Burrell SD

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
School District		
Address 1		
1021 Puckety Church Rd		
Address 2		
City	**State**	**Zip Code**
Lower Burrell	PA	15068
Chief School Administrator		**Chief School Administrator Email**
Dr Shannon L Wagner		swagner@burrell.k12.pa.us
Single Point of Contact Name		
Dr. Autumn Turk		
Single Point of Contact Email		
autumn.turk@burrell.k12.pa.us		
Single Point of Contact Phone Number		
7243341406		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Shannon Wagner	Administrator	District	
Dr. Autumn Turk	Administrator	District	
Dr. Jim Croushore	Administrator	Bon Air Elementary	
Deanna Lott	Administrator	Bon Air Elementary	
Jackie Eller	Staff Member	Bon Air Elementary	
Dave Huemme	Staff Member	Bon Air Elementary	
Meghan Marsili	Staff Member	Bon Air Elementary	
Patricia White	Staff Member	Bon Air Elementary	
Rachelle Wiltrout	Staff Member	Bon Air Elementary	
Vicki Connor	Parent	Bon Air Elementary	
Dustyn Dorn	Parent	Bon Air Elementary	
Jamie Gregory	Parent	Bon Air Elementary	
Karen Miller	Parent	Bon Air Elementary	
Kaitlyn Grzywinski	Parent	Bon Air Elementary	
Kimberly Mitchell	Parent	Bon Air Elementary	
Zachary Moore	Parent	Bon Air Elementary	
Michelle Maskas	Parent	Bon Air Elementary	
Mallory Whitlinger	Staff Member	Bon Air Elementary	
Krista Pisano	Administrator	Huston Middle School	
Jennifer Rioja	Parent	Huston Middle School	
Sherry Demao	Community Member	Community (HMS task force)	
Travis Welch	Administrator	Huston Middle School	
Robert Harris	Board Member	District (HMS task force)	
Joel Ceraso	Community Member	CBT Creative (BA task force)	
Jill Coury	Staff Member	Huston Middle School	
Brandon Daughtry	Staff Member	Huston Middle School	
Lisa Distillo	Parent	Huston Middle School	
Tamara Girardi	Parent	Huston Middle School	
Jessica Horwatt	Parent	Huston Middle School	
Jenna Golem	Parent	Huston Middle School	
Courtney Barbiaux	Staff Member	Huston Middle School	
Ashley Wright	Parent	Huston Middle School	
Alyssa Watson	Parent	Huston Middle School	
Megan Aranyos	Staff Member	Huston Middle School	
Heather Lake	Community Member	Pittsburgh Area Communities in Schools (HMS task force)	
John Boylan	Administrator	Burrell High School	
Carla Roland	Administrator	Burrell High School	
Jeremy Diehl	Staff Member	Burrell High School	
Joseph Viet Pham	Staff Member	Burrell High School	
Anthony Facemyre	Staff Member	Burrell High School	
Bryan Mike	Staff Member	Burrell High School	
Meghan Nese	Staff Member	Burrell High School	
Cybil Federer	Staff Member	Burrell High School	
Dan Pounds	Staff Member	Burrell High School	
Andrea Cottom	Parent	Burrell High School	
Christina Bowman	Parent	Burrell High School	
Denise Wagner	Staff Member	Burrell High School	

Jeremy Koster	Parent	Burrell High School	
Leigh Shamey	Parent	Burrell High School	
Stephanie Furnier	Parent	Burrell High School	
LeAnn Guido	Board Member	District (BHS task force)	
Paul Olijar	Community Member	Community (BHS task force)	
Stefanie Shani	Parent	Burrell High School	
Gregory Egnor	Administrator	District (BHS task force)	

LEA Profile

Burrell School District, located in Westmoreland County, PA, serves the City of Lower Burrell and Upper Burrell Township. The district currently faces a trend of declining enrollment—a reflection of broader demographic shifts in Western Pennsylvania—but maintains a reputation for high graduation rates, career readiness, innovation, and student-centered learning.

Student Enrollment & Trends

- Total Enrollment: Approximately 1,624 students. Enrollment has decreased by about 50 students annually over the last decade, totaling a 22% decline over the past 20 years.
- Grade Distribution: The largest classes are currently at the high school level (e.g., ~156 freshmen), while younger grades are significantly smaller (fewer than 100 students per grade in Kindergarten and 1st grade). Burrell High School serves students in grades 9-12, Huston Middle School serves students in grades 5-8, and Bon Air Elementary serves students in grades K-4.

Racial & Ethnic Composition

- White: ~90–92%
- Two or More Races: ~4–5%
- Black: ~2%
- Hispanic/Latino: ~2%
- Asian: <1%

Socioeconomic Indicators

- Economically Disadvantaged: Roughly 30% of students are eligible for free or reduced-price lunch programs.
- District Population: The broader resident population is approximately 13,700 with a median age of 47.6, which is notably higher than the state median.
- Income: The median household income for the district area is approximately $72,468, which is slightly lower than the Pennsylvania state average but higher than the Westmoreland County average.

Academic Context

- Graduation Rate: Consistently high, ranging between 90% and 94%.
- Student-Teacher Ratio: Approximately 14:1, allowing for smaller class sizes despite the overall population decline.

Mission and Vision

Mission

Burrell School District empowers students to learn, create, lead and succeed.

Vision

We... Educate Individuals. Inspire Leaders. Build Futures.

Educational Values

Students

We believe... *All people have worth. *All individuals have the ability to learn and deserve the opportunity to be educated. *Communities are strongest when lifelong learning is valued and nurtured by all. *Genuine effort grows ability. *Communication and collaboration are essential for positive interactions. *Individuals are accountable to society and responsible for positive contributions. *We must remain relevant in an ever-changing world.

Staff

We believe... *All people have worth. *All individuals have the ability to learn and deserve the opportunity to be educated. *Communities are strongest when lifelong learning is valued and nurtured by all. *Genuine effort grows ability. *Communication and collaboration are essential for positive interactions. *Individuals are accountable to society and responsible for positive contributions. *We must remain relevant in an ever-changing world.

Administration

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Parents

We believe... *All people have worth. *All individuals have the ability to learn and deserve the opportunity to be educated. *Communities are strongest when lifelong learning is valued and nurtured by all. *Genuine effort grows ability. *Communication and collaboration are essential for positive interactions. *Individuals are accountable to society and responsible for positive contributions. *We must remain relevant in an ever-changing world.

Community

We believe... *All people have worth. *All individuals have the ability to learn and deserve the opportunity to be educated. *Communities are strongest when lifelong learning is valued and nurtured by all. *Genuine effort grows ability. *Communication and collaboration are essential for positive interactions. *Individuals are accountable to society and responsible for positive contributions. *We must remain relevant in an ever-changing world.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Burrell High School (gr 9-12) - State Assessment Measures - Academic Growth Expectations in English Language Arts/Literature: All Student Group Exceeds the Standard Demonstrating Growth	Meets or Exceeds Statewide Goal Increase in Performance from the Previous Year
Burrell High School (gr 9-12) - College and Career Measures - Career Standards Benchmark: All Student Group Exceeds Performance Standard	Meets or Exceeds Statewide Goal Increase in Performance from the Previous Year
Burrell High School (gr 9-12) - College & Career Measures - Four-Year Cohort Graduation: All Student Group Meets Interim Goal/Improvement Target	Meets or Exceeds Interim Target
Huston Middle School (based on gr 6-8, now gr 5-8) - College and Career Measures - Career Standards Benchmark: All Student Group Exceeds Performance Standard	Meets or Exceeds Statewide Goal Maintained Same Performance from Previous Year
Bon Air Elementary (based on gr K-3, now gr K-4) - State Assessment Measures - Proficient/Advanced in Mathematics/Algebra 1: All Student Group Meets Interim Goal/Improvement Target	Meets or Exceeds Interim Target Increase in Performance from the Previous Year
Bon Air Elementary (based on K-3, now gr K-4) - On-Track Measures - Regular Attendance: All Student Group Meets Performance Standard	Meets or Exceeds Interim Target Increase in Performance from the Previous Year
Stewart Elementary School (previously gr 4-5, closed) - College and Career Measures - Career Standards Benchmark: All Student Group Exceeds Performance Standard	Meets or Exceeds Statewide Goal Increase in Performance from the Previous Year
Stewart Elementary School (previously gr 4-5, closed) - On-Track Measures - Regular Attendance: All Student Group Meets Performance Standard	Meets or Exceeds Interim Target

Challenges

Indicator	Comments/Notable Observations
Burrell High School (gr 9-12) - State Assessment Measures - Proficient/Advanced in English Language Arts/Literature: All Student Group Did Not Meet Interim Goal/Improvement Target	Increase in Achievement & Growth from Previous Year 2024-2025 & 2025-2026 - Increased fluency and Achieve 3000 interventions, researched Tier 3 reading interventions, creating MTSS, professional development with WIU
Burrell High School (gr 9-12) - State Assessment Measures - Proficient/Advanced in Mathematics/Algebra 1: All Student Group Did Not Meet Interim Goal/Improvement Target Academic Growth Expectations in Mathematics/Algebra 1: All Student Group Did Not Meet the Standard Demonstrating Growth	Increase in Achievement from Previous Year, Decrease in Growth 2024-2025 & 2025-2026 - Increased math interventions using ALEKS, creating MTSS, professional development with WIU
Burrell High School (gr 9-12) - On-Track Measures - Regular Attendance: All Student Group Did Not Meet Performance Standard	Increase in Performance from Previous Year 2023-2024, 2024-2025, 2025-2026 - Working with Pittsburgh Area Communities in Schools to improve attendance and support students who are habitually truant, creating MTSS & integrating PBIS for attendance in Tier 1. 2025-2026 - created an Alternative Learning Center within the school where students can attend additional learning

	sessions after school and on Saturdays for instructional make-up
Huston Middle School (based on gr 6-8, now gr 5-8) - State Assessment Measures - Proficient/Advanced in English Language Arts/Literature: All Student Group Did Not Meet Interim Goal/Improvement Target Academic Growth Expectations in English Language Arts/Literatures: All Student Group Did Not Meet the Standard Demonstrating Growth	Increase in Achievement from Previous Year, Decrease in Growth 2024-2025 - first year of implementation of new ELA resource aligned to Science of Reading K-8 (Amplify CKLA K-5, Amplify ELA 6-8), continuing to refine implementation 2025-2026 - Increased IXL interventions & screened all students with DIBELS MAZE midyear (with ORF for students below benchmark) to determine students in need of additional intervention, researched Tier 3 reading interventions, creating MTSS
Huston Middle School (based on gr 6-8, now gr 5-8) - State Assessment Measures - Proficient/Advanced in Mathematics/Algebra 1: All Student Group Did Not Meet Interim Goal/Improvement Target Academic Growth Expectations in Mathematics/Algebra 1: All Student Group Did Not Meet the Standard Demonstrating Growth	Not meeting statewide goal/interim target Decrease in achievement and growth from previous year 2025-2026 - completing a gap analysis, rigor/relevance analysis, and high-quality instructional resource analysis, piloting Eureka Math in gr 6-8 (currently K-5 resource), Increase IXL interventions, create MTSS, professional development with WIU
Huston Middle School (based on gr 6-8, now 5-8) - On-Track Measures - Regular Attendance: All Student Group Did Not Meet Performance Standard	Not meeting statewide goal/interim target Decrease in performance from previous year 2025-2026 - created an Alternative Learning Center within the school where students can attend additional learning sessions after school and on Saturdays for instructional make-up
Bon Air Elementary (was K-3, now K-4) - State Assessment Measures - Proficient/Advanced in English Language Arts/Literature: All Student Group Did Not Meet Interim Goal/Improvement Target	Not meeting statewide goal/interim target Decrease in performance from previous year 2024-2025 - first year of implementation of new ELA resource aligned to Science of Reading K-8 (Amplify CKLA K-5, Amplify ELA 6-8), first year of mClass intervention implementation, continuing to refine implementation
Stewart Elementary (was 4-5, closed) - State Assessment Measures - Proficient/Advanced in English Language Arts/Literature: All Student Group Did Not Meet Interim Goal/Improvement Target Academic Growth Expectations in English Language Arts/Literatures: All Student Group Did Not Meet the Standard Demonstrating Growth	Decreased performance from previous year for achievement, Maintained same performance from previous year with growth 2024-2025 - first year of implementation of new ELA resource aligned to Science of Reading K-8 (Amplify CKLA K-5, Amplify ELA 6-8), first year of mClass intervention implementation, continuing to refine implementation
Stewart Elementary (was 4-5, closed) - State Assessment Measures - Proficient/Advanced in Mathematics/Algebra 1: All Student Group Did Not Meet Interim Goal/Improvement Target Academic Growth Expectations in Mathematics/Algebra 1:All Student Group Did Not Meet the Standard Demonstrating Growth	Increased performance from previous year for achievement, Maintained same performance from previous year with growth 2024-2025 - Increased IXL intervention 2025-2026 - completing a gap analysis, rigor/relevance analysis, and high-quality instructional resource analysis, increase IXL interventions, professional development with WIU offered

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

Strengths

Indicator	**Comments/Notable Observations**
State Assessment Measures - Mathematics/Algebra 1: Meets Interim Goal/Improvement Target **Grade Level(s) and/or Student Group(s)**	Meets or Exceeds Interim Target (gr 3 only) Increase in Performance from the Previous Year (gr 3-8)

Grade 3 Economically Disadvantaged (63%) & White Student (72.2%) Populations Grade 4-5 White (38.9%), Economically Disadvantaged (25.3%), and Combined Ethnicity (25%) Populations Grades 6-8 Students with Disabilities (7.7%) Grades 9-12 White Students (45%) & Students with Disabilities (9.5%)	
Indicator State Assessment Measures - English Language Arts 1: Meets Interim Goal/Improvement Target **Grade Level(s) and/or Student Group(s)** Grade 4-5 Students with Disabilities (11.6%) & Combined Ethnicity (33.3%) Gr 6-8 White (46.2%) and White Student (13.8%) Populations Gr 9-12 White Students (56.2%) & Students with Disabilities (14.3%)	**Comments/Notable Observations** Not meeting statewide goal/interim target Increase in performance from previous year Structured Literacy aligned interventions in place (mClass Intervention - all T2/T3 students & Sonday - T3 special education) K-5, Amplify ELA 6-8), first year of mClass intervention implementation, continuing to refine implementation
Indicator On-Track Measures - Regular Attendance: Did Not Meet Performance Standard **Grade Level(s) and/or Student Group(s)** Grade K-3 White (87.4%), 2 or more races (83.9%) Grades 4-5 White (86.4%), Students with Disabilities (84.6%), Combined Race (81%) Grades 9-12 White (74.8%), 2 or more races (76%), Combined ethnicity (71.4%)	**Comments/Notable Observations** Not meeting statewide goal/interim target Increase in performance from previous year
Indicator College and Career Measures - Career Standards Benchmark: Exceeds Performance Standard **Grade Level(s) and/or Student Group(s)** Grades 4-12 Economically Disadvantaged, White, & Students with Disabilities (all 100%)	**Comments/Notable Observations** Meets or Exceeds Statewide Goal Increase in Performance from the Previous Year
Indicator College and Career Measures - Industry Based Learning: Exceeds Performance Standard **Grade Level(s) and/or Student Group(s)** Grades 9-12 Economically Disadvantaged (74.4%), White (72.2%), & Students with Disabilities (50%)	**Comments/Notable Observations** Meets or Exceeds Statewide Goal Increase in Performance from the Previous Year

Challenges

Indicator State Assessment Measures - English Language Arts/Literature: Did Not Meet Interim Goal/Improvement Target **Grade Level(s) and/or Student Group(s)** Grade 3 Economically Disadvantaged (43.5%) and White Student (52.5%) Populations Grade 4-5 Economically Disadvantaged (21.6%) and White Student (15.7%) Populations Grades 6-8 Economically Disadvantaged (27.6%) and Combined Ethnicity (20%) Gr 9-12 Economically Disadvantaged (28.1%)	**Comments/Notable Observations** Not meeting statewide goal/interim target Decrease in performance from previous year 2024-2025 - first year of implementation of new ELA resource aligned to Science of Reading K-8 (Amplify CKLA K-5, Amplify ELA 6-8), first year of mClass intervention implementation, continuing to refine implementation
Indicator State Assessment Measures - Mathematics/Algebra 1: Did Not Meet Interim Goal/Improvement Target **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations** Not meeting statewide goal/interim target Decrease in performance from previous year

Grades 4-5 Students with Disabilities (11.9%) Grades 6-8 Economically Disadvantaged (11.4%) & Combined Ethnicity (6/7%) Grades 9-12 Economically Disadvantaged (9.4%)	
Indicator On-Track Measures - Regular Attendance: Did Not Meet Performance Standard **Grade Level(s) and/or Student Group(s)** Grades K-3 Economically Disadvantaged (75.6%-maintained same performance), Students with Disabilities (73.3%), Combined Race (73.9%) Grades 4-5 Economically Disadvantaged (75.5%) Grades 6-8 White (79.8%), Economically Disadvantaged (68.1%), Students with Disabilities (57.7%), Combined Race (66.7%) Grades 9-12 Economically Disadvantaged (65.3%), Students with Disabilities (66% - maintained same performance)	**Comments/Notable Observations** Not meeting statewide goal/interim target Decrease in performance from previous year
Indicator College & Career Measures - Four-Year Cohort Graduation: All Student Group Meets Interim Goal/Improvement Target **Grade Level(s) and/or Student Group(s)** Grades 9-12 Economically Disadvantaged (85.7%) & Students with Disabilities (71.4%-maintained same performance)	**Comments/Notable Observations** Not meeting statewide goal/interim target Decrease in performance from previous year

Summary

Strengths

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

Burrell High School (9-12) - Math and ELA achievement increasing & ELA growth exceeding statewide goal (all student group), College & Career Measures & Industry Based Learning (exceeds statewide goal, increase in performance - all groups), Graduation (all student group)
Huston Middle School (5-8) - ELA achievement increasing (except Economically Disadvantaged - still not meeting the proficiency standard for all student group), College & Career Measures (exceeds statewide goal, increase in performance - all groups)
Bon Air Elementary (K-4) - Math achievement, Attendance, College & Career Measures (4th grade exceeds statewide goal, increase in performance - all groups)

Challenges

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

Burrell High School (gr 9-12) - TSI Designation for Special Education Population for Math & ELA Achievement & Growth, Attendance, and Graduation (not meeting statewide goal/interim target); Attendance (all student group not meeting statewide target, economically disadvantaged decrease in and students with disabilities maintain performance from prior year)
Huston Middle School (gr 5-8) - Math & ELA Achievement & Growth (specifically focusing on Economically Disadvantaged and Students with Disabilities), Attendance
Bon Air Elementary (gr K-4) - ELA Achievement

Local Assessment

English Language Arts

Data	Comments/Notable Observations
K-5 DIBELS	Data determines mClass Intervention Placement (tier 2 & 3 students) & to adjust Boost program to meet individual needs (all students) % of Students working on/above grade level (EOY 2024-2025) 80% on/above K 84% on/above 1 68% on/above (2nd) 61% on/above (3rd) 53% on/above (4th) 58% on/above (5th)
6-8 IXL ELA	Level Up Benchmarks given 3x/year to adjust program to meet individual needs % of Students working on/above grade level (EOY 2024-2025) 39% on/above (6) 35% on/above (7) 27% on/above (8)
9-12 Achieve 3000	Diagnostics given 3x/year to adjust program to meet individual needs
6-12 DIBELS (using 6-8 grade level materials)	Starting MOY 2025-2026 school year to determine intervention needs
K-12 Formative Assessments	PLC teams review formative assessment data to adjust instruction, provide intervention/extension, and differentiate learning to meet all students' needs

English Language Arts Summary

Strengths

K-12 Local data is used to identify students in need of tier 2 or 3 systematic intervention (growth & achievement)
K-8 ELA High Quality Instructional Resource aligned to Structured Literacy/Science of Reading (Amplify CKLA/ELA) that is connected to local data (K-5 DIBELS), systematic intervention for tier 2 and 3 students (K-5 mClass Intervention), and personalized practice for all students (K-5 mClass Instruction/CKLA Connect, Boost)
9-12 ELA - all student groups are making growth (changes to align with structured literacy/science of reading are working)
K-12 data-driven technology programs used to personalize student learning (Boost, IXL, Achieve 3000)

Challenges

Need for nationally normed, explicit local data for grades 6-12 (IXL data and Achieve 3000 aren't giving enough data to provide systematic tier 2 and tier 3 interventions) - Suggested solution: Administer DIBELS 6-12 MAZE and ORF (to students who scored intensive or stategic on MAZE) to determine Tier 2/3 systematic intervention.
Need for 6-12 systematic reading interventions for tier 2 and tier 3 - Suggested solution: Tier 3 - Rewards Secondary & Rewards Plus, Tier 2 - Fluency prompts, Comprehension Toolkit, Tier 1 - Continue with IXL and Achieve 3000 for differentiation and targeted skills practice
Need to provide targeted support and systematic intervention for economically disadvantaged and students with disabilities in grades 6-12 to close skills gaps, increase achievement, and support growth

Mathematics

Data	Comments/Notable Observations
K-1 Math Seeds (shifting to K-1 DIBELS for 2026-2027 school year)	Math Seeds Placement Test given 3x/year to adjust program to meet individual needs 79% of students working at/above grade level (EOY 2024-2025)
2-8 IXL Math	Level Up Benchmark given 3x/year to adjust program to meet individual needs % of Students working on/above grade level (EOY 2024-2025) 77% on/above (2nd) 75% on/above (3rd) 36% on/above (4th) 28% on/above (5th) 53% on/above (6th) 51% on/above (7th) 27% on/above (8th)
9-12 ALEKS	Diagnostics given 3x/year to adjust program to meet individual needs
Formative Assessments	PLC teams review formative assessment data to adjust instruction, provide intervention/extension, and differentiate learning to meet all students' needs

Mathematics Summary

Strengths

K-3 Math is showing strong achievement and growth based on local data and PSSA Achievement Data in 3rd grade
K-12 Local data is used to identify students in need of skills-based intervention (growth & achievement)
K-12 data-driven technology programs used to personalize student learning (Math Seeds, IXL, ALEKS)

Challenges

4-8 Math low achievement and growth - need to review curriculum, instructional practice, and resource alignment to eligible content. Suggestion: K-8 Curriculum & Resource Review Process
Need for K-12 systematic tier 2 and 3 math intervention (based on local data)
Need to provide targeted support and systematic intervention for economically disadvantaged and students with disabilities in grades K-12 to close skills gaps, increase achievement, and support growth

Science, Technology, and Engineering Education

Data	**Comments/Notable Observations**
CDT (gr 5-8 & Biology)	Started in 2025-2026 school year, using data to identify curricular gaps and support student learning

Science, Technology, and Engineering Education Summary

Strengths

Grades K-12 STEELS Aligned Curriculum Written for relevant courses
Teachers in grades 2-12 who teach science, technology, engineering, and other related content areas received Levels 1-4 of the PennSEL STEELS training at the WIU (2023-2025)
Teachers in grades K-12 who teach technology, engineering, and other related content areas received SCRIPT Training at ABC Create (2024-2025)
Teachers in grades 5-8 and Biology are using the CDT data to identify STEELS curricular gaps and support student learning (making vertical adjustments to curriculum to ensure standards are addressed)

Challenges

STEELS-aligned high-quality instructional resources (some are using OpenSciEd resources, but not consistently)
Need to continue to review curriculum, instructional practice, and resource alignment to eligible content. Suggestion: K-12 STEELS Curriculum & Resource Review Process (focusing specifically on grades 3-12)

Related Academics

Career Readiness

Data	Comments/Notable Observations
K-12 Career Standards artifacts (current PA Career Standards)	Projects completed in Arts & Humanities Courses, artifacts documented in Google Classroom managed by Guidance Counselors (100% of students in all schools are exceeding performance standard)

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Formative Assessment Data	Teachers/PLC Teams review this data to personalize instruction and learning experiences

Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations
Formative Assessment Data	Teachers/PLC Teams review this data to personalize instruction and learning experiences

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
Formative Assessment Data	Teachers/PLC Teams review this data to personalize instruction and learning experiences

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Formative Assessment Data	Teachers/PLC Teams review this data to personalize instruction and learning experiences

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

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

Data	Comments/Notable Observations
Formative Assessment Data	Teachers/PLC Teams review this data to personalize instruction and learning experiences
Civics Assessment	High School Seniors are required to take this assessment annually

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

Westmoreland County Community College

Agreement Type

Other

Program/Course Area

12 courses - College in the High School

Uploaded Files

WCCC College in High School Agreement for period July 1, 2025 – July 1, 2028.pdf

Partnering Institution

Penn State University - New Kensington

Agreement Type

Dual Credit

Program/Course Area

Selected Courses Offered by PSU

Uploaded Files

PSU-NK Burrell School District_2023.pdf

Partnering Institution

Seton Hill University

Agreement Type

Other

Program/Course Area

19 Courses - College in the High School

Uploaded Files

Seton Hill CIHS Agreement.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.

100% of our K-12 students met the standards for college and career readiness
Gr 7-8 Middle School Studios (arts & humanities courses connected to real-world learning, career pathways, and future readiness skills)
Gr 9-12 Personalized Learning Profile, Future Readiness Experiences, & Re-Imagine Senior Seminar with personalized learning coaches and future readiness facilitators to support student learning
Gr 9-12 cross-curricular courses (Investigative Literature, Environmental Field Study)
Gr 9-12 AP, CHS, and Dual Enrollment Courses

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.

Integration of new CEW Standards (July 2026) across K-12 content areas. Suggestion: K-12 CEW and BSD Curriculum Crosswalk and Gap Analysis to identify areas of integration already happening, natural connections that could be added to curriculum, and gaps that need to be addressed.
Integration of future readiness skills and career pathways within the core academic courses

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Burrell High School (9-12) - Math and ELA achievement increasing & ELA growth exceeding statewide goal (all student group), College & Career Measures & Industry Based Learning (exceeds statewide goal, increase in performance - all groups), Graduation (all student group)
Huston Middle School (5-8) - ELA achievement increasing (except Economically Disadvantaged - still not meeting the proficiency standard for all student group), College & Career Measures (exceeds statewide goal, increase in performance - all groups)
Bon Air Elementary (K-4) - Math achievement, Attendance, College & Career Measures (4th grade exceeds statewide goal, increase in performance - all groups)

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.

Burrell High School (gr 9-12) - TSI Designation for Special Education Population for Math & ELA Achievement & Growth, Attendance, and Graduation (not meeting statewide goal/interim target); Attendance (all student group not meeting statewide target, economically disadvantaged decrease in and students with disabilities maintain performance from prior year)
Huston Middle School (gr 5-8) - Math & ELA Achievement & Growth (specifically focusing on Economically Disadvantaged and Students with Disabilities), Attendance
Bon Air Elementary (gr K-4) - ELA Achievement (all groups)

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Special Education Plan - professional development for teachers in understanding students with intellectual disabilties, autism, ADHD, learning disabilities, emotional disturbance to provide strategies for targeted, systematic intervention, emotional regulation, de-escalation, and behavior management.
Title 1 Program	Title I Plan - Targeted Assistance Program limits the students we are able to support with our reading specialists, Considering applying to be a Title I Schoolwide Program to better support the implementation of mClass intervention for tier 2 and tier 3 students.
Student Services	NA
K-12 Guidance Plan (339 Plan)	Due to be revised alongside the new CEW standards
Technology Plan	NA
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.

Title I Program - student reading achievement and growth data in grades K-3
K-12 Guidance Plan - 100% of K-12 students exceeded the performance standard for College and Career Readiness
Technology Plan - 1:1 chromebooks for all K-12 students, K-12 math and reading technology platforms for local data and personalized skills practice

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.

Special Education Plan - professional development for teachers in understanding students with intellectual disabilties, autism, ADHD, learning disabilities, emotional disturbance to provide strategies for targeted, systematic intervention, emotional regulation, de-escalation, and behavior management.
Title I Plan - Targeted Assistance Program limits the students we are able to support with our reading specialists, Considering applying to be a Title I Schoolwide Program to better support the implementation of mClass intervention for tier 2 and tier 3 students.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	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	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

>

Operational - all areas for the Conditions for Teaching, Leadership, & Learning (except Foster a vision and culture of high expectations for success for all students, educators, and families - emerging)
Based on Task Force Review of Comprehensive Plan Survey Feedback: Alignment with Mission and Values A majority across all buildings agreed or strongly agreed that the district's Mission, Vision, and Shared Values accurately reflect the community and progress is being made in the Comprehensive Plan Focus Areas. Stakeholders resonated with "genuine effort grows ability," suggesting a solid cultural foundation.
Based on Task Force Review of Comprehensive Plan Survey Feedback: Whole Student Approach - Student Belonging, Safety & Wellbeing The district is dedicated to addressing the non-academic needs of students, ensuring they are fed and emotionally supported through a whole child focus (ex. SEL & PBIS programs, "Calm Corners," and therapy dogs),

free breakfast and lunch program to ensure all students have access to meals, and a commitment to safety. A majority of stakeholders reported students feel a sense of belonging.
Based on Task Force Review of Comprehensive Plan Survey Feedback: Diverse and Innovative Instructional Pathways Relevant & authentic learning that allow students to explore interests beyond the core curriculum (ex. HMS Studios - high-engagement, career-relevant experiences), extensive future readiness opportunities for high schoolers, and structured multi-tiered system of support (MTSS) for identifying and monitoring students who need extra help.
Based on Task Force Review of Comprehensive Plan Survey Feedback: High Teacher Commitment and Student-Teacher Relational Capacity Teachers are dedicated to their student's success and make strong caring, connections that support student growth.

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.

>

Emerging - Foster a vision and culture of high expectations for success for all students, educators, and families (Conditions for Teaching, Leadership, & Learning)
Based on Task Force Review of Comprehensive Plan Survey Feedback: Reading & Math - Achievement & Growth K-12 Focus: Curriculum (gaps, rigor, relevance), High Quality Instructional Resources, Interventions High School Special Education Student Cohort: MTSS Interventions - Reading, Math, Attendance, & Graduation
Based on Task Force Review of Comprehensive Plan Survey Feedback: Communication Systems and Operational Transparency Disconnect between district communications and the information stakeholders need most (ex. Logistical Notifications - timely alerts for late buses or emergency situations like school evacuations), Academic Feedback Gaps (ex. Significant delays in Skyward grading entries at the secondary level and a confusing grading scale at the elementary level), & Two-Way Transparency (ex. A desire for more proactive communication from teachers when students begin to struggle rather than just a Skyward notification). Some staff mentioned a "disconnect" between leadership decisions & faculty understanding.
Based on Task Force Review of Comprehensive Plan Feedback: Balance of Accountability & High Expectations: Behavioral Environment and Social Equity Severe Behavior Management: Teachers report feeling overwhelmed by aggressive student behaviors and feel that current protocols (like class evacuations) are insufficient . Bullying and Reporting: A perception persists that bullying is not effectively addressed, and student feedback describes a "popularity contest" culture that can feel exclusionary . Cultural Inclusion: A need to improve the sense of belonging for students of color and address exclusionary social cliques . Several administrators & teachers noted a "tipping point" where the district needs to increase academic rigor and student accountability. Students lack necessary "life skills" like meeting deadlines or facing repercussions for bad choices, which some feel is setting them up for future failure.

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
Burrell High School (9-12) - Math and ELA achievement increasing & ELA growth exceeding statewide goal (all student group), College & Career Measures & Industry Based Learning (exceeds statewide goal, increase in performance - all groups), Graduation (all student group)	True
Huston Middle School (5-8) - ELA achievement increasing (except Economically Disadvantaged - still not meeting the proficiency standard for all student group), College & Career Measures (exceeds statewide goal, increase in performance - all groups)	True
Bon Air Elementary (K-4) - Math achievement, Attendance, College & Career Measures (4th grade exceeds statewide goal, increase in performance - all groups)	True
K-12 Local data is used to identify students in need of tier 2 or 3 systematic intervention (growth & achievement)	True
K-8 ELA High Quality Instructional Resource aligned to Structured Literacy/Science of Reading (Amplify CKLA/ELA) that is connected to local data (K-5 DIBELS), systematic intervention for tier 2 and 3 students (K-5 mClass Intervention), and personalized practice for all students (K-5 mClass Instruction/CKLA Connect, Boost)	False
9-12 ELA - all student groups are making growth (changes to align with structured literacy/science of reading are working)	False
K-12 data-driven technology programs used to personalize student learning (Boost, IXL, Achieve 3000)	False
K-3 Math is showing strong achievement and growth based on local data and PSSA Achievement Data in 3rd grade	False
K-12 Local data is used to identify students in need of skills-based intervention (growth & achievement)	False
K-12 data-driven technology programs used to personalize student learning (Math Seeds, IXL, ALEKS)	False
Grades K-12 STEELS Aligned Curriculum Written for relevant courses	False
Teachers in grades 2-12 who teach science, technology, engineering, and other related content areas received Levels 1-4 of the PennSEL STEELS training at the WIU (2023-2025)	False
Teachers in grades K-12 who teach technology, engineering, and other related content areas received SCRIPT Training at ABC Create (2024-2025)	False
Teachers in grades 5-8 and Biology are using the CDT data to identify STEELS curricular gaps and support student learning (making vertical adjustments to curriculum to ensure standards are addressed)	False
100% of our K-12 students met the standards for college and career readiness	True
Gr 7-8 Middle School Studios (arts & humanities courses connected to real-world learning, career pathways, and future readiness skills)	False
Gr 9-12 Personalized Learning Profile, Future Readiness Experiences, & Re-Imagine Senior Seminar with personalized learning coaches and future readiness facilitators to support student learning	False
Gr 9-12 cross-curricular courses (Investigative Literature, Environmental Field Study)	False
Gr 9-12 AP, CHS, and Dual Enrollment Courses	False

Burrell High School (9-12) - Math and ELA achievement increasing & ELA growth exceeding statewide goal (all student group), College & Career Measures & Industry Based Learning (exceeds statewide goal, increase in performance - all groups), Graduation (all student group)	False
Huston Middle School (5-8) - ELA achievement increasing (except Economically Disadvantaged - still not meeting the proficiency standard for all student group), College & Career Measures (exceeds statewide goal, increase in performance - all groups)	False
Bon Air Elementary (K-4) - Math achievement, Attendance, College & Career Measures (4th grade exceeds statewide goal, increase in performance - all groups)	False
Operational - all areas for the Conditions for Teaching, Leadership, & Learning (except Foster a vision and culture of high expectations for success for all students, educators, and families - emerging)	False
Based on Task Force Review of Comprehensive Plan Survey Feedback: Alignment with Mission and Values A majority across all buildings agreed or strongly agreed that the district's Mission, Vision, and Shared Values accurately reflect the community and progress is being made in the Comprehensive Plan Focus Areas. Stakeholders resonated with "genuine effort grows ability," suggesting a solid cultural foundation.	True
Based on Task Force Review of Comprehensive Plan Survey Feedback: Whole Student Approach - Student Belonging, Safety & Wellbeing The district is dedicated to addressing the non-academic needs of students, ensuring they are fed and emotionally supported through a whole child focus (ex. SEL & PBIS programs, "Calm Corners," and therapy dogs), free breakfast and lunch program to ensure all students have access to meals, and a commitment to safety. A majority of stakeholders reported students feel a sense of belonging.	True
Based on Task Force Review of Comprehensive Plan Survey Feedback: Diverse and Innovative Instructional Pathways Relevant & authentic learning that allow students to explore interests beyond the core curriculum (ex. HMS Studios - high-engagement, career-relevant experiences), extensive future readiness opportunities for high schoolers, and structured multi-tiered system of support (MTSS) for identifying and monitoring students who need extra help.	True
Based on Task Force Review of Comprehensive Plan Survey Feedback: High Teacher Commitment and Student-Teacher Relational Capacity Teachers are dedicated to their student's success and make strong caring, connections that support student growth.	True
Title I Program - student reading achievement and growth data in grades K-3	False
K-12 Guidance Plan - 100% of K-12 students exceeded the performance standard for College and Career Readiness	False
Technology Plan - 1:1 chromebooks for all K-12 students, K-12 math and reading technology platforms for local data and personalized skills practice	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
Burrell High School (gr 9-12) - TSI Designation for Special Education Population for Math & ELA Achievement & Growth, Attendance, and Graduation (not meeting statewide goal/interim target); Attendance (all student group not meeting statewide target, economically disadvantaged decrease in and students with disabilities maintain performance from prior year)	True
Huston Middle School (gr 5-8) - Math & ELA Achievement & Growth (specifically focusing on Economically Disadvantaged and Students with Disabilities), Attendance	True

Bon Air Elementary (gr K-4) - ELA Achievement	True
Need for nationally normed, explicit local data for grades 6-12 (IXL data and Achieve 3000 aren't giving enough data to provide systematic tier 2 and tier 3 interventions) - Suggested solution: Administer DIBELS 6-12 MAZE and ORF (to students who scored intensive or stategic on MAZE) to determine Tier 2/3 systematic intervention.	True
Need for 6-12 systematic reading interventions for tier 2 and tier 3 - Suggested solution: Tier 3 - Rewards Secondary & Rewards Plus, Tier 2 - Fluency prompts, Comprehension Toolkit, Tier 1 - Continue with IXL and Achieve 3000 for differentiation and targeted skills practice	True
Need to provide targeted support and systematic intervention for economically disadvantaged and students with disabilities in grades 6-12 to close skills gaps, increase achievement, and support growth	True
4-8 Math low achievement and growth - need to review curriculum, instructional practice, and resource alignment to eligible content. Suggestion: K-8 Curriculum & Resource Review Process	True
Need for K-12 systematic tier 2 and 3 math intervention (based on local data)	True
Need to provide targeted support and systematic intervention for economically disadvantaged and students with disabilities in grades K-12 to close skills gaps, increase achievement, and support growth	False
STEELS-aligned high-quality instructional resources (some are using OpenSciEd resources, but not consistently)	False
Need to continue to review curriculum, instructional practice, and resource alignment to eligible content. Suggestion: K-12 STEELS Curriculum & Resource Review Process (focusing specifically on grades 3-12)	True
Integration of new CEW Standards (July 2026) across K-12 content areas. Suggestion: K-12 CEW and BSD Curriculum Crosswalk and Gap Analysis to identify areas of integration already happening, natural connections that could be added to curriculum, and gaps that need to be addressed.	True
Integration of future readiness skills and career pathways within the core academic courses	False
Burrell High School (gr 9-12) - TSI Designation for Special Education Population for Math & ELA Achievement & Growth, Attendance, and Graduation (not meeting statewide goal/interim target); Attendance (all student group not meeting statewide target, economically disadvantaged decrease in and students with disabilities maintain performance from prior year)	False
Huston Middle School (gr 5-8) - Math & ELA Achievement & Growth (specifically focusing on Economically Disadvantaged and Students with Disabilities), Attendance	False
Bon Air Elementary (gr K-4) - ELA Achievement (all groups)	False
Emerging - Foster a vision and culture of high expectations for success for all students, educators, and families (Conditions for Teaching, Leadership, & Learning)	False
Based on Task Force Review of Comprehensive Plan Survey Feedback: Reading & Math - Achievement & Growth K-12 Focus: Curriculum (gaps, rigor, relevance), High Quality Instructional Resources, Interventions High School Special Education Student Cohort: MTSS Interventions - Reading, Math, Attendance, & Graduation	True
Based on Task Force Review of Comprehensive Plan Survey Feedback: Communication Systems and Operational Transparency Disconnect between district communications and the information stakeholders need most (ex. Logistical Notifications - timely alerts for late buses or emergency situations like school evacuations), Academic Feedback Gaps (ex. Significant delays in Skyward grading entries at the secondary level and a confusing grading scale at the elementary level), & Two-Way Transparency (ex. A desire for more proactive communication from teachers when students begin to struggle rather than just a Skyward notification). Some staff mentioned a "disconnect" between leadership decisions & faculty understanding.	True

Based on Task Force Review of Comprehensive Plan Feedback: Balance of Accountability & High Expectations: Behavioral Environment and Social Equity Severe Behavior Management: Teachers report feeling overwhelmed by aggressive student behaviors and feel that current protocols (like class evacuations) are insufficient . Bullying and Reporting: A perception persists that bullying is not effectively addressed, and student feedback describes a "popularity contest" culture that can feel exclusionary . Cultural Inclusion: A need to improve the sense of belonging for students of color and address exclusionary social cliques . Several administrators & teachers noted a "tipping point" where the district needs to increase academic rigor and student accountability. Students lack necessary "life skills" like meeting deadlines or facing repercussions for bad choices, which some feel is setting them up for future failure.	True
Special Education Plan - professional development for teachers in understanding students with intellectual disabilties, autism, ADHD, learning disabilities, emotional disturbance to provide strategies for targeted, systematic intervention, emotional regulation, de-escalation, and behavior management.	False
Title I Plan - Targeted Assistance Program limits the students we are able to support with our reading specialists, Considering applying to be a Title I Schoolwide Program to better support the implementation of mClass intervention for tier 2 and tier 3 students.	False

Most Notable Observations/Patterns

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

Our task force reviewed state and local data, a comprehensive plan survey sent to our community, families, staff, and students, and progress on our 2023-2026 comprehensive plan goals to determine these areas of strength and growth.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Burrell High School (gr 9-12) - TSI Designation for Special Education Population for Math & ELA Achievement & Growth, Attendance, and Graduation (not meeting statewide goal/interim target); Attendance (all student group not meeting statewide target, economically disadvantaged decrease in and students with disabilities maintain performance from prior year)		False
Huston Middle School (gr 5-8) - Math & ELA Achievement & Growth (specifically focusing on Economically Disadvantaged and Students with Disabilities), Attendance		False
Bon Air Elementary (gr K-4) - ELA Achievement		False
Need for nationally normed, explicit local data for grades 6-12 (IXL data and Achieve 3000 aren't giving enough data to provide systematic tier 2 and tier 3 interventions) - Suggested solution: Administer DIBELS 6-12 MAZE and ORF (to students who scored intensive or stategic on MAZE) to determine Tier 2/3 systematic intervention.		False
Need for 6-12 systematic reading interventions for tier 2 and tier 3 - Suggested solution: Tier 3 - Rewards Secondary & Rewards Plus, Tier 2 - Fluency prompts, Comprehension Toolkit, Tier 1 - Continue with IXL and Achieve 3000 for differentiation and targeted skills practice		False
Need to provide targeted support and systematic intervention for economically disadvantaged and students with disabilities in grades 6-12 to close skills gaps, increase achievement, and support growth		False
4-8 Math low achievement and growth - need to review curriculum, instructional practice, and resource alignment to eligible content. Suggestion: K-8 Curriculum & Resource Review Process		False
Need for K-12 systematic tier 2 and 3 math intervention (based on local data)		False
Need to continue to review curriculum, instructional practice, and resource alignment to eligible content. Suggestion: K-12 STEELS Curriculum & Resource Review Process (focusing specifically on grades 3-12)		False
Integration of new CEW Standards (July 2026) across K-12 content areas. Suggestion: K-12 CEW and BSD Curriculum Crosswalk and Gap Analysis to identify areas of integration already happening, natural connections that could be added to curriculum, and gaps that need to be addressed.		False
Based on Task Force Review of Comprehensive Plan Survey Feedback: Reading & Math - Achievement & Growth K-12 Focus: Curriculum (gaps, rigor, relevance), High Quality Instructional Resources, Interventions High School Special Education Student Cohort: MTSS Interventions - Reading, Math, Attendance, & Graduation		True
Based on Task Force Review of Comprehensive Plan Survey Feedback: Communication Systems and Operational Transparency Disconnect between district communications and the information stakeholders need most (ex. Logistical Notifications - timely alerts for late buses or emergency situations like school evacuations), Academic Feedback Gaps (ex. Significant delays in Skyward grading entries at the secondary level and a confusing grading scale at the elementary level), & Two-Way Transparency (ex. A desire for more proactive communication from teachers when students begin to struggle rather than just a Skyward notification). Some staff mentioned a "disconnect" between leadership decisions & faculty understanding.		True
Based on Task Force Review of Comprehensive Plan Feedback: Balance of Accountability & High Expectations: Behavioral Environment and Social Equity Severe Behavior		True

Management: Teachers report feeling overwhelmed by aggressive student behaviors and feel that current protocols (like class evacuations) are insufficient . Bullying and Reporting: A perception persists that bullying is not effectively addressed, and student feedback describes a "popularity contest" culture that can feel exclusionary . Cultural Inclusion: A need to improve the sense of belonging for students of color and address exclusionary social cliques . Several administrators & teachers noted a "tipping point" where the district needs to increase academic rigor and student accountability. Students lack necessary "life skills" like meeting deadlines or facing repercussions for bad choices, which some feel is setting them up for future failure.		

Analyzing Strengths

Analyzing Strengths	Discussion Points
Burrell High School (9-12) - Math and ELA achievement increasing & ELA growth exceeding statewide goal (all student group), College & Career Measures & Industry Based Learning (exceeds statewide goal, increase in performance - all groups), Graduation (all student group)	Continue with current systems and structures supporting student learning
Huston Middle School (5-8) - ELA achievement increasing (except Economically Disadvantaged - still not meeting the proficiency standard for all student group), College & Career Measures (exceeds statewide goal, increase in performance - all groups)	Continue with current systems and structures supporting student learning
Bon Air Elementary (K-4) - Math achievement, Attendance, College & Career Measures (4th grade exceeds statewide goal, increase in performance - all groups)	Continue with current systems and structures supporting student learning
K-12 Local data is used to identify students in need of tier 2 or 3 systematic intervention (growth & achievement)	Continue with current systems and structures supporting student learning
100% of our K-12 students met the standards for college and career readiness	Evaluate current systems and structures & align to new CEW standards for K-12 integration
Based on Task Force Review of Comprehensive Plan Survey Feedback: Alignment with Mission and Values A majority across all buildings agreed or strongly agreed that the district's Mission, Vision, and Shared Values accurately reflect the community and progress is being made in the Comprehensive Plan Focus Areas. Stakeholders resonated with "genuine effort grows ability," suggesting a solid cultural foundation.	Continue with current systems and structures supporting student learning
Based on Task Force Review of Comprehensive Plan Survey Feedback: Whole Student Approach - Student Belonging, Safety & Wellbeing The district is dedicated to addressing the non-academic needs of students, ensuring they are fed and emotionally supported through a whole child focus (ex. SEL & PBIS programs, "Calm Corners," and therapy dogs), free breakfast and lunch program to ensure all students have access to meals, and a commitment to safety. A majority of stakeholders reported students feel a sense of belonging.	Continue with current systems and structures supporting student learning
Based on Task Force Review of Comprehensive Plan Survey Feedback: Diverse and Innovative Instructional Pathways Relevant & authentic learning that allow students to explore interests beyond the core curriculum (ex. HMS Studios - high-engagement, career-relevant experiences), extensive future readiness opportunities for high schoolers, and structured multi-tiered system of support (MTSS) for identifying and monitoring students who need extra help.	Continue with current systems and structures supporting student learning
Based on Task Force Review of Comprehensive Plan Survey Feedback: High Teacher Commitment and Student-Teacher Relational Capacity Teachers are dedicated to their student's success and make strong caring, connections that support student growth.	Continue with current systems and structures supporting student learning

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To close achievement gaps for economically disadvantaged students and students with disabilities in grades 6-12, we will use a data-driven MTSS framework using nationally normed local data to identify student needs and provide systematic Tier 2 and Tier 3 interventions. We will utilize the Alternative Learning Center to offer instructional make-up time for truant or suspended students in grades 6-12. We will continue to review and revise curriculum, instructional practice, and resource alignment to eligible content, prioritizing a K-8 Math Curriculum & Resource Review Process and a K-12 STEELS Curriculum & Resource Review Process.
	To strengthen community trust and student outcomes, we will continue to implement a unified district communication plan, increase communication about K-12 grading frameworks and student learning, and offer proactive family-school engagement events and opportunities to listen and collaborate (ex. Fireside Chats, Project Discover, Community Connections, Task Forces, Surveys, etc).
	To cultivate a thriving school culture, we will integrate high behavioral expectations with equitable accountability and student agency, empowering all learners to take ownership of their actions and growth within a safe, inclusive, and supportive environment.

Goal Setting

Priority: To close achievement gaps for economically disadvantaged students and students with disabilities in grades 6-12, we will use a data-driven MTSS framework using nationally normed local data to identify student needs and provide systematic Tier 2 and Tier 3 interventions. We will utilize the Alternative Learning Center to offer instructional make-up time for truant or suspended students in grades 6-12. We will continue to review and revise curriculum, instructional practice, and resource alignment to eligible content, prioritizing a K-8 Math Curriculum & Resource Review Process and a K-12 STEELS Curriculum & Resource Review Process.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By the end of 2029, educators will ensure all students are learning by utilizing a guaranteed, viable curriculum, high-quality instructional resources, and local/district data to create a strong foundation for and effectively differentiate instruction.		
Measurable Goal Nickname (35 Character Max)		
Ensuring Student Learning for All		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of 2027, educators will use local achievement and growth data to differentiate instruction and provide intervention/extension to meet students' needs; evaluate K-8 Math curriculum alignment, instructional resource fidelity, and effectiveness; and update & revise K-12 Building-Level MtSS Structures.	By the end of 2028, educators will integrate high quality instructional resources into their curriculum (K-8 Math, K-12 STEELS, & K-12 CEW focus) and use local achievement and growth data to differentiate instruction and provide intervention/extension to meet students' needs through K-12 Building-Level MtSS Structures.	By the end of 2029, educators will ensure all students are learning by utilizing a guaranteed, viable curriculum, high-quality instructional resources, and local/district data to create a strong foundation for and effectively differentiate instruction.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of 2029, the District will continue to refine and update all K-12 written curriculum aligned to standards.		
Measurable Goal Nickname (35 Character Max)		
K-12 Curriculum		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of 2027, the District will continue to refine and update all K-12 written curriculum aligned to standards - focusing specifically on rigor, relevance, current instructional practices, and researching high-quality instructional resources (focus areas: K-8 Math, K-12 STEELS, K-12 CEW integration)	By the end of 2028, the District will continue to refine and update all K-12 written curriculum aligned to standards - focusing on the use of effective instructional practices and use of high-quality instructional resources (focus areas: K-8 Math, K-12 STEELS, K-12 CEW integration)	By the end of 2029, the District will continue to refine and update all K-12 written curriculum aligned to standards.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of 2029, educators will increase student engagement using project-based learning and personalized learning strategies.		
Measurable Goal Nickname (35 Character Max)		
Student Engagement (PBL/PL)		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of 2027, educators will participate in professional development and PLC work focused on project-based learning, personalized learning strategies, and CEW integration to start to develop a "Portrait of a Growing Learner."	By the end of 2028, educators will incorporate project-based learning, personalized learning strategies, the CEW standards, and "Portrait of a Growing Learner" into their curriculum maps and instructional practices.	By the end of 2029, educators will increase student engagement using project-based learning and personalized learning strategies.

Priority: To strengthen community trust and student outcomes, we will continue to implement a unified district communication plan, increase communication about K-12 grading frameworks and student learning, and offer proactive family-school engagement events and opportunities to listen and collaborate (ex. Fireside Chats, Project Discover, Community Connections, Task Forces, Surveys, etc).

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
By the end of 2029, we will partner with our community to increase family-school engagement by showcasing our students and learning experiences.		
Measurable Goal Nickname (35 Character Max)		
Community Engagement		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of 2027, we will partner with our community to increase family-school engagement by showcasing our students and learning experiences through District and Building-Level Parents as Allies Events, the Happening Here Newsletter, Burrell Buzz Articles, and Task Forces (focused on "Portrait of a Growing Learner).	By the end of 2028, we will partner with our community, staff, & students to evaluate and refine family-school engagement efforts such as showcasing our students and learning experiences through District and Building-Level Parents as Allies Events, the Happening Here Newsletter, Burrell Buzz Articles, and Task Forces (focused on "Portrait of a Growing Learner).	By the end of 2029, we will partner with our community to increase family-school engagement by showcasing our students and learning experiences.

Priority: To cultivate a thriving school culture, we will integrate high behavioral expectations with equitable accountability and student agency, empowering all learners to take ownership of their actions and growth within a safe, inclusive, and supportive environment.

Outcome Category		
Essential Practices 2: Empower Leadership		
Measurable Goal Statement (Smart Goal)		
By the end of 2029, the District will continue to refine and update staff directives, procedures, and expectations for each employee group that enable staff to focus on student learning and well-being.		
Measurable Goal Nickname (35 Character Max)		
Systems Alignment for Student & Staff Wellbeing & Learning		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of 2027, the District will continue to refine and update staff	By the end of 2028, the District will align staff directives, procedures, and	By the end of 2029, the District will continue to

directives, procedures, and expectations for each employee group that enable staff to focus on student learning and well-being (including professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner").	expectations to enable staff to focus on and promote student learning and well-being by applying and connecting learning from professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner."	refine and update staff directives, procedures, and expectations for each employee group that enable staff to focus on student learning and well-being.

Action Plan

Measurable Goals

Ensuring Student Learning for All	K-12 Curriculum
Student Engagement (PBL/PL)	Ensuring All Students Are Learning
Community Engagement	Systems Alignment for Student & Staff Wellbeing & Learning

Action Plan For: Professional Learning Communities

Measurable Goals:

- By the end of 2029, the District will continue to refine and update all K-12 written curriculum aligned to standards.
- By the end of 2029, educators will increase student engagement using project-based learning and personalized learning strategies.
- By the end of 2029, educators will ensure all students are learning by utilizing a guaranteed, viable curriculum, high-quality instructional resources, and local/district data to create a strong foundation for and effectively differentiate instruction.
- By the end of 2029, educators will ensure all students are learning by utilizing a guaranteed, viable curriculum, high-quality instructional resources, and local/district data to create a strong foundation for and effectively differentiate instruction.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Continue to refine curriculum to align with standards, rigor/relevance, high-quality instructional resources, and identify/address any gaps. K-8 Math Curriculum Alignment with Instructional Resource Fidelity, Review, & Adoption Process K-12 STEELS Curriculum Alignment with Instructional Resource Fidelity, Review, & Adoption Process Integrate the CEW Standards (employability skills) across all K-12 Curriculum & Real-World Learning experiences Develop a Portrait of a Growing Learner Using Growth Data from District Data Sources/Local Assessments (ALEKS, Achieve, IXL, DIBELS/mClass, CDT) Including data-driven, research-based interventions & extension Update & Revise K-12 Building-Level MtSS Structures (including proactive strategies, professional development, and resources for emotional regulation and managing behaviors)		2026-08-24	2029-06-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Autumn Turk, Director of Curriculum & Development	Partnering with WIU, Arts Ed Collaborative, Wesley Family Services for Professional Development Personalized Learning Coaches & Future Readiness Coaches to provide ongoing, embedded support for teachers.	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
K-12 Public View of Curriculum (all content areas) -internal curriculum sheets will document all PLC work in this area Portait of a Growing Learner MtSS Frameworks	C&I Committee Meeting (quarterly reviews and updates) Act 48/Federal Programs Public Meeting (annual review) Midyear Staff Reflection & Coaching Needs Survey EOY Staff Needs Survey

Action Plan For: Brookings Institute Family Engagement Research (Parents as Allies Training & Team Collaboration)

Measurable Goals:

• By the end of 2029, we will partner with our community to increase family-school engagement by showcasing our students and learning experiences.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
-District and Building-Level Parents as Allies Events -Happening Here Newsletter -Burrell Buzz Articles & Hub for Community Events & Resources -Task Forces		2026-08-24	2029-06-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Autumn Turk, Director of Curriculum & Development	-Parents as Allies (Kidsburgh) Cohort Training & Team Collaboration -District & Building Level Parents As Allies Teams have already completed family engagement professional development and training with Kidsburgh, Learning Heroes, and the Brookings Institute (ongoing training provided through their consultation - no additional internal professional development needed at this time) -Partnership with CBT Creative *Happening Here & Burrell Buzz) & City of Lower Burrell (Happening Here)	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Burrell Buzz Articles Happening Here print magazine Social Media posts Portrait of a Growing Learner	Family School Engagement Surveys Listening Sessions/Activities at Community Events (PAA) EOY Staff Needs Survey District and Building Level Parents as Allies Team Meetings Task Force Meetings (all stakeholder groups represented) Communications Meetings with CBT Creative (monthly)

Action Plan For: The Open System: Redesigning Education and Reigniting Our Schools (by Mascareñaz and Tran)

Measurable Goals:
• By the end of 2029, the District will continue to refine and update staff directives, procedures, and expectations for each employee group that enable staff to focus on student learning and well-being.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
-Evaluate systems and structures for effectiveness & efficiency -Keep student learning and well-being at the core of our decision-making -Provide professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner" -Align staff directives, procedures, and expectations to enable staff to focus on and promote student learning and well-being by applying and connecting learning from professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner."		2026-08-24	2029-06-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Autumn Turk, Director of Curriculum & Development	-Leadership professional learning & networking -"Open System: Redesigning Education & Reigniting Our Schools" text -"Dare to Lead" text -"Evoking Greatness" text	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Internal procedures, forms, staff directives documents & sites Public facing resources on district website Burrell Buzz & Happening Here articles about our transformational blueprint & progress	Administrative Team (meet monthly) Academic Team (meet monthly) C&I Committee (meet quarterly) Parent advisory (meet quarterly) Task Forces Leadership Network Cohort Mentorship & Support

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Learning Communities	Continue to refine curriculum to align with standards, rigor/relevance, high-quality instructional resources, and identify/address any gaps. K-8 Math Curriculum Alignment with Instructional Resource Fidelity, Review, & Adoption Process K-12 STEELS Curriculum Alignment with Instructional Resource Fidelity, Review, & Adoption Process Integrate the CEW Standards (employability skills) across all K-12 Curriculum & Real-World Learning experiences Develop a Portrait of a Growing Learner Using Growth Data from District Data Sources/Local Assessments (ALEKS, Achieve, IXL, DIBELS/mClass, CDT) Including data-driven, research-based interventions & extension Update & Revise K-12 Building-Level MtSS Structures (including proactive strategies, professional development, and resources for emotional regulation and managing behaviors)
The Open System: Redesigning Education and Reigniting Our Schools (by Mascareñaz and Tran)	-Evaluate systems and structures for effectiveness & efficiency -Keep student learning and well-being at the core of our decision-making -Provide professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner" -Align staff directives, procedures, and expectations to enable staff to focus on and promote student learning and well-being by applying and connecting learning from professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner."

LETRS Training & Literacy Across Content Areas (Language & Literacy Acquisition for all Students, Structured Literacy Framework)

Audience		
LETRS Training - any newly hired educators for K-12 literacy, special education, reading support, ESL, library, literacy coaches, and principals who have not already been LETRS trained. To date, we have 87 educators and administrators who have been fully LETRS trained and certified.		
Topics to be Included		
LETRS Training - full, in-depth structured literacy / science of reading training. Online coursework will be provided through Lexia and in-person sessions will be provided through the WIU (LETRS certified trainers).		
Evidence of Learning		
LETRS training certificates of mastery		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Autumn Turk	2026-08-24	2029-06-08

Learning Format

Type of Activities	**Frequency**
Workshop(s)	LETRS - 8 in-person full-day workshops (4 per year) + online work
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	**Frequency**
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing

Observation and Practice Framework Met in this Plan
This Step Meets the Requirements of State Required Trainings
Structured Literacy

Teaching Diverse Learners in Inclusive Settings & Special Education Professional Learning

Action Step
• Continue to refine curriculum to align with standards, rigor/relevance, high-quality instructional resources, and identify/address any gaps. K-8 Math Curriculum Alignment with Instructional Resource Fidelity, Review, & Adoption Process K-12 STEELS Curriculum Alignment with Instructional Resource Fidelity, Review, & Adoption Process Integrate the CEW Standards (employability skills) across all K-12 Curriculum & Real-World Learning experiences Develop a Portrait of a Growing Learner Using Growth Data from District Data Sources/Local Assessments (ALEKS, Achieve, IXL, DIBELS/mClass, CDT) Including data-driven, research-based interventions & extension Update & Revise K-12 Building-Level MtSS Structures (including proactive strategies, professional development, and resources for emotional regulation and managing behaviors)
Audience
All K-12 Educators and Principals/Academic Administrators, Para-Educators
Topics to be Included
Emotional regulation, behavior management, and de-escalation strategies Understanding students with autism, emotional disturbance, ADHD, learning disabilities, intellectual disabilities Common Ground Framework Trauma Informed Care Trainings & Coaching (2023-2026 - completed intensive trauma-informed training with Susan Tarasevich, 2024-2025-completed Act 55 Trauma-Informed PCCD-approved video) - will continue to coach, support, and provide workshops for this through our Pupil Services Team and Trauma Informed Leadership Team.
Evidence of Learning
Act 48 form - attendance at any BSD provided sessions

Lead Person/Position	Anticipated Start	Anticipated Completion
Autumn Turk Director of Curriculum & Development Greg Egnor, Director of Student Services	2006-08-24	2029-06-08

Learning Format

Type of Activities	Frequency
Workshop(s)	Sessions will be offered on professional learning days, planning & collaboration days, and during morning meeting time
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Workshop(s)	Sessions will be offered on professional learning days, planning & collaboration days, and during morning meeting time
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing (our staff had had 3 years of intensive trauma informed PD and will receive strategy focused coaching from the Pupil Services team)
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Ongoing - meet daily during common planning time & morning meeting time, monthly during planning & collaboration days
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Professional Ethics Program Framework Guidelines, Code of Conduct, Non-Discrimination, & Title IX Sexual Harassment Training

Action Step		
• -Evaluate systems and structures for effectiveness & efficiency -Keep student learning and well-being at the core of our decision-making -Provide professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner" -Align staff directives, procedures, and expectations to enable staff to focus on and promote student learning and well-being by applying and connecting learning from professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner."		
Audience		
All faculty, staff, and administration		
Topics to be Included		
Professional Ethics Program Framework Guidelines, Code of Conduct, Non-Discrimination, & Title IX Sexual Harassment		
Evidence of Learning		
Act 48 form (professional staff) & support staff sign-in sheet - attendance at any BSD provided sessions		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Autumn Turk, Director of Curriculum & Development Greg Egnor, Director of Student Services Shannon Wagner, Superintendent	2026-08-24	2029-06-08

Learning Format

Type of Activities	Frequency
Workshop(s)	Sessions will be offered on professional learning days, planning & collaboration days, and during morning meeting time
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Content Focused Professional Development, Curriculum Work, & High Quality Instructional Resource Review/Alignment/Adoption

Action Step		
• Continue to refine curriculum to align with standards, rigor/relevance, high-quality instructional resources, and identify/address any gaps. K-8 Math Curriculum Alignment with Instructional Resource Fidelity, Review, & Adoption Process K-12 STEELS Curriculum Alignment with Instructional Resource Fidelity, Review, & Adoption Process Integrate the CEW Standards (employability skills) across all K-12 Curriculum & Real-World Learning experiences Develop a Portrait of a Growing Learner Using Growth Data from District Data Sources/Local Assessments (ALEKS, Achieve, IXL, DIBELS/mClass, CDT) Including data-driven, research-based interventions & extension Update & Revise K-12 Building-Level MtSS Structures (including proactive strategies, professional development, and resources for emotional regulation and managing behaviors)		
Audience		
All K-12 faculty and academic administration		
Topics to be Included		
Build capacity in PLC teams through Content Focused Professional Development, Curriculum Work, & High Quality Instructional Resource Review/Alignment/Adoption		
Evidence of Learning		
Act 48 form (professional staff) & support staff sign-in sheet - attendance at any BSD provided sessions		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Autumn Turk, Director of Curriculum & Development	2026-08-24	2029-06-08

Learning Format

Type of Activities	**Frequency**
Workshop(s)	Sessions will be offered online and in-person on professional learning days, planning & collaboration days, and during morning meeting time
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	**Frequency**
Professional Learning Community (PLC)	Ongoing - during common planning time, morning meetings, planning & collaboration days, and professional learning days
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Increasing Staff & Student Wellbeing

Action Step
• -Evaluate systems and structures for effectiveness & efficiency -Keep student learning and well-being at the core of our decision-making -Provide professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner" -Align staff directives, procedures, and expectations to enable staff to focus on and promote student learning and well-being by applying and connecting learning from professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner."
Audience

All district faculty, staff, and administration		
Topics to be Included		
Schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner"		
Evidence of Learning		
Act 48 form (professional staff) & support staff sign-in sheet - attendance at any BSD provided sessions		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Autumn Turk, Director of Curriculum & Development	2026-08-24	2029-06-08

Learning Format

Type of Activities	**Frequency**
Workshop(s)	Sessions will be offered online and in-person on professional learning days, planning & collaboration days, and during morning meeting time
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Leadership Training

Action Step		
• -Evaluate systems and structures for effectiveness & efficiency -Keep student learning and well-being at the core of our decision-making -Provide professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner" -Align staff directives, procedures, and expectations to enable staff to focus on and promote student learning and well-being by applying and connecting learning from professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner."		
Audience		
District academic and administrative staff		
Topics to be Included		
The Open System (systems leadership), Dare to Lead (cultural/authentic leadership), AASA Future Driven Schools Regional Cohort, National Cohort, and national conferences		
Evidence of Learning		
Administrative Team Meeting Notes Reflection Journals		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Curriculum & Development	2026-08-24	2029-06-08

Learning Format

Type of Activities	**Frequency**
Book study	Monthly
Observation and Practice Framework Met in this Plan	
• 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4f: Showing Professionalism • 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	**Frequency**
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
• 4a: Reflecting on Teaching • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4f: Showing Professionalism	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Goal Progress

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Continue to refine curriculum to align with standards, rigor/relevance, high-quality instructional resources, and identify/address any gaps. K-8 Math Curriculum Alignment with Instructional Resource Fidelity, Review, & Adoption Process K-12 STEELS Curriculum Alignment with Instructional Resource Fidelity, Review, & Adoption Process Integrate the CEW Standards (employability skills) across all K-12 Curriculum & Real-World Learning experiences Develop a Portrait of a Growing Learner Using Growth Data from District Data Sources/Local Assessments (ALEKS, Achieve, IXL, DIBELS/mClass, CDT) Including data-driven, research-based interventions & extension Update & Revise K-12 Building-Level MtSS Structures (including proactive strategies, professional development, and resources for emotional regulation and managing behaviors)	Faculty teams, administrators, parents and the community	Cycles of continuous improvement K-8 Math Curriculum Alignment with Instructional Resource Fidelity, Review, & Adoption Process K-12 STEELS Curriculum Alignment with Instructional Resource Fidelity, Review, & Adoption Process Integrate the CEW Standards (employability skills) across all K-12 Curriculum & Real-World Learning experiences Develop a Portrait of a Growing Learner Using Growth Data from District Data Sources/Local Assessments (ALEKS, Achieve, IXL, DIBELS/mClass, CDT) Including data-driven, research-based interventions & extension Update & Revise K-12 Building-Level MtSS Structures (including proactive strategies, professional development, and resources for emotional regulation and managing behaviors)	Autumn Turk, Director of Curriculum & Development	09/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Posting on district website	Burrell Buzz 2 articles & Happening Here Fall Edition each school year and Curriculum sites
Email	Internal progress and notes for team, monthly

Family Engagment					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• -District and Building-Level Parents as Allies Events -Happening Here Newsletter -Burrell Buzz Articles & Hub for Community Events & Resources -Task Forces	Families, staff and community	Developing a Portrait of a Growing Learner, Parent Engagment Strategies, Family and Student Belonging, Partnering with the Community	Autumn Turk, Director of Curriculum & Development	10/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Other	In person events - 3 times/year
Posting on district website	Invitation for each event/per event
Email	Parent invitation via email/per event

Redesigning Education/Schools					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• -Evaluate systems and structures for effectiveness & efficiency -Keep student learning and well-being at the core of our decision-making -Provide professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner" -Align staff directives, procedures, and expectations to enable staff to focus on and promote student learning and well-being by applying and connecting learning from professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner."	Staff, parents and community	Systems Design, evaluating our effectiveness and efficientcy, forward focus on student learning, wellbeing, etc.	Shannon Wagner, Superintendent	09/01/2026	06/30/2029

Communications

Type of Communication	**Frequency**
Newsletter	Happening Here in fall of each year
Posting on district website	Burrell Buzz articles - 4 per year

Approvals & Signatures

Uploaded Files
• District Comprehensive Plan 2026-2029-Board Affirmation Statement 3-17-2026.pdf

Chief School Administrator	Date
Shannon L. Wagner	2026-04-28