District Operational Plan 2026-2027

Objective Performance Standards	Goals (Administrative and Comprehensive Plan 2026-2029)	Action Plan	Evidence of Implementation
Student Growth and Achievement	1. 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. 2. By the end of 2029, the District will continue to refine and update all K-12 written curriculum aligned to standards. 3. By the end of 2029, educators will increase student engagement using project-based learning and personalized learning strategies. 4. By the end of 2029, the District will partner with our community to increase family-school engagement by showcasing our students and learning experiences. 5. 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. 6. Each fiscal year, the District will review consumption and alignment of current resources to maximize student learning and fiscal responsibility.	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 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 (Science, Technology & Engineering, Environmental Literacy and Sustainability), K-12 CEW (Career, Education & Work) integration.	
		By the end of 2027, educators will participate in professional development and PLC (Professional Learning Community) 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 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 2027, 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 (including professional development and collaboration about schoolwide expectations, PBIS & MTSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner").	
		Title I – School Wide Plan: By June 2027, at least 60% (national norm) of all students in grades K–4 will achieve 'Typical,' 'Above Typical,' or 'Well Above Typical' growth on the DIBELS 8th Edition Zones of Growth/Pathways of Progress from the Beginning of Year (BOY) to the End of Year (EOY) benchmark, including historically underserved student subgroups (ex. students with disabilities, economically disadvantaged students).	
		Title I – School Wide Plan: By June 2027, the percentage of all students in grades K–4 scoring 'At or Above Benchmark' on the DIBELS 8th Edition Composite Score will increase by at least 5 percentage points from the Beginning of Year (BOY) baseline to the End of Year (EOY) final assessment, including historically underserved subgroups (ex. economically disadvantaged students, students with disabilities).	

		Title I – School Wide Plan: From September 2026 through June 2027, all K–4 teaching teams will meet weekly in PLCs and after benchmarking with Reading Teams to review student data and place students below/well below benchmark into a tier 2 or 3 reading interventions, with immediate scheduling priority given to our most vulnerable student groups (ex. students with disabilities, economically disadvantaged students).	
		Targeted School Improvement (students with disabilities subgroup): The District will decrease chronic absenteeism at BHS by 5% by the end of the 2026-2027 school year and increase the graduation rate for the class of 2027 by 3%.	
		Targeted School Improvement (students with disabilities subgroup): The District will improve ELA proficiency scores and Math proficiency scores for historically underachieving students (economically disadvantaged and students with disabilities) by 5%.	
Organization Leadership, District Operations and Financial Management, Communication and Community Relations, Human Resource Management, and Professionalism		In 26-27, monitor and analyze student AI usage, providing monthly reports and insights to faculty on effective, secure, and academic uses of AI.	
		Continue to review Qmlativ implementation and associated systems for efficiency and cost effectiveness.	
		To review and revise existing board policy through the Pa School Board Association process of review and recommendation.	
		Continue expanding cybersecurity measures by deploying routine simulated phishing exercises to district staff, evaluation response metrics and providing targeted user education on best practices.	
		Continue to transition Business Office files to digital files for future ease of access.	
		Continue to implement steps for App management, approval and parent communication.	
		Provide leadership support & training for principals and central office administrators as they ensure the best possible student learning outcomes while navigating shifting building/department demographics, student needs and budget constraints.	