com
Single Point of Contact Name		
Karen Cotter		
Single Point of Contact Email		
kcotter@bbsd.com		
Single Point of Contact Phone Number		
814-267-4621		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Maria Murphy	Administrator	Berlin Brothersvalley School District	mmurphy@bbsd.com
James Maddy	Administrator	Berlin Brothersvalley School District	jmaddy@bbsd.com
Rachel Prosser	Administrator	Berlin Brothersvalley School District	rprosser@bbsd.com
Eric Lauer	Administrator	Berlin Brothersvalley School District	elauer@bbsd.com
Margie Zorn	Community Member	Berlin Brothersvalley School District	margie.zorn@gmail.com
Lori Gindlesperger	Community Member	Berlin Brothersvalley School District	gind1990@gmail.com
Melissa Webreck	Parent	Berlin Brothersvalley School District	webreck@gmail.com
Marshall Engleka	Community Member	Berlin Brothersvalley School District	marshalengleka1997@gmail.com
Mandy Lauer	Community Member	Berlin Brothersvalley School District	mandylauer@hotmail.com
Christine Fabyanic	Staff Member	Berlin Brothersvalley School District	cfabyanic@bbsd.com
Dante Paul	Staff Member	Berlin Brothersvalley School District	dpaul@bbsd.com
LeAnne Mankamyner	Community Member	Berlin Brothersvalley School District	leeburk0614@gmail.com
Susan Straight	Staff Member	Berlin Brothersvalley School District	sstraight@bbsd.com
Danielle Hay	Staff Member	Berlin Brothersvalley School District	dhay@bbsd.com
Krista Cramer	Staff Member	Berlin Brothersvalley School District	kcramer@bbsd.com
Jenna Ogburn	Board Member	Berlin Brothersvalley School District	jogburn@bbsd.com
Stacey Deeter	Parent	Berlin Brothersvalley School District	sdeeter@bbsd.com
Dawn Gindlesperger	Staff Member	Berlin Brothersvalley School District	dgindlesperger@bbsd.com
Blake Hyatt	Student	Berlin Brothersvalley School District	2027bhyatt@bbsd.com
Brian Slope	Community Member	Berlin Brothersvalley School District	bslope17@gmail.com
Greta Durst	Staff Member	Berlin Brothersvalley School District	gdurst@bbsd.com
Amanda Dowdy	Staff Member	Berlin Brothersvalley School District	adowdy@bbsd.com

LEA Profile

The Berlin Brothersvalley School District, located in Somerset County, Pennsylvania, is a rural district with a population of 5600 residents. The district is comprised of 165.5 square miles and includes the community of Berlin Borough and the townships of Allegheny, Brothersvalley and Northampton and the smaller outlying communities of New Baltimore, Glencoe, and Fairhope. The school itself is located in the Borough of Berlin, a community with about 1900 residents. Industry within the district includes a dairy farming, coal mining, small retail businesses, banking, various light industry and a long term nursing facility.

The district has three schools housed under one roof with a student population totaling approximately 762. The three schools include a K-4 elementary school with 284 students, a 5-8 middle school with 244 students, and a 9-12 high school with a population of 234. Administrative staff includes: 1 Superintendent, 1 K-8 Principal, 1 9-12 Principal, 1 Special Education Director, 1 Business Manager. A School Nurse provides services to the entire district. There are 65 teachers in grades K-12.

The school and community populations are predominately white, with less than 5% racial diversity. Forty-two (42) percent of the students are economically disadvantaged, and 19% of our students receive special education services. There are no private, charter or Christian schools within district boundaries, although several students attend Christian schools (7) in a neighboring district located within ten miles of district boundaries. There are 30 home schooled students, 15 students enrolled in cyber charter schools and 11 students that attend BBSD cyber. The district also sends 56 high school students in grades 10-12 (30% of our eligible population) to the Somerset County Technology Center (SCTC) to participate in vocational programs.

Mission and Vision

Mission

The mission of the Berlin Brothersvalley School District is to prepare students for the future by challenging their desire to learn and creating an environment that nurtures their diversity of talents.

Vision

Educational Excellence, Community Engagement, Lifelong Success

Educational Values

Students

At Berlin Brothersvalley School District, we believe that every student is capable of learning, growing, and achieving at high levels when provided with a supportive, structured, and engaging educational environment. Our students are the heart of Mountaineer Nation, and our educational values reflect our commitment to developing well-rounded individuals who are prepared for success in school, career, and life. We believe all students can achieve meaningful academic progress when instruction is standards-aligned, data-driven, and responsive to individual needs. Students are encouraged to take ownership of their learning, set goals, and strive for continuous improvement. We celebrate both achievement and growth, recognizing that effort, perseverance, and resilience are essential to success. Berlin Brothersvalley students are expected to demonstrate respect for themselves, others, and their school community. We emphasize integrity, kindness, accountability, and positive decision-making. Through daily interactions, classroom expectations, and schoolwide initiatives, students learn the importance of being responsible citizens who contribute positively to Mountaineer Nation. Positive relationships between students, staff, families, and the community are essential to student success. We believe students learn best when they feel safe, supported, and connected. Our schools foster a culture where every student feels known, valued, and encouraged to reach their full potential. Students are taught that challenges are opportunities for growth. Through high expectations and meaningful support, we encourage students to embrace hard work, learn from mistakes, and demonstrate resilience. These skills help develop confident learners who are prepared to navigate future challenges.

Staff

At Berlin Brothersvalley School District, our staff members are the foundation of Mountaineer Nation. We believe that the quality of our schools is directly connected to the commitment, professionalism, and heart of the adults who serve within them. The educational values of our staff reflect our dedication to excellence, growth, and student-centered decision-making. Every instructional, operational, and leadership decision begins with one central question: What is best for students? Staff members are committed to meeting learners where they are, differentiating instruction, and ensuring equitable access to rigorous academic opportunities. Our staff holds themselves to high standards of ethical conduct, responsibility, and reliability. We believe in honoring commitments, maintaining confidentiality, and fostering trust among colleagues, students, and families. Professional accountability ensures alignment with district goals and state standards. Learning is not limited to students. Our educators engage in ongoing professional development, data analysis, and reflective practice to refine instruction and improve outcomes. Through collaboration, coaching, and structured feedback systems, staff members model lifelong learning. Staff members set clear expectations for academic achievement, behavior, and effort. We believe in challenging students appropriately while providing the necessary supports to help them succeed. Rigor, paired with encouragement, prepares students for post-secondary success. A supportive and respectful environment is essential for effective teaching and learning. Staff members prioritize building meaningful relationships with students, families, and colleagues. Through encouragement, consistency, and care, we cultivate a culture of belonging within Mountaineer Nation.

Administration

The Berlin Brothersvalley School District administrative team is committed to leadership that is student-centered, transparent, and focused on continuous improvement. Our role as administrators is to create the conditions in which students and staff can thrive, ensuring that Mountaineer Nation remains a place of excellence, opportunity, and pride. Effective leadership requires honesty, consistency, and open communication. Administrators are committed to fostering trust with staff, students, families, the Board of Education, and the community through clear communication, ethical decision-making, and visible leadership. Strong schools are built through teamwork. Administrators actively engage staff in problem-solving, planning, and decision-making processes. We believe in empowering teacher leaders, supporting professional growth, and fostering a culture of collective responsibility for student success. Administrators are committed to maintaining schools that are safe, orderly, and welcoming. Clear expectations for behavior, consistent procedures, and proactive communication help create an environment where teaching and learning can flourish.

Parents

At Berlin Brothersvalley School District, we recognize that parents and families are essential partners in the educational process. A strong partnership between home and school strengthens student achievement, supports positive behavior, and reinforces the values that define Mountaineer Nation. We value and encourage active parent and family engagement in all aspects of a child's education. Parents and families play a critical role in supporting academic achievement and personal growth. We believe that when families and schools work together, students are more likely to succeed. Parents are encouraged to support learning at home, monitor progress, and reinforce the importance of effort, responsibility, and perseverance. Open, respectful, and consistent communication between home and school is vital. We value parents who engage with teachers and administrators, attend conferences and school events, and communicate questions or concerns in a collaborative manner. Strong communication builds trust and ensures that students receive consistent support. Parents and families who set high expectations for behavior, effort, and academic performance help foster student success. Encouragement, structure, and reinforcement at home support the development of responsibility, self-discipline, and a strong work ethic.

Community

Berlin Brothersvalley School District is deeply rooted in a proud, supportive, and resilient community. Our schools do not stand alone — they reflect the values, traditions, and aspirations of the broader Mountaineer Nation. The educational values of our community strengthen our mission and help ensure that students are prepared for success both within and beyond our district.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
2024- 2025 BBES Mathematics PSSA All Student Group	59.2% of BBES students performed proficient or advanced in math, exceeding the statewide average of 41.7%.
2024- 2025 BBES Mathematics PSSA Growth All Student Group	Academic growth score for BBES was 100.0 for math, meeting the statewide growth standard of 70.0 and exceeding the statewide Average of 74.9.
2024- 2025 BBES Mathematics PSSA %Adv	Percent of BBES students that were advanced in math was 25.8% exceeding the state wide of average of 16.3%.
2024- 2025 BBMS ELA PSSA Growth All Student Group	Academic growth score for BBMS was 72.0 for ELA, meeting the statewide growth standard of 70.0.
2024- 2025 BBHS ELA Keystone All Student Group	72.9% of BBHS students performed proficient or advanced in ELA, exceeding the statewide average of 49.9%.
2024- 2025 BBHS Algebra Keystone All Student Group	54.4% of BBHS students performed proficient or advance, exceeding the statewide average of 41.7%.
2024- 2025 BBHS ELA Growth All Student Group	Academic growth score for BBHS was 75.0 for ELA, meeting the statewide growth standard of 70.0.
2024- 2025 BBHS Career Standards Benchmark All Student Group	Career Standards Benchmark for all student group 100% of BBHS students met benchmark exceeding the statewide average of 91.3%.
2024- 2025 BBHS Industrial Based Learning All Student Group	Industry Based Learning for all student group 54.4% of BBHS students met benchmark exceeding the statewide average of 41% and the Statewide Performance Standard of 30.7%.
2024- 2025 BBHS Industrial Based Learning Competency Assessment %Adv. All Student Group	19.3% of BBHS students scored Advanced on the Competency Assessment exceeding the state average of 6.8%.
2024- 2025 BBHS Four Year Cohort All Student Group	BBHS Percent Graduation 4 year Cohort percentage was 95.9% exceeding the state average of 88.0%.

Challenges

Indicator	Comments/Notable Observations
2024- 2025 BBES ELA PSSA All Student Group	45.8% of BBES students performed proficient or advanced on the ELA PSSA - this did not meet the statewide average of 49.9% or Statewide goal of 81.1%.
2024- 2025 BBES ELA PSSA Growth All Student Group	BBES ELA All student Growth of 54.0 did not meet the Average growth score of 75.4 and did not meet the statewide standard of 70.0.
2024- 2025 BBMS ELA PSSA All Student Group	48.9% of BBMS students performed proficient or advanced on the ELA PSSA - this did not meet the statewide average of 49.9% or Statewide goal of 81.1%.
2024- 2025 BBMS Math PSSA All Student Group	33.6% of BBMS students performed proficient or advanced on the Math PSSA - this did not meet the statewide average of 41.7% or Statewide goal of 71.8%.

2024- 2025 BBMS Math PSSA Growth All Student Group	BBMS All student Growth of 52.0 did not meet the Average growth score of 74.9 and did not meet the statewide standard of 70.0.
2024- 2025 BBHS Math Keystone All Student Group	BBHS All student Growth of 50.0 did not meet the Average growth score of 74.9 and did not meet the statewide standard of 70.0.
2024- 2025 BBHS Regular Attendance All Student Group	A 76.4% rate of students not chronically absent at BBHS did not meet the statewide average of 79.6% nor the statewide Performance standard of 94.1%.

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

Strengths

Indicator 2024- 2025 BBES Math PSSA - Economically Disadvantaged 3-6 Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Grades 3-4	Comments/Notable Observations Mathematics 51.7% within 8% of All Student Group.
Indicator 2024- 2025 BBES ELA PSSA Growth Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Grades 3-4	Comments/Notable Observations ELA 65.0 exceeds by 11 points of All Student Group.
Indicator 2024-2025 BBES Math PSSA %Adv Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Grades 3-4	Comments/Notable Observations Math: 18.3% exceeds state average of 16.3% Adv.
Indicator 2024-2025 BBMS Math PSSA Growth Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Grades 5-8	Comments/Notable Observations Math: 66.0 exceeds the All Student Group by 14 points.
Indicator 2024-2025 BBHS Keystone Literature Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Grades 9-12	Comments/Notable Observations Literature: 58.1% exceeds the state average by 9%.
Indicator 2024-2025 BBHS Keystone Literature Growth Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Grades 9-12	Comments/Notable Observations Literature: 75.0 matches the All Student Group of 75.0
Indicator 2024-2025 BBHS Keystone Algebra Growth Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Grades 9-12	Comments/Notable Observations Algebra Score of 59.0 exceeds All Student Group by 9 points.
Indicator 2024-2025 BBHS Keystone Algebra%Adv Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Grades 9-12	Comments/Notable Observations Algebra: 19.4% ADV exceeds the state average of 16.3%.

Challenges

Indicator	Comments/Notable Observations
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2024-2025 BBES ELA PSSA Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Grades 3 -4	BBES Economically Disadvantaged 45.3% compared to All Student Group of 48.9%.
Indicator 2024-2025 BBMS ELA PSSA Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Grades 5-8	Comments/Notable Observations BBMS Economically Disadvantaged 33.0% compared to All Student Group of 45.8%.
Indicator 2024-2025 BBMS Math PSSA % Adv Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Grades 5-8	Comments/Notable Observations BBMS Economically Disadvantaged 3.9% compared to All Student Group of 8.1%.
Indicator 2024-2025 BBHS Keystone Literature Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Grades 9-12	Comments/Notable Observations BBHS Economically Disadvantaged 58.1% compared to All Student Group of 72.9%%.

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Career Standards Benchmark for all student group 100% of BBHS students met benchmark exceeding the statewide average of 91.3%.
54.4% of BBHS students performed proficient or advanced in Algebra, exceeding the statewide average of 41.7%.
19.3% of BBHS students scored Advanced on the Competency Assessment exceeding the state average of 6.8%.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

45.8% of BBES students performed proficient or advanced on the Math PSSA - this did not meet the statewide average of 49.9% or Statewide goal of 81.1%.
BBES ELA All student Growth of 54.0 did not meet the average growth score of 75.4 and did not meet the statewide standard of 70.0.

48.9% of BBMS students performed proficient or advanced on the ELA PSSA - this did not meet the statewide average of 49.9% or Statewide goal of 81.1%.
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33.6% of BBMS students performed proficient or advanced on the Math PSSA - this did not meet the statewide average of 41.7% or Statewide goal of 71.8%.

BBMS Math All student Growth of 52.0 did not meet the Average Growth Score of 74.9 and did not meet the statewide standard of 70.0.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA at/above proficiency Grade 3 2023 - 51% 2024 - 58% 2025 - 42% Grade 4 2023 - 52% 2024 - 28% 2025 - 53% Grade 5 ELA 2023 - 59% 2024 - 53% 2025 - 34% Grade 6 2023 - 72% 2024 - 58% 2025 - 57% Grade 7 2023 - 64% 2024 - 53% 2025 - 55% Grade 8 2023- 62% 2024 - 67% 2025- 53%	BBSD analysis of PSSA Math results over multiple years reveals fluctuating performance levels rather than a consistent upward or downward trend.
Keystone Literature Scores at/or above proficiency 2023- 68.8% 2024 - 61% 2025- 72.9%	Fluctuating levels of achievement. However an increase of 11% in achievement between 23-24 and 24-25.
BBES students meeting DIBELS 8th Edition Benchmark: 2024-25 Composite Scores (EOY) K - 84% 1st Grade - 87% 2nd Grade - 63% 3rd Grade - 58% 4th grade- 51% 2023-24 K- 79% 1st Grade - 74% 2nd Grade - 58% 3rd Grade - 50% 4th grade- 51% 2022-2023 K - 74% 1st Grade - 71% 2nd Grade - 66% 3rd Grade - 50% 4th grade- 55%	Student performance on DIBELS indicates foundational literacy skills are being developed. Outcomes for students are high in early elementary. Concerns for 3rd and 4th-grade outcomes need to be addressed. Structured Literacy approaches being implemented. such as Slingerland and LETRS through Professional Development.
PSSA PVAAS Growth Grade 4 ELA 2023 - Met 2024 - Well Below 2025 - Well Below PSSA PVAAS Growth Grade 5 ELA 2023 - Above 2024 - Met 2025 - Well Below PSSA PVAAS Growth Grade 6 ELA 2023 - Above 2024 - Meets 2025 - Meets PSSA PVAAS Growth Grade 7 ELA 2023 - Below 2024 - Well Below 2025 - Meets PSSA PVAAS Growth Grade 8 ELA 2023 - Above 2024 - Well Above 2025 - Well Above	Fluctuation of results with regards to Growth.
Keystone PVAAS Growth Literature 2023- Below 2024- Below 2025- Meets	An increase in 2025.

English Language Arts Summary

Strengths

Grade 8 Literature tremendous growth from 2023- 2025
Grade 6 showing steady growth from 2023-2025
Kindergarten and 1st grade DIBELS at a high level.

Challenges

DIBELS scores drop significantly between grades 1 and 2.
Fluctuating PSSA scores over grade levels from 2023-2025.

Mathematics

Data	Comments/Notable Observations
PSSA Grade 3 at/above proficiency 2023- 49% 2024- 63% 2025- 57% Grade 4 at/above proficiency 2023- 60% 2024- 52% 2025- 65% Grade 5 at/above proficiency 2023- 41% 2024- 51% 2025-	BBES/BBMS An analysis of PSSA Math results over multiple years reveals

35% Grade 6 at/above proficiency 2023- 41% 2024- 45% 2025- 43% Grade 7 at/ above proficiency 2023- 46% 2024 26% 2025- 30% Grade 8 at /above proficiency 2023- 28% 2024- 42% 2025- 22%	fluctuating performance levels rather than a consistent upward or downward trend.
Keystone Algebra at/above proficiency for first-time test takers 2023 - 35.5% 2024 - 45.3% 2025- 54.4% -	Algebra Keystone scores have significantly increased over the three year period.
PSSA PVAAS Growth Grade 4 Math 2023 - Well Below 2024 - Above 2025 - Well Above PSSA PVAAS Growth Grade 5 Math 2023 - Below 2024 - Meets 2025 - Below PSSA PVAAS Growth Grade 6 Math 2023 - Meets 2024- Meets 2025 - Well Below PSSA PVAAS Growth Grade 7 Math 2023 - Above 2024 - Below 2025 - Well Below PSSA PVAAS Growth Grade 8 Math 2023 - Above 2024 - Above 2025 - Meets	PVAAS growth has steadily declined over the three year period.
Keystone PVAAS Growth 2023- Well Below 2024- Well Below 2025- Well Below	Well Below throughout the time period.

Mathematics Summary

Strengths

Keystone Algebra scores have steadily improved.
Grade 4 PVAAS Math is trending significantly upward.

Challenges

Keystone Algebra growth is well below the state standard.
Grade 5-8 growth has steadily declined.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Science at/above proficiency Grade 4 2022- 88% 2023- 88% 2024- 83% 2025- N/A Grade 8- 2022- 73% 2023- 69% 2024- 72% 2025- N/A	PSSA scores have stayed consistent.
Keystone Biology at/above proficiency for first-time test takers 2023 - 68.1% 2024 - 70.9% 2025 - Waiver	PSSA scores stayed consistent.
PSSA PVAAS Science 2023- Below 2024- Above 2025- Waiver	Significant increase in growth .

Science, Technology, and Engineering Education Summary

Strengths

High levels of proficiency/ advanced in Grade 4
High School has maintained levels of proficiency

Challenges

PSSA Science test makeup is changing to meet STEELS. Learners will establish a baseline in 2026.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
2024-2025 High School Graduation Rate for all student group. 4 year cohort - 95.9% Statewide average - 88%	BBHS Graduation rate was 95.9% for all students exceeding the statewide average of 88 for four-year cohort.
Career Standards Benchmarks for PA were met by both BBMS and BBHS. Percent Career Standards Benchmark for the BBHS was 100%. The PA Percent Career Standards Benchmark average was 91.5.	BBHS Graduation project supports Career Readiness. The curriculum includes guidance lessons focused on Career Readiness. District has adopted the Smart Futures Program for K-12.

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

Allegany College of Maryland

Agreement Type

Dual Credit

Program/Course Area

English/ Psychology/Sociology/ Speech/ Western Civilization/ Computer Technology

Uploaded Files

ACM Agreement_001.pdf

Partnering Institution

Mount Aloysius

Agreement Type

Dual Credit

Program/Course Area

Anatomy/ Biology/ Chemistry/ Physics/ Statistics

Uploaded Files

Mount Aloysius_001.pdf

Partnering Institution

Pennsylvania Highlands

Agreement Type

Dual Credit

Program/Course Area

Business/ Accounting/ Health/ Music

Uploaded Files

Penn Highlands _001.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.

BBHS Graduation rate was 95.9% for all students exceeding the statewide average of 88 for four-year cohort.
Career Standards Benchmarks for PA were met by both BBMS and BBHS. Percent Career Standards Benchmark for the BBHS was 100% The PA Percent Career Standards Benchmark average was 91.5.

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.

N/A

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
N/A	

Students with Disabilities

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

Data	Comments/Notable Observations
2024- 2025 BBES ELA/Literature, Mathematics PSSA - Students with Disabilities - Grades 3-4	ELA 13.6% proficient, 45.8% of all student group proficient. Math 27.3% proficient, 59.2% of all student group proficient.
2024- 2025 BBMS ELA/Literature, Mathematics PSSA - Students with Disabilities - Grades 5-8	ELA 13.3 % proficient. 48.9% of all student group proficient Math 22.2% proficient, 33.6% of all student group proficient.
2024- 2025 BBMS ELA/Literature, Mathematics PSSA Growth - Students with Disabilities - Grades 5-8	ELA Growth 70.0, 72.0 all student group score Math Growth 76.0, 52.0 all student group score.

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.

BBMS ELA Growth 70.0, 72.0 all student group score
BBMS Math Growth 76.0, 52.0 all student group score

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.

BBES ELA 13.6% proficient, 45.8% of all student group proficient.

BBES Math 27.3% proficient, 59.2% of all student group proficient
BBMS ELA 13.3 % proficient. 48.9% of all student group proficient

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The special education plan was submitted and approved. No areas of need were indicated after submission.
Title 1 Program	BBES Title 1 Program focuses on developing early literacy skills in grades K-4. Data-driven decision making is used to make informed decisions. Programs have been implemented to support all students.
Student Services	The office of students services provides support for students through the Student Assistance Program, ADMIN SST, and Social Work services. Students services supports the individual needs of all students.
K-12 Guidance Plan (339 Plan)	Berlin Brothersvalley School District's K–12 Comprehensive Guidance Plan provides a coordinated, developmentally appropriate system of academic, career, and social-emotional supports designed to ensure all students are prepared for success in school and life beyond graduation. The plan emphasizes early career awareness, strong student relationships, and proactive supports while aligning counseling services to district goals and student needs. A key component of the plan is the intentional implementation of the SmartFutures program, which is embedded across grade levels to build career readiness, workplace skills, and postsecondary planning. Through classroom guidance lessons, advisory experiences, and individualized student planning, learners progressively explore interests, develop employability skills, and create meaningful career and postsecondary plans. This comprehensive approach ensures equity, consistency, and continuity of guidance services from kindergarten through grade twelve, empowering Berlin Brothersvalley students to graduate confident, capable, and future-ready.
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

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

Berlin Brothersvalley School District's K–12 Comprehensive Guidance Plan provides a coordinated, developmentally appropriate system of academic, career, and social-emotional supports designed to ensure all students are prepared for success in school and life beyond graduation. The plan emphasizes early career awareness, strong student relationships, and proactive supports while aligning counseling services to district goals and student needs. A key component of the plan is the intentional implementation of the SmartFutures program, which is embedded across grade levels to build career readiness, workplace skills, and postsecondary planning. Through classroom guidance lessons, advisory experiences, and individualized student planning, learners progressively explore interests, develop employability skills, and create meaningful career and postsecondary plans. This comprehensive approach ensures equity, consistency, and continuity of guidance services from kindergarten through grade twelve, empowering Berlin Brothersvalley students to graduate confident, capable, and future-ready.

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.

N/A

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

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BBSD recruits and retains fully credentialed, experienced, and high-quality leaders and teachers. All faculty, support staff members, and administrative team members are highly qualified and certified in their areas of assignment.
BBSD administration ensures effective, standards-aligned curriculum and assessment.
BBSD coordinate and monitors supports aligned with students' and families' needs

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.

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BBSD can coordinate and monitor supports aligned with students' and families' needs.
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BBSD can improve meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.
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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
Career Standards Benchmark for all student group 100% of BBHS students met benchmark exceeding the statewide average of 91.3%.	True
54.4% of BBHS students performed proficient or advanced in Algebra, exceeding the statewide average of 41.7%.	True
19.3% of BBHS students scored Advanced on the Competency Assessment exceeding the state average of 6.8%.	True
Grade 8 Literature tremendous growth from 2023- 2025	True
Grade 6 showing steady growth from 2023-2025	True
Kindergarten and 1st grade DIBELS at a high level.	True
Keystone Algebra scores have steadily improved.	True
Grade 4 PVAAS Math is trending significantly upward.	True
High levels of proficiency/ advanced in Grade 4	True
High School has maintained levels of proficiency	True
BBHS Graduation rate was 95.9% for all students exceeding the statewide average of 88 for four-year cohort.	True
Career Standards Benchmarks for PA were met by both BBMS and BBHS. Percent Career Standards Benchmark for the BBHS was 100% The PA Percent Career Standards Benchmark average was 91.5.	True
BBMS ELA Growth 70.0, 72.0 all student group score	True
BBMS Math Growth 76.0, 52.0 all student group score	True
Berlin Brothersvalley School District's K–12 Comprehensive Guidance Plan provides a coordinated, developmentally appropriate system of academic, career, and social-emotional supports designed to ensure all students are prepared for success in school and life beyond graduation. The plan emphasizes early career awareness, strong student relationships, and proactive supports while aligning counseling services to district goals and student needs. A key component of the plan is the intentional implementation of the SmartFutures program, which is embedded across grade levels to build career readiness, workplace skills, and postsecondary planning. Through classroom guidance lessons, advisory experiences, and individualized student planning, learners progressively explore interests, develop employability skills, and create meaningful career and postsecondary plans. This comprehensive approach ensures equity, consistency, and continuity of guidance services from kindergarten through grade twelve, empowering Berlin Brothersvalley students to graduate confident, capable, and future-ready.	True
BBSD recruits and retains fully credentialed, experienced, and high-quality leaders and teachers. All faculty, support staff members, and administrative team members are highly qualified and certified in their areas of assignment.	True

BBSD administration ensures effective, standards-aligned curriculum and assessment.	True
BBSD coordinate and monitors supports aligned with students' and families' needs	True

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
45.8% of BBES students performed proficient or advanced on the Math PSSA - this did not meet the statewide average of 49.9% or Statewide goal of 81.1%.	True
BBES ELA All student Growth of 54.0 did not meet the average growth score of 75.4 and did not meet the statewide standard of 70.0.	True
48.9% of BBMS students performed proficient or advanced on the ELA PSSA - this did not meet the statewide average of 49.9% or Statewide goal of 81.1%.	True
33.6% of BBMS students performed proficient or advanced on the Math PSSA - this did not meet the statewide average of 41.7% or Statewide goal of 71.8%.	True
BBMS Math All student Growth of 52.0 did not meet the Average Growth Score of 74.9 and did not meet the statewide standard of 70.0.	True
DIBELS scores drop significantly between grades 1 and 2.	True
Fluctuating PSSA scores over grade levels from 2023-2025.	True
Keystone Algebra growth is well below the state standard.	True
Grade 5-8 growth has steadily declined.	True
PSSA Science test makeup is changing to meet STEELS. Learners will establish a baseline in 2026.	True
N/A	True
BBES ELA 13.6% proficient, 45.8% of all student group proficient.	True
BBES Math 27.3% proficient, 59.2% of all student group proficient	True
BBMS ELA 13.3 % proficient. 48.9% of all student group proficient	True
N/A	True
BBSD can coordinate and monitor supports aligned with students' and families' needs.	True
BBSD can improve meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	True

Most Notable Observations/Patterns

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

As the team worked through the needs assessment, a clear and consistent focus emerged around student achievement in English Language Arts and Mathematics. Team members noted ongoing challenges with foundational literacy and numeracy skills, as well as the need for stronger student engagement and ownership of learning in both content areas. Data discussions highlighted gaps in reading comprehension, written expression, problem-solving, and mathematical reasoning, particularly as students progress through grade

levels. The team emphasized the importance of providing targeted academic supports, strengthening study and organizational skills, and helping students better understand assessment data to set meaningful ELA and math goals. Additionally, staff identified the need for greater consistency in instructional expectations and academic interventions across grade levels to ensure all Berlin Brothersvalley students receive equitable support and sustained opportunities for growth in ELA and mathematics.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
45.8% of BBES students performed proficient or advanced on the Math PSSA - this did not meet the statewide average of 49.9% or Statewide goal of 81.1%.		True
BBES ELA All student Growth of 54.0 did not meet the average growth score of 75.4 and did not meet the statewide standard of 70.0.		False
48.9% of BBMS students performed proficient or advanced on the ELA PSSA - this did not meet the statewide average of 49.9% or Statewide goal of 81.1%.		False
33.6% of BBMS students performed proficient or advanced on the Math PSSA - this did not meet the statewide average of 41.7% or Statewide goal of 71.8%.		True
BBMS Math All student Growth of 52.0 did not meet the Average Growth Score of 74.9 and did not meet the statewide standard of 70.0.		True
DIBELS scores drop significantly between grades 1 and 2.		False
Fluctuating PSSA scores over grade levels from 2023-2025.		False
Keystone Algebra growth is well below the state standard.		False
Grade 5-8 growth has steadily declined.		False
PSSA Science test makeup is changing to meet STEELS. Learners will establish a baseline in 2026.		False
N/A		False
BBES ELA 13.6% proficient, 45.8% of all student group proficient.		False
BBES Math 27.3% proficient, 59.2% of all student group proficient		False
BBMS ELA 13.3 % proficient. 48.9% of all student group proficient		False
N/A		False
BBSD can coordinate and monitor supports aligned with students' and families' needs.		False
BBSD can improve meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Career Standards Benchmark for all student group 100% of BBHS students met benchmark exceeding the statewide average of 91.3%.	
54.4% of BBHS students performed proficient or advanced in Algebra, exceeding the statewide average of 41.7%.	
19.3% of BBHS students scored Advanced on the Competency Assessment exceeding the state average of 6.8%.	
Grade 8 Literature tremendous growth from 2023- 2025	
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Kindergarten and 1st grade DIBELS at a high level.	
Keystone Algebra scores have steadily improved.	
Grade 4 PVAAS Math is trending significantly upward.	

High levels of proficiency/ advanced in Grade 4	
High School has maintained levels of proficiency	
BBHS Graduation rate was 95.9% for all students exceeding the statewide average of 88 for four-year cohort.	
Career Standards Benchmarks for PA were met by both BBMS and BBHS. Percent Career Standards Benchmark for the BBHS was 100% The PA Percent Career Standards Benchmark average was 91.5.	
BBMS ELA Growth 70.0, 72.0 all student group score	
BBMS Math Growth 76.0, 52.0 all student group score	
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BBSD recruits and retains fully credentialed, experienced, and high-quality leaders and teachers. All faculty, support staff members, and administrative team members are highly qualified and certified in their areas of assignment.	
BBSD administration ensures effective, standards-aligned curriculum and assessment.	
BBSD coordinate and monitors supports aligned with students' and families' needs	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To improve math proficiency, we need to take the following actions. Provide ongoing, targeted professional development for teachers focused on effective math instruction strategies through intentional standards-aligned instruction, and ongoing progress monitoring.
	To improve math proficiency, we need to take the following actions. Provide ongoing, targeted professional development for teachers focused on effective math instruction strategies through intentional standards-aligned instruction, and ongoing progress monitoring.
	To improve math proficiency, we need to take the following actions. Provide ongoing, targeted professional development for teachers focused on effective math instruction strategies through intentional standards-aligned instruction, and ongoing progress monitoring.

Goal Setting

Priority: To improve math proficiency, we need to take the following actions. Provide ongoing, targeted professional development for teachers focused on effective math instruction strategies through intentional standards-aligned instruction, and ongoing progress monitoring.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
BBSD PVAAS Growth data will indicate that four grade levels reach the "evidence that the grade level met the growth standard" (Green) for Mathematics PSSAs and Algebra 1 Keystone by the 2028 school year.		
Measurable Goal Nickname (35 Character Max)		
BBSD PVAAS Growth Data		
Target Year 1	Target Year 2	Target Year 3
BBSD PVAAS Growth data will indicate that two grade levels reach the "evidence that grade level met the growth standard" (Green) for Mathematics PSSAs and Algebra I Keystone by the 2026 school year.	BBSD PVAAS Growth data will indicate that three grade levels reach the "evidence that grade level met the growth standard" (Green) for Mathematics PSSAs and Algebra I Keystone by the 2026 school year.	BBSD PVAAS Growth data will indicate that four grade levels reach the "evidence that the grade level met the growth standard" (Green) for Mathematics PSSAs and Algebra 1 Keystone by the 2028 school year.

Priority: To improve math proficiency, we need to take the following actions. Provide ongoing, targeted professional development for teachers focused on effective math instruction strategies through intentional standards-aligned instruction, and ongoing progress monitoring.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
BBMS aims to increase the percentage of students performing at or above proficiency from the current level of 33.6% and exceed the state average of 41.7%.		
Measurable Goal Nickname (35 Character Max)		
BBMS PSSA Proficiency		
Target Year 1	Target Year 2	Target Year 3
BBMS Math PSSA will reach a target of 38% in 2025-2026 school year.	BBMS Math PSSA will reach a target of 41.7% in 2026-2027 school year.	BBMS aims to increase the percentage of students performing at or above proficiency from the current level of 33.6% and exceed the state average of 41.7%.

Priority: To improve math proficiency, we need to take the following actions. Provide ongoing, targeted professional development for teachers focused on effective math instruction strategies through intentional standards-aligned instruction, and ongoing progress monitoring.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		

By 2028, BBSD aims to increase the percentage of students performing proficient or advanced on the Math state assessments (PSSA/Keystones) from 44.6% to 60%.		
Measurable Goal Nickname (35 Character Max)		
Math PSSA Advanced/Proficiency Levels 60%		
Target Year 1	Target Year 2	Target Year 3
BBSD Math PSSA proficiency levels will reach a target of 50% for each school building by the 2025-26 school year.	BBSD Math PSSA proficiency levels will reach a target of 55% for each school building by the 2026-27 school year.	By 2028, BBSD aims to increase the percentage of students performing proficient or advanced on the Math state assessments (PSSA/Keystones) from 44.6% to 60%.

Action Plan

Measurable Goals

BBSD PVAAS Growth Data	BBMS PSSA Proficiency
Math PSSA Advanced/Proficiency Levels 60%	

Action Plan For: Aligned Curriculum, Assessment, and Instruction

Measurable Goals:
- BBSD PVAAS Growth data will indicate that four grade levels reach the "evidence that the grade level met the growth standard" (Green) for Mathematics PSSAs and Algebra 1 Keystone by the 2028 school year. - BBMS aims to increase the percentage of students performing at or above proficiency from the current level of 33.6% and exceed the state average of 41.7%. - By 2028, BBSD aims to increase the percentage of students performing proficient or advanced on the Math state assessments (PSSA/Keystones) from 44.6% to 60%.

Action Step		Anticipated Start Date	Anticipated Completion Date
Continue to align curriculum, assessment, and instruction to the PA Core and State Academic Standards.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative team	Curriculum Framework YAAG	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Professional development agendas/sign in sheets, materials and resources provided, and curriculum map.	Act 48 hours and completed evaluation forms, Teacher observations, review of curriculum maps, and review student data.

Action Plan For: Effective Professional Learning/ Development

Measurable Goals:
- BBSD PVAAS Growth data will indicate that four grade levels reach the "evidence that the grade level met the growth standard" (Green) for Mathematics PSSAs and Algebra 1 Keystone by the 2028 school year. - BBMS aims to increase the percentage of students performing at or above proficiency from the current level of 33.6% and exceed the state average of 41.7%. - By 2028, BBSD aims to increase the percentage of students performing proficient or advanced on the Math state assessments (PSSA/Keystones) from 44.6% to 60%.

Action Step	Anticipated Start Date	Anticipated Completion Date
BBSD will ensure that consistent implementation of effective instructional practices across all classrooms.	2026-07-01	2029-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Standards Aligned System IU8	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Professional Development Agendas/sign-in sheets, materials and resources provided.	ACT 48 hours and completed evaluation forms, Teacher observations, review of curriculum frameworks/ YAAGs, and review of student data.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Effective Professional Learning/ Development	BBSD will ensure that consistent implementation of effective instructional practices across all classrooms.

Grade Level Specific Curriculum and Instructional Strategies

Action Step		
BBSD will ensure that consistent implementation of effective instructional practices across all classrooms.		
Audience		
K- 8 math teachers and support staff		
Topics to be Included		
Data - driven decision making, analysis of specific grade level/unit specific assessments, and strategic instructional planning.		
Evidence of Learning		
PLCs/ Data Days/ Observations		
Lead Person/Position	Anticipated Start	Anticipated Completion
Eric Lauer	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	1-2x/ per school year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Newsletter and/ or Fliers related to Teacher/ Student Learning					
Action Step	Audience	Topics to be Included	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
BBSD will ensure that consistent implementation of effective instructional practices across all classrooms.	School Board, Faculty, Staff, and All Stakeholders	Professional Learning topics, student achievement, student growth, and progress towards annual goals	Eric Lauer/ K - 8 Principal	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Newsletter	1 to 2x per year
Podcast	1 to 2x per year

Approvals & Signatures

Uploaded Files
board approval comp plan.pdf

Chief School Administrator	Date
Eric J Lauer	2026-09-22