

Burrell HS

TSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Burrell HS		
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
Principal Name		
Dr. John Boylan		
Principal Email		
jcboylan@burrell.k12.pa.us		
Principal Phone Number		Principal Extension
(724) 334-1406		
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Autumn Turk		autumn.turk@burrell.k12.pa.us

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Shannon Wagner	Chief School Administrator	District - Superintendent	
Dr. Autumn Turk	District Level Leaders	District - Director of Curriculum & Development	
Dr. John Boylan	Principal	Burrell High School	
Dr. Carla Roland	Principal	Burrell High School	
Jeremy Diehl	Teacher	Burrell High School	
Anthony Facemyre	Teacher	Burrell High School	
Cybil Federer	Teacher	Burrell High School	
Bryan Mike	Teacher	Burrell High School	
Meghan Nese	Teacher	Burrell High School	
Joseph Viet Pham	Education Specialist	Burrell High School	
Dan Pounds	Teacher	Burrell High School	
Denise Wagner	Teacher	Burrell High School	
Stephanie Furnier	Parent	Burrell High School	
Jeremy Koster	Parent	Burrell High School	
Leigh Shamey	Parent	Burrell High School	
Stefanie Shank	Parent	Burrell High School	
Paul Olijar	Community Member	Burrell High School	
Dr. Gregory Egnor	District Level Leaders	District - Director of Student Services	
Joel Ceraso	Community Member	CBT Creative	
LeAnn Guido	Board Member	District - School Board Member & Parent	
Heather Lake	Other	Pittsburgh Area Community Schools	

Vision for Learning

Vision for Learning

District Mission - "Burrell School District empowers students to learn, create, lead and succeed." District Vision - "We... Educate Individuals. Inspire Leaders. Build Futures." Burrell High School's vision is for students to author their future through personalized, real-world learning that bridges the classroom, workplace, and community. Learn: Utilize personalized learner profile data to ensure all students have access to a guaranteed, viable curriculum through multi-tiered systems of support (MTSS) and the Portrait of a Buccaneer. Create: Drive student engagement through project-based learning, innovation, and industry experiences. Lead: Integrate the Career Education Work (CEW) standards, professional skills, and industry experiences to connect academic work to future careers. Succeed: Cultivate a collaborative, trauma-informed culture where collective responsibility and clear expectations support every student.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this 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

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Insufficient Sample
American Indian or Alaskan Native	Insufficient Sample
Asian (not Hispanic)	Insufficient Sample
Hawaiian Native/Pacific Islander	Insufficient Sample
Combined Ethnicity	Insufficient Sample
Hispanic	Insufficient Sample
Multi-Racial (not Hispanic)	Insufficient Sample
English Learners	Insufficient Sample

Challenges

ESSA Student Subgroups	Indicator
White	State Assessment Measures - English Language Arts/Literature: Did Not Meet Interim Goal/Improvement Target Grade Level(s) and/or Student Group(s) - Gr 9-12 White (56.2%). Not meeting statewide goal/interim target. Increase in performance from previous year. MTSS reading interventions being added for grades 6-12 in 2026-2027 (currently K-5 MTSS reading intervention system in place).
Economically Disadvantaged	State Assessment Measures - English Language Arts/Literature: Did Not Meet Interim Goal/Improvement Target Grade Level(s) and/or Student Group(s) - Gr 9-12 Economically Disadvantaged (28.1%). Not meeting statewide goal/interim target. Decrease in performance from previous year. MTSS reading interventions being added for grades 6-12 in 2026-2027 (currently K-5 MTSS reading intervention system in place).
Students with Disabilities	State Assessment Measures - English Language Arts/Literature: Did Not Meet Interim Goal/Improvement Target Grade Level(s) and/or Student Group(s) - Gr 9-12 Students with Disabilities (14.3%). Not meeting statewide goal/interim target. Increase in performance from previous year. MTSS reading interventions being added for grades 6-12 in 2026-2027 (currently K-5 MTSS reading intervention system in place).

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

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. Increase in Achievement from Previous Year, Decrease in Growth 2024-2025 & 2025-2026 - Increased math interventions using ALEKS, creating MTSS, professional development with WIU

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Insufficient Sample
American Indian or Alaskan Native	Insufficient Sample
Asian (not Hispanic)	Insufficient Sample
Combined Ethnicity	Insufficient Sample
Hawaiian Native/Pacific Islander	Insufficient Sample
Hispanic	Insufficient Sample
Multi-Racial (not Hispanic)	Insufficient Sample
English Learners	Insufficient Sample

Challenges

ESSA Student Subgroups	Indicator
White	State Assessment Measures - Mathematics/Algebra I: Did Not Meet Interim Goal/Improvement Target Grade Level(s) and/or Student Group(s) - Gr 9-12 White (45%). Not meeting statewide goal/interim target. Increase in performance from previous year. Increased math interventions using ALEKS, creating MTSS, professional development with WIU.
Economically Disadvantaged	State Assessment Measures - Mathematics/Algebra I: Did Not Meet Interim Goal/Improvement Target Grade Level(s) and/or Student Group(s) - Gr 9-12 Economically Disadvantaged (9.4%). Not meeting statewide goal/interim target. Decrease in performance from previous year. Increased math interventions using ALEKS, creating MTSS, professional development with WIU.
Students with Disabilities	State Assessment Measures - Mathematics/Algebra I: Did Not Meet Interim Goal/Improvement Target Grade Level(s) and/or Student Group(s) - Gr 9-12 Students with Disabilities (9.5%). Not meeting statewide goal/interim target. Increase in performance from previous year. Increased math interventions using ALEKS, creating MTSS, professional development with WIU.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this 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

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	Burrell High School (gr 9-12) - State Assessment Measures - Academic Growth Expectations in English Language Arts/Literature: White Student Group (100%) Exceeds the Standard Demonstrating Growth. Exceeds Statewide Goal. Increase in Performance from the Previous Year
Economically Disadvantaged	Burrell High School (gr 9-12) - State Assessment Measures - Academic Growth Expectations in English Language Arts/Literature: Economically Disadvantaged Student Group (78%) Meets/Exceeds the Interim Target. Increase in Performance from the Previous Year.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Insufficient Sample
American Indian or Alaskan Native	Insufficient Sample
Asian (not Hispanic)	Insufficient Sample
Combined Ethnicity	Insufficient Sample
Hawaiian Native/Pacific Islander	Insufficient Sample
Hispanic	Insufficient Sample
Multi-Racial (not Hispanic)	Insufficient Sample
English Learners	Insufficient Sample
Students with Disabilities	Insufficient Sample

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Burrell High School (gr 9-12) - State Assessment Measures - 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

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Insufficient Sample
American Indian or Alaskan Native	Insufficient Sample
Asian (not Hispanic)	Insufficient Sample
Combined Ethnicity	Insufficient Sample
Hawaiian Native/Pacific Islander	Insufficient Sample
Hispanic	Insufficient Sample
Multi-Racial (not Hispanic)	Insufficient Sample
English Learners	Insufficient Sample

Challenges

ESSA Student Subgroups	Indicator
White	Burrell High School (gr 9-12) - State Assessment Measures - Academic Growth Expectations in Mathematics/Algebra 1: White Student Group (50%) Did Not Meet the Standard Demonstrating Growth. Decrease in Achievement from Previous Year, Decrease in Growth. 2024-2025 & 2025-2026 - Increased math interventions using ALEKS, creating MTSS, professional development with WIU.
Economically Disadvantaged	Burrell High School (gr 9-12) - State Assessment Measures - Academic Growth Expectations in Mathematics/Algebra 1: Economically Disadvantaged Student Group (50%) Did Not Meet the Standard Demonstrating Growth. Decrease in Achievement from Previous Year, Decrease in Growth. 2024-2025 & 2025-2026 - Increased math interventions using ALEKS, creating MTSS, professional development with WIU.
Students with Disabilities	Burrell High School (gr 9-12) - State Assessment Measures - Academic Growth Expectations in Mathematics/Algebra 1: Students with Disabilities Student Group (62%) Did Not Meet the Standard Demonstrating Growth. Decrease in Achievement from Previous Year, Decrease in

	Growth. 2024-2025 & 2025-2026 - Increased math interventions using ALEKS, creating MTSS, professional development with WIU.
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English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

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.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Insufficient Sample
American Indian or Alaskan Native	Insufficient Sample
Asian (not Hispanic)	Insufficient Sample
Hawaiian Native/Pacific Islander	Insufficient Sample
Hispanic	Insufficient Sample
English Learners	Insufficient Sample

Challenges

ESSA Student Subgroups	Indicator
White	On-Track Measures - Regular Attendance: Did Not Meet Performance Standard - Grades 9-12 White (74.8%). Not meeting statewide goal/interim target. Increase in performance from previous year.
Multi-Racial (not Hispanic)	On-Track Measures - Regular Attendance: Did Not Meet Performance Standard - Grades 9-12 2 or more races (76%). Not meeting statewide goal/interim target. Increase in performance from previous year.

Combined Ethnicity	On-Track Measures - Regular Attendance: Did Not Meet Performance Standard - Grades 9-12 Combined ethnicity (71.4%). Not meeting statewide goal/interim target. Increase in performance from previous year.
Economically Disadvantaged	On-Track Measures - Regular Attendance: Did Not Meet Performance Standard - Grades 9-12 Economically Disadvantaged (65.3%) Not meeting statewide goal/interim target. Decrease in performance from previous year.
Students with Disabilities	On-Track Measures - Regular Attendance: Did Not Meet Performance Standard - Grades 9-12 Students with Disabilities (66%). Not meeting statewide goal/interim target. Maintained performance from previous year.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

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

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	College and Career Measures - Career Standards Benchmark: Exceeds Performance Standard Grade Level(s) and/or Student Group(s). Grades 9-12 White (100%). Meets or Exceeds Statewide Goal. Increase in Performance from the Previous Year. College and Career Measures - Industry Based Learning: Exceeds Performance Standard Grade Level(s) and/or Student Group(s) Grades 9-12 White (72.2%). Meets or Exceeds Statewide Goal. Increase in Performance from the Previous Year.
Economically Disadvantaged	College and Career Measures - Career Standards Benchmark: Exceeds Performance Standard Grade Level(s) and/or Student Group(s). Grades 9-12 Economically Disadvantaged (100%). Meets or Exceeds Statewide Goal Increase in Performance from the Previous Year. 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%). Meets or Exceeds Statewide Goal. Increase in Performance from the Previous Year.
Students with Disabilities	College and Career Measures - Career Standards Benchmark: Exceeds Performance Standard Grade Level(s) and/or Student Group(s). Grades 9-12 Students with Disabilities (100%). Meets or Exceeds Statewide Goal. Increase in Performance from the Previous Year. College and Career Measures - Industry Based Learning: Exceeds Performance Standard Grade Level(s) and/or Student Group(s) Grades 9-12 Students with Disabilities (50%). Meets or Exceeds Statewide Goal. Increase in Performance from the Previous Year.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Insufficient Sample
American Indian or Alaskan Native	Insufficient Sample
Asian (not Hispanic)	Insufficient Sample
Combined Ethnicity	Insufficient Sample
Hawaiian Native/Pacific Islander	Insufficient Sample
Hispanic	Insufficient Sample
Multi-Racial (not Hispanic)	Insufficient Sample
English Learners	Insufficient Sample

High School Graduation Rate Four-Year Cohort

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

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

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	Indicator College & Career Measures - Four-Year Cohort Graduation: Grades 9-12 White (92.1%) Student Group Meets Interim Goal/Improvement Target. Decrease in performance from previous year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	College & Career Measures - Four-Year Cohort Graduation: Grades 9-12 Economically Disadvantaged (85.7%) Not meeting statewide goal/interim target. Decrease in performance from previous year.
Students with Disabilities	College & Career Measures - Four-Year Cohort Graduation: Grades 9-12 Students with Disabilities (71.4%) Not meeting statewide goal/interim target. Maintained 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 (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

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) - 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) - 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
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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.

Burrell High School (gr 9-12) - State Assessment Measures - 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

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Achieve 3000 ELA Intervention	Diagnostics given 3x/year to adjust program to meet individual needs 9th grade - 56% of students meet or exceed the benchmark 10th grade - 63% of students meet or exceed the benchmark 11th & 12th grade - only 16 students took the assessment and all are in need of intervention (0 are benchmark)
DIBELS ORF & MAZE	Used to determine students in need of intensive reading intervention
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

Burrell High School (9-12) -ELA achievement increasing & ELA growth exceeding statewide goal (all student group).
K-12 Local data is used to identify students in need of tier 2 or 3 systematic intervention (growth & achievement)
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

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).
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 strategic 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
ALEKS Math Intervention	Diagnostics given 3x/year to adjust program to meet individual needs Algebra 1 - 51% ending knowledge mastery Algebra 1A - 78% ending knowledge mastery Algebra 2 - 66% ending knowledge mastery College Algebra - 73% ending knowledge mastery Pre-Calculus - 35% ending knowledge mastery
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

Burrell High School (9-12) - Math increasing (all student group).
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 (BHS - ALEKS)

Challenges

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).
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 - Biology	Gives 2-3x / year to measure STEELS alignment, using data to identify curricular gaps and support student learning
Formative Assessments	PLC teams review formative assessment data to adjust instruction, provide intervention/extension, and differentiate learning to meet all students' needs.

Science, Technology, and Engineering Education Summary

Strengths

STEELS aligned curriculum & high-quality instructional resources (OpenSciEd)
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).
Biology teachers 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

Continuing to align siloed courses to STEELS standards (ex. Chemistry, Biology, Physics, Environmental Science)
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
College & Career Measures & Industry Based Learning (exceeds statewide goal, increase in performance - all groups), Graduation (all student group) meets the interim target.	Future Readiness Coordinators provide opportunities for industry experiences. Personalized Learning Coach gives every student a personalized learner profile and shares data with teachers, students, and parents. Personalized learning plans are made for students with intensive needs.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

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.

College & Career Measures & Industry Based Learning (exceeds statewide goal, increase in performance - all groups), Graduation (all student group) meets the interim target. Future Readiness Coordinators provide opportunities for industry experiences. Personalized Learning Coach gives every student a personalized learner profile and shares data with teachers, students, and parents. Personalized learning plans are made for students with intensive needs.

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.

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)

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).

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)

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

Align curricular materials and lesson plans to the PA Standards *
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community *
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *

Identify professional learning needs through analysis of a variety of data & Use multiple professional learning designs to support the learning needs of staff *
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Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices & Identify and address individual student learning needs *
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Implement a multi-tiered system of supports for academics and behavior *
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Provide frequent, timely, and systematic feedback and support on instructional practices *
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Foster a culture of high expectations for success for all students, educators, families, and community members *
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Continuously monitor implementation of the school improvement plan and adjust as needed *

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 (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	True
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	True
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	True
Burrell High School (gr 9-12) - State Assessment Measures - Academic Growth Expectations in English Language Arts/Literature: White Student Group (100%) Exceeds the Standard Demonstrating Growth. Exceeds Statewide Goal. Increase in Performance from the Previous Year	False
Burrell High School (gr 9-12) - State Assessment Measures - Academic Growth Expectations in English Language Arts/Literature: Economically Disadvantaged Student Group (78%) Meets/Exceeds the Interim Target. Increase in Performance from the Previous Year.	False
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	False
College and Career Measures - Career Standards Benchmark: Exceeds Performance Standard Grade Level(s) and/or Student Group(s). Grades 9-12 White (100%). Meets or Exceeds Statewide Goal. Increase in Performance from the Previous Year. College and Career Measures - Industry Based Learning: Exceeds Performance Standard Grade Level(s) and/or Student Group(s) Grades 9-12 White (72.2%). Meets or Exceeds Statewide Goal. Increase in Performance from the Previous Year.	False
College and Career Measures - Career Standards Benchmark: Exceeds Performance Standard Grade Level(s) and/or Student Group(s). Grades 9-12 Economically Disadvantaged (100%). Meets or Exceeds Statewide Goal Increase in Performance from the Previous Year. 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%). Meets or Exceeds Statewide Goal. Increase in Performance from the Previous Year.	False
College and Career Measures - Career Standards Benchmark: Exceeds Performance Standard Grade Level(s) and/or Student Group(s). Grades 9-12 Students with Disabilities (100%). Meets or Exceeds Statewide Goal. Increase in Performance from the Previous Year. College and Career Measures - Industry Based Learning: Exceeds Performance Standard Grade Level(s) and/or Student Group(s) Grades 9-12 Students with Disabilities (50%). Meets or Exceeds Statewide Goal. Increase in Performance from the Previous Year.	False
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	False
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	False
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	False

Indicator College & Career Measures - Four-Year Cohort Graduation: Grades 9-12 White (92.1%) Student Group Meets Interim Goal/Improvement Target. Decrease in performance from previous year.	False
Burrell High School (9-12) -ELA achievement increasing & ELA growth exceeding statewide goal (all student group).	False
Burrell High School (9-12) - Math increasing (all student group).	False
STEELS aligned curriculum & high-quality instructional resources (OpenSciEd)	False
College & Career Measures & Industry Based Learning (exceeds statewide goal, increase in performance - all groups), Graduation (all student group) meets the interim target. Future Readiness Coordinators provide opportunities for industry experiences. Personalized Learning Coach gives every student a personalized learner profile and shares data with teachers, students, and parents. Personalized learning plans are made for students with intensive needs.	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
K-12 Local data is used to identify students in need of tier 2 or 3 systematic intervention (growth & achievement)	True
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)	True
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 (BHS - ALEKS)	True
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
Biology teachers 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
Align curricular materials and lesson plans to the PA Standards *	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community *	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	True
Identify professional learning needs through analysis of a variety of data & Use multiple professional learning designs to support the learning needs of staff *	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School 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) - State Assessment Measures - Academic Growth Expectations in English Language Arts/Literature: All Student Group Exceeds the Standard Demonstrating	False

Growth. Meets or Exceeds Statewide Goal Increase in Performance from the Previous Year 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	True
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.	True
Burrell High School (gr 9-12) - State Assessment Measures - 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	True
State Assessment Measures - English Language Arts/Literature: Did Not Meet Interim Goal/Improvement Target Grade Level(s) and/or Student Group(s) - Gr 9-12 White (56.2%). Not meeting statewide goal/interim target. Increase in performance from previous year. MTSS reading interventions being added for grades 6-12 in 2026-2027 (currently K-5 MTSS reading intervention system in place).	False
State Assessment Measures - English Language Arts/Literature: Did Not Meet Interim Goal/Improvement Target Grade Level(s) and/or Student Group(s) - Gr 9-12 Economically Disadvantaged (28.1%). Not meeting statewide goal/interim target. Decrease in performance from previous year. MTSS reading interventions being added for grades 6-12 in 2026-2027 (currently K-5 MTSS reading intervention system in place).	False
State Assessment Measures - English Language Arts/Literature: Did Not Meet Interim Goal/Improvement Target Grade Level(s) and/or Student Group(s) - Gr 9-12 Students with Disabilities (14.3%). Not meeting statewide goal/interim target. Increase in performance from previous year. MTSS reading interventions being added for grades 6-12 in 2026-2027 (currently K-5 MTSS reading intervention system in place).	False
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	False
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. Increase in Achievement from Previous Year, Decrease in Growth 2024-2025 & 2025-2026 - Increased math interventions using ALEKS, creating MTSS, professional development with WIU	False
State Assessment Measures - Mathematics/Algebra I: Did Not Meet Interim Goal/Improvement Target Grade Level(s) and/or Student Group(s) - Gr 9-12 White (45%). Not	False

meeting statewide goal/interim target. Increase in performance from previous year. Increased math interventions using ALEKS, creating MTSS, professional development with WIU.	
State Assessment Measures - Mathematics/Algebra I: Did Not Meet Interim Goal/Improvement Target Grade Level(s) and/or Student Group(s) - Gr 9-12 Economically Disadvantaged (9.4%). Not meeting statewide goal/interim target. Decrease in performance from previous year. Increased math interventions using ALEKS, creating MTSS, professional development with WIU.	False
State Assessment Measures - Mathematics/Algebra I: Did Not Meet Interim Goal/Improvement Target Grade Level(s) and/or Student Group(s) - Gr 9-12 Students with Disabilities (9.5%). Not meeting statewide goal/interim target. Increase in performance from previous year. Increased math interventions using ALEKS, creating MTSS, professional development with WIU.	False
Burrell High School (gr 9-12) - State Assessment Measures - 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	False
Burrell High School (gr 9-12) - State Assessment Measures - Academic Growth Expectations in Mathematics/Algebra 1: Students with Disabilities Student Group (62%) Did Not Meet the Standard Demonstrating Growth. Decrease in Achievement from Previous Year, Decrease in Growth. 2024-2025 & 2025-2026 - Increased math interventions using ALEKS, creating MTSS, professional development with WIU.	False
Burrell High School (gr 9-12) - State Assessment Measures - Academic Growth Expectations in Mathematics/Algebra 1: Economically Disadvantaged Student Group (50%) Did Not Meet the Standard Demonstrating Growth. Decrease in Achievement from Previous Year, Decrease in Growth. 2024-2025 & 2025-2026 - Increased math interventions using ALEKS, creating MTSS, professional development with WIU.	False
Burrell High School (gr 9-12) - State Assessment Measures - Academic Growth Expectations in Mathematics/Algebra 1: White Student Group (50%) Did Not Meet the Standard Demonstrating Growth. Decrease in Achievement from Previous Year, Decrease in Growth. 2024-2025 & 2025-2026 - Increased math interventions using ALEKS, creating MTSS, professional development with WIU.	False
On-Track Measures - Regular Attendance: Did Not Meet Performance Standard - Grades 9-12 Students with Disabilities (66%). Not meeting statewide goal/interim target. Maintained performance from previous year.	False
On-Track Measures - Regular Attendance: Did Not Meet Performance Standard - Grades 9-12 Economically Disadvantaged (65.3%) Not meeting statewide goal/interim target. Decrease in performance from previous year.	False
On-Track Measures - Regular Attendance: Did Not Meet Performance Standard - Grades 9-12 Combined ethnicity (71.4%). Not meeting statewide goal/interim target. Increase in performance from previous year.	False
On-Track Measures - Regular Attendance: Did Not Meet Performance Standard - Grades 9-12 2 or more races (76%). Not meeting statewide goal/interim target. Increase in performance from previous year.	False
On-Track Measures - Regular Attendance: Did Not Meet Performance Standard - Grades 9-12 White (74.8%). Not meeting statewide goal/interim target. Increase in performance from previous year.	False
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	False

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.	
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	False
College & Career Measures - Four-Year Cohort Graduation: Grades 9-12 Economically Disadvantaged (85.7%) Not meeting statewide goal/interim target. Decrease in performance from previous year.	False
College & Career Measures - Four-Year Cohort Graduation: Grades 9-12 Students with Disabilities (71.4%) Not meeting statewide goal/interim target. Maintained performance from previous year.	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).	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).	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 strategic 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
Continuing to align siloed courses to STEELS standards (ex. Chemistry, Biology, Physics, Environmental Science)	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
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
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	True
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)	False

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices & Identify and address individual student learning needs *	True
Implement a multi-tiered system of supports for academics and behavior *	True
Provide frequent, timely, and systematic feedback and support on instructional practices *	True
Foster a culture of high expectations for success for all students, educators, families, and community members *	True
Continuously monitor implementation of the school improvement plan and adjust as needed *	True

Most Notable Observations/Patterns

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

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 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. 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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
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		False
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.		True
Burrell High School (gr 9-12) - State Assessment Measures - 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		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)		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 strategic 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		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
Need for K-12 systematic tier 2 and 3 math intervention (based on local data)		False
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
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices & Identify and address individual student learning needs *		False
Implement a multi-tiered system of supports for academics and behavior *		False
Provide frequent, timely, and systematic feedback and support on instructional practices *		False
Foster a culture of high expectations for success for all students, educators, families, and community members *		False

Continuously monitor implementation of the school improvement plan and adjust as needed *		False
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Analyzing Strengths

Analyzing Strengths	Discussion Points
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	Continue with current systems and structures supporting student learning.
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	Evaluate current systems and structures & align to new CEW standards for K-12 integration.
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	Evaluate current systems and structures & align to new CEW standards for K-12 integration.
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.
K-12 data-driven technology programs used to personalize student learning (Boost, IXL, Achieve 3000)	Continue with current systems and structures supporting student learning.
K-12 data-driven technology programs used to personalize student learning (BHS - ALEKS)	Continue with current systems and structures supporting student learning.
Align curricular materials and lesson plans to the PA Standards *	Continue with current systems and structures supporting student learning.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community *	Continue with current systems and structures supporting student learning.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	Continue with current systems and structures supporting student learning.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	Continue with current systems and structures supporting student learning.
Identify professional learning needs through analysis of a variety of data & Use multiple professional learning designs to support the learning needs of staff *	Continue with current systems and structures supporting student learning.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will utilize the Alternative Learning Center to offer instructional make-up time for truant or suspended students in grades 9-12. We will offer attendance incentives to reward students with positive attendance and offer personalized support for students in need of intervention. We will utilize personalized learner profile data to connect students with relevant industry experiences and offer personalized learning plans to students in need of intensive support.
	To close achievement gaps and increase the graduation rate for economically disadvantaged students and students with disabilities in grades 9-12, 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 reading and math interventions. We will continue to review and revise curriculum, instructional practice, and resource alignment to eligible content within our PLC teams. We will utilize the Alternative Learning Center to offer instructional make-up time for truant or suspended students in grades 9-12. We will utilize personalized learner profile data to connect students with relevant industry experiences and offer personalized learning plans to students in need of intensive support.
	We will use systematic reading interventions in to increase student achievement and growth (ex. Tier 3 interventions - Rewards Secondary & Rewards Plus, Tier 2 interventions - Fluency prompts, Comprehension Toolkit, Tier 1 - Continue with Achieve 3000 for differentiation and targeted skills practice). We will utilize nationally normed, explicit local reading data for grades 9-12 (Ex. DIBELS MAZE and ORF (to students who scored intensive or strategic on MAZE)) to determine Tier 2/3 systematic reading intervention placement for students below and well below benchmark.
	We will use systematic math interventions in grades 9-12 to increase student achievement and growth (ex. Tier 3 intervention - modified Algebra I course, Tier 2 interventions - small group in-person skills-based instruction based on ALEKS data, Tier 1 - Continue with ALEKS for differentiation and targeted skills practice).

Goal Setting

Priority: We will utilize the Alternative Learning Center to offer instructional make-up time for truant or suspended students in grades 9-12. We will offer attendance incentives to reward students with positive attendance and offer personalized support for students in need of intervention. We will utilize personalized learner profile data to connect students with relevant industry experiences and offer personalized learning plans to students in need of intensive support.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
We will decrease chronic absenteeism by 5% by the end of the 2026-2027 school year by implementing quarterly PBIS attendance rewards for students with two or less excused absences and zero tardies (tier 1 incentive), utilizing Communities in Schools targeted support for students with three or more illegal absences (tier 2 intervention), and offer instructional make-up time for truant or suspended students in the Alternative Learning Center (tier 3 intervention).			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
We will offer the first quarter PBIS attendance reward for students with two or less excused absences and zero tardies (tier 1 incentive), utilize Communities in Schools targeted support for students with three or more illegal absences (tier 2 intervention), and offer instructional make-up time for truant or suspended students in the Alternative Learning Center (tier 3 intervention).	We will offer the second quarter PBIS attendance reward for students with two or less excused absences and zero tardies (tier 1 incentive), utilize Communities in Schools targeted support for students with three or more illegal absences (tier 2 intervention), and offer instructional make-up time for truant or suspended students in the Alternative Learning Center (tier 3 intervention).	We will offer the third quarter PBIS attendance reward for students with two or less excused absences and zero tardies (tier 1 incentive), utilize Communities in Schools targeted support for students with three or more illegal absences (tier 2 intervention), and offer instructional make-up time for truant or suspended students in the Alternative Learning Center (tier 3 intervention).	We will offer the fourth quarter PBIS attendance reward for students with two or less excused absences and zero tardies (tier 1 incentive), utilize Communities in Schools targeted support for students with three or more illegal absences (tier 2 intervention), and offer instructional make-up time for truant or suspended students in the Alternative Learning Center (tier 3 intervention).

Priority: To close achievement gaps and increase the graduation rate for economically disadvantaged students and students with disabilities in grades 9-12, 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 reading and math interventions. We will continue to review and revise curriculum, instructional practice, and resource alignment to eligible content within our PLC teams. We will utilize the Alternative Learning Center to offer instructional make-up time for truant or suspended students in grades 9-12. We will utilize personalized learner profile data to connect students with relevant industry experiences and offer personalized learning plans to students in need of intensive support.

Outcome Category
Graduation rate
Measurable Goal Statement (Smart Goal)

We will increase the graduation rate for the class of 2027 by 3% by integrating future readiness experiences aligned to students' personalized learner profiles (tier 1), offer academic and social-emotional-behavioral interventions through a multi-tiered system of support and credit recovery through eAcademy (tier 2), and provide personalized learning plans for students with intensive needs (tier 3).			
Measurable Goal Nickname (35 Character Max)			
Graduation			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
We will integrate future readiness experiences aligned to students' personalized learner profiles (tier 1), offer academic and social-emotional-behavioral interventions through a multi-tiered system of support (tier 2), and provide personalized learning plans for students with intensive needs (tier 3).	We will integrate future readiness experiences aligned to students' personalized learner profiles (tier 1), offer academic and social-emotional-behavioral interventions through a multi-tiered system of support and credit recovery for failed 1st semester courses through eAcademy (tier 2), and provide personalized learning plans for students with intensive needs (tier 3).	We will integrate future readiness experiences aligned to students' personalized learner profiles (tier 1), offer academic and social-emotional-behavioral interventions through a multi-tiered system of support and provide support for students completing credit recovery for failed 1st semester courses through eAcademy (tier 2), and provide personalized learning plans for students with intensive needs (tier 3).	We will integrate future readiness experiences aligned to students' personalized learner profiles (tier 1), offer academic and social-emotional-behavioral interventions through a multi-tiered system of support and credit recovery for failed 2nd semester courses through eAcademy (tier 2), and provide personalized learning plans for students with intensive needs (tier 3).

Priority: We will use systematic reading interventions in to increase student achievement and growth (ex. Tier 3 interventions - Rewards Secondary & Rewards Plus, Tier 2 interventions - Fluency prompts, Comprehension Toolkit, Tier 1 - Continue with Achieve 3000 for differentiation and targeted skills practice). We will utilize nationally normed, explicit local reading data for grades 9-12 (Ex. DIBELS MAZE and ORF (to students who scored intensive or strategic on MAZE)) to determine Tier 2/3 systematic reading intervention placement for students below and well below benchmark.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
We will improve ELA proficiency scores for historically underachieving students (economically disadvantaged and students with disabilities) by 5% by the end of the 2026-2027 school year, utilizing Achieve 3000 diagnostics and skills-based lessons (tier 1) and targeted interventions for students scoring "below" (tier 2 or "well below" (tier 3) benchmark on DIBELS MAZE and ORF nationally-normed reading assessment.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
We will utilize Achieve 3000 diagnostics and skills-based lessons (tier 1) and targeted interventions for students scoring "below" (tier 2 - fluency and comprehension skill	We will utilize Achieve 3000 diagnostics and skills-based lessons (tier 1) and targeted interventions for students scoring "below" (tier 2 - fluency and comprehension skill	We will utilize Achieve 3000 diagnostics and skills-based lessons (tier 1) and targeted interventions for students scoring "below" (tier 2 - fluency and comprehension skill	We will utilize Achieve 3000 diagnostics and skills-based lessons (tier 1) and targeted interventions for students scoring "below" (tier 2 - fluency and comprehension skill practice) or "well

practice) or "well below" (tier 3 - Rewards Secondary intervention) benchmark on BOY DIBELS MAZE and ORF nationally-normed reading assessment.	practice) or "well below" (tier 3 - Rewards Secondary intervention) benchmark on MOY DIBELS MAZE and ORF nationally-normed reading assessment.	practice) or "well below" (tier 3 - Rewards Secondary intervention) benchmark on DIBELS MAZE and ORF nationally-normed reading assessment.	below" (tier 3 - Rewards Secondary intervention) benchmark - measuring progress on the EOY DIBELS MAZE and ORF nationally-normed reading assessment.
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Priority: We will use systematic math interventions in grades 9-12 to increase student achievement and growth (ex. Tier 3 intervention - modified Algebra I course, Tier 2 interventions - small group in-person skills-based instruction based on ALEKS data, Tier 1 - Continue with ALEKS for differentiation and targeted skills practice).

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
We will improve math proficiency scores for historically underachieving students (economically disadvantaged and students with disabilities) by 5% by the end of the 2026-2027 school year, through the use of ALEKS data to differentiate classroom instruction (tier 1), drive small-group skills-based instruction (tier 2), and the implementation of a modified Algebra 1A course for students identified as "well below" grade level (tier 3).			
Measurable Goal Nickname (35 Character Max)			
Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
We will utilize ALEKS data to differentiate classroom instruction (tier 1), drive small-group skills-based instruction (tier 2), and the implementation of a modified Algebra 1A course for students identified as "well below" grade level (tier 3) based on the BOY benchmark data (or EOY data for tier 3 course placement).	We will utilize ALEKS data to differentiate classroom instruction (tier 1), drive small-group skills-based instruction (tier 2), and measure progress of the students in the modified Algebra 1A course (tier 3) based on the MOY benchmark data.	We will utilize ALEKS data to differentiate classroom instruction (tier 1), drive small-group skills-based instruction (tier 2), and measure progress of the students in the modified Algebra 1A course (tier 3) based on the ALEKS benchmark & progress monitoring.	We will utilize ALEKS data to differentiate classroom instruction (tier 1), drive small-group skills-based instruction (tier 2), and measure progress of students in the modified Algebra 1A course for students identified as "well below" grade level (tier 3) based on the BOY, MOY, and EOY benchmark data. EOY ALEKS and Keystone data will be used to determine future tier 3 course placement for students in need of intensive intervention.

Action Plan

Measurable Goals

Attendance	Graduation
ELA	Math

Action Plan For: Multi-Tiered System of Support

Measurable Goals:
<ul style="list-style-type: none"> We will decrease chronic absenteeism by 5% by the end of the 2026-2027 school year by implementing quarterly PBIS attendance rewards for students with two or less excused absences and zero tardies (tier 1 incentive), utilizing Communities in Schools targeted support for students with three or more illegal absences (tier 2 intervention), and offer instructional make-up time for truant or suspended students in the Alternative Learning Center (tier 3 intervention).

Action Step		Anticipated Start Date	Anticipated Completion Date
Tier 1 - Positive Attendance Incentives: Students who have two or less excused absences and zero tardies will be invited to participate in a PBIS attendance incentive event quarterly.		2026-08-25	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pittsburgh Area Community Schools Liaison	Pittsburgh Area Communities in Schools Liaison Examples of incentives offered: Cuddle a Pup, Hot Cocoa/Coffee Bar, Movie & Popcorn, etc	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Tier 2 - Pittsburgh Area Communities in Schools Targeted Support for individuals with 3 or more unexcused absences through a school attendance improvement plan.		2026-08-25	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pittsburgh Area Community Schools Liaison Assistant Principal - Dr. Carla Roland	School Attendance Improvement Plan PACS Intervention Log Truancy Diversion Services	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Tier 3 - Alternative Learning Center for students who have been suspended from school so that they may continue to learn during this time.		2026-08-25	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Prevention Specialist Assistant Principal - Dr. Carla Roland	Alternative Learning Center Procedures, Restorative Sessions & Reflections, Assignment Completion Forms	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Tier 3 Instructional Make-up Sessions - students who have 10 or more excused and/or unexcused absences may complete instructional make-up sessions to earn time back for the unexcused time of absence (4 hours of instructional make-up = 1/2 day of school).		2026-08-25	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Make-up Facilitators (teachers and/or prevention specialist) Assistant Principal - Dr. Carla Roland	Instructional Make-up Session Schedule & Facilitators (approx 2-3 days/week after school and/or Saturdays) Instructional Make-up Session Form & Reflection	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decreased unexcused absences and tardies, Improved attendance	Attendance Secretary - run attendance reports weekly & quarterly, prepare attendance 10-day excused and unexcused attendance letters, contact parents for excuses, file truancy paperwork Pittsburgh Area Communities in Schools Liaison - host monthly incentive events (tier 1), meet with individuals who have 3 or more unexcused absences (tier 2) Prevention Specialist - Supervise Alternative Learning Center and Instructional Make-up Sessions (tier 3) Principals - support students and staff with implementation, enforce attendance policy, meet with families and students for truancy elimination/school attendance improvement conferences, refer for truancy diversion services, schedule staff to supervise instructional make-up sessions

Action Plan For: Multi-Tiered System of Support

Measurable Goals:
<ul style="list-style-type: none"> We will increase the graduation rate for the class of 2027 by 3% by integrating future readiness experiences aligned to students' personalized learner profiles (tier 1), offer academic and social-emotional-behavioral interventions through a multi-tiered system of support and credit recovery through eAcademy (tier 2), and provide personalized learning plans for students with intensive needs (tier 3).

Action Step		Anticipated Start Date	Anticipated Completion Date
Tier 1 - Re-Imagine Senior Year Seminar Course (ELA & SS credits), Future Readiness Experiences aligned to Personalized Learner Profiles, Integration of CEW Standards & Profile of a Buccaneer into all curriculum across all content areas (ex. Re-imagine Speech course to include topics such as self-awareness, self-management, social readiness, executive functioning, & career pathways) .		2026-08-25	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. John Boylan, Principal Dr. Carla Roland, Assistant Principal	Personalized Learning Coach & Future Readiness Coordinators Personalized Learner Profiles Industry Experiences aligned to Career Pathways List of industry partners & Burrell alumni willing to work with our kids and/or host visits	No	

Action Step	Anticipated Start Date	Anticipated Completion Date
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Tier 2 - Credit Recovery for students failing courses through eAcademy		2026-06-08	2027-08-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. John Boylan, Principal Dr. Carla Roland, Assistant Principal Guidance Counselors Director of Student Services - eAcademy Registration	eAcademy Courses (online) & Instructors Virtual Learning Case Manager	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Tier 3 - Personalized Learning Plans and support from Personalized Learning Coach		2026-08-25	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Personalized Learning Coach	Personalized Learner Profile Personalized Learning Plan	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased graduation rate and decrease in students who have undecided plans after graduation by connecting students with relevant and meaningful career pathways through personalized, industry-connected experiences).	Guidance Counselors - run quarterly failure reports, coordinate with students, families, and administration for eAcademy registration Personalized Learning Coach & Future Readiness Facilitators - administer, analyze, and share annual personalized learner profile data, connect learner profiles to industry experiences, schedule & supervise industry experiences (visits occur throughout school year), provide support for personalized learning plans for students with intensive needs

Action Plan For: Multi-Tiered System of Support

Measurable Goals:
<ul style="list-style-type: none"> We will improve ELA proficiency scores for historically underachieving students (economically disadvantaged and students with disabilities) by 5% by the end of the 2026-2027 school year, utilizing Achieve 3000 diagnostics and skills-based lessons (tier 1) and targeted interventions for students scoring "below" (tier 2 or "well below" (tier 3) benchmark on DIBELS MAZE and ORF nationally-normed reading assessment.

Action Step		Anticipated Start Date	Anticipated Completion Date
Tier 1 - CDT ELA Assessment, Achieve 3000 (3x/yr diagnostic & use personalized components all year for all kids), Give DIBELS MAZE to all BHS Students, PVAAS Quintile Diagnostic - Target historically underachieving & undergrowing students		2026-08-25	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. John Boylan, Principal Dr. Carla Roland, Assistant Principal ELA Department Head & ELA Teachers	DIBELS 8th Edition Assessment CDT Assessment Achieve 3000 program WIU Curriculum Services Team - Training (Collins Writing: Improving Student Performance Through Writing and Thinking Across the Curriculum for Grades K-12) LETRS Training (completed in 2022-2024 for most, new ELA and special education teachers trained upon hiring)	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Tier 2 - DIBELS MAZE Below Baseline (yellow) & Well Below Baseline (red) - administer the ORF assess, If ORF is below baseline (yellow) - one AR / week of fluency intervention, If ORF is well below baseline (red) - screen for Tier 3 Rewards Intervention.		2026-08-25	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. John Boylan, Principal Dr. Carla Roland, Assistant Principal ELA Department Head & ELA Teachers	DIBELS 8th Edition Assessment Fluency intervention passages	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Tier 3 - Daily Rewards Reading Intervention for most intensive students w/special education teacher		2026-08-25	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special Education Teacher	Rewards Intervention Resources WIU TAC Team - Rewards Training	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased ELA achievement and growth	Achieve 3000 diagnostic - 3x/year (practice ongoing) Keystone & PVAAS data analysis - annually DIBELS data benchmarking - 3x/year (progress monitoring for those in interventions) CDT ELA Assessment 2-3x/year

Action Plan For: Multi-Tiered System of Support

Measurable Goals:
<ul style="list-style-type: none"> We will improve math proficiency scores for historically underachieving students (economically disadvantaged and students with disabilities) by 5% by the end of the 2026-2027 school year, through the use of ALEKS data to differentiate classroom instruction (tier 1), drive small-group skills-based instruction (tier 2), and the implementation of a modified Algebra 1A course for students identified as "well below" grade level (tier 3).

Action Step		Anticipated Start Date	Anticipated Completion Date
Tier 1 - CDT Math Assessment, ALEKS (3x/yr benchmark & use personalized components all year for all kids), PVAAS Quintile Diagnostic - Target historically underachieving & undergrowing students		2026-08-25	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. John Boylan, Principal Dr. Carla Roland, Assistant Principal Math Department Head & Math Teachers	CDT Assessment ALEKS program ALEKS Professional Development (completed during 2024-2026) WIU Curriculum Services Team - Trainings (Building Thinking Classrooms, Rethinking the Math Classroom – Utilizing the Standards of Mathematical Practices) Concrete Representational Abstract (CRA) Training (completed in 2022-2023 for most)	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Tier 2 - Small Group In-person Instruction w/Math Teachers using ALEKS data (during AR blocks)		2026-08-25	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. John Boylan, Principal Dr. Carla Roland, Assistant Principal Math Department Head & Math Teachers	ALEKS Program Skills-Based Small Group Lessons	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Tier 3 - Modified Algebra I (section of Algebra 1A) course based on 8th gr IXL Achievement & Growth Data (well below - red), PVAAS Quintile Diagnostic historically underachieving & undergrowing students, & PSSA Below Basic (red)		2026-08-25	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. John Boylan, Principal Dr. Carla Roland, Assistant Principal Guidance Counselors (data analysis & scheduling) Math Department Head & Math Teachers	PSSA & PVAAS Data IXL Data Modified Algebra Curriculum & Instructional Resources	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase Math Achievement & Growth	ALEKS benchmark- 3x/year (practice ongoing) Keystone & PVAAS data analysis - annually CDT Math Assessment 2-3x/year

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Multi-Tiered System of Support	Tier 1 - CDT ELA Assessment, Achieve 3000 (3x/yr diagnostic & use personalized components all year for all kids), Give DIBELS MAZE to all BHS Students, PVAAS Quintile Diagnostic - Target historically underachieving & undergrowing students
Multi-Tiered System of Support	Tier 3 - Daily Rewards Reading Intervention for most intensive students w/special education teacher
Multi-Tiered System of Support	Tier 1 - CDT Math Assessment, ALEKS (3x/yr benchmark & use personalized components all year for all kids), PVAAS Quintile Diagnostic - Target historically underachieving & undergrowing students

Collins Writing: Improving Student Performance Through Writing and Thinking Across the Curriculum for Grades K-12

Action Step		
<ul style="list-style-type: none"> Tier 1 - CDT ELA Assessment, Achieve 3000 (3x/yr diagnostic & use personalized components all year for all kids), Give DIBELS MAZE to all BHS Students, PVAAS Quintile Diagnostic - Target historically underachieving & undergrowing students 		
Audience		
ELA Teachers		
Topics to be Included		
Collins Writing & Thinking, Science of Reading/Structured Literacy, Improving Student Achievement		
Evidence of Learning		
Attendance/Act 48 Sign-in		
Lead Person/Position	Anticipated Start	Anticipated Completion
WIU Curriculum Services Team	2026-02-26	2026-02-26

Learning Format

Type of Activities	Frequency
Workshop(s)	1 time
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Building Thinking Classrooms & Rethinking the Math Classroom – Utilizing the Standards of Mathematical Practices

Action Step
<ul style="list-style-type: none"> Tier 1 - CDT Math Assessment, ALEKS (3x/yr benchmark & use personalized components all year for all kids), PVAAS Quintile Diagnostic - Target historically underachieving & undergrowing students

Audience		
Math Teachers		
Topics to be Included		
Building Thinking Classrooms (based on Peter Liljedahl's book) - this session will focus on practical strategies to engage students in deep, meaningful mathematical thinking. We will explore techniques to foster student autonomy, encourage problem-solving, and create a collaborative learning environment where students take ownership of their learning. Walk away with concrete strategies to transform your classroom into a space where students think critically, work together, and persevere in problem-solving. Rethinking the Math Classroom – Utilizing the Standards of Mathematical Practices - this session will explore current instructional strategies and the latest research on effective math instruction. Participants will examine the Standards for Mathematical Practice and discuss practical ways to incorporate them into daily instruction to foster deeper mathematical thinking. Small, intentional changes can lead to big shifts in student engagement and understanding. Walk away with ready-to-use strategies that help students think, reason, and problem-solve like mathematicians.		
Evidence of Learning		
Attendance / Act 48 Sign-In		
Lead Person/Position	Anticipated Start	Anticipated Completion
WIU Curriculum Services Team Kevin Mauro (PDE)	2026-02-27	2026-03-10

Learning Format

Type of Activities	Frequency
Workshop(s)	2 times
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 3c: Engaging Students in Learning 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Rewards Reading Intervention Training

Action Step		
<ul style="list-style-type: none"> Tier 3 - Daily Rewards Reading Intervention for most intensive students w/special education teacher 		
Audience		
Special Education Teachers		
Topics to be Included		
Teachers will learn how to utilize the tier 3 reading intervention - focuses on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency, building academic vocabulary, and deepening comprehension along with building confidence.		
Evidence of Learning		
Attendance & Act 48 Sign-In		
Lead Person/Position	Anticipated Start	Anticipated Completion
WIU TAC Team	2026-09-28	2026-09-28

Learning Format

Type of Activities	Frequency
Workshop(s)	1 time
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 	

- | |
|---|
| <ul style="list-style-type: none">• 1b: Demonstrating Knowledge of Students• 1d: Demonstrating Knowledge of Resources• 1e: Designing Coherent Instruction• 3c: Engaging Students in Learning• 3d: Using Assessment in Instruction• 4e: Growing and Developing Professionally |
| This Step Meets the Requirements of State Required Trainings |
| Structured Literacy |

Approvals & Signatures

Uploaded Files	
<ul style="list-style-type: none">Burrell High School TSI-Non Title I Affirmation Statement 6-2026.pdf	

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date
Autumn R. Turk	2026-08-13