

BERLIN BROTHERSVALLEY SD

1025 Main St

Comprehensive Plan | 2023 - 2026

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
David Reeder	Administrator	Berlin Brothersvalley School District	dreeder@bbsd.com
Martin Mudry	Administrator	Berlin Brothersvalley School District	mmudry@bbsd.com
James Maddy	Administrator	Berlin Brothersvalley School District	jmaddy@bbsd.com
Lori Gindlesperger	Administrator	Berlin Brothersvalley School District	lgindlesperger@bbsd.com
Maria Murphy	Administrator	Berlin Brothersvalley School District	mmurphy@bbsd.com
Mandy Lauer	Parent	Berlin Brothersvalley School District	mandylauer@hotmail.com
Margie Zorn	Community Member	Berlin Brothersvalley School District	margie.zorn@gmail.com
Scott Etris	Community Member	Berlin Brothersvalley School District	sitrisfamily@verizon.net
Marshall Engleka	Community Member	Berlin Brothersvalley School District	marshalengleka1997@gmail.com
Stacey Deeter	Parent	Berlin Brothersvalley School District	sdeeter@bbsd.com
Shay Fochtman	Student	Berlin Brothersvalley School District	
Jenna Hankinson	Staff Member	Berlin Brothersvalley School District	jhankinson@bbsd.com
Krista Fioravanti	Staff Member	Berlin Brothersvalley School District	kfioravanti@bbsd.com
Chris Fabyanic	Staff Member	Berlin Brothersvalley School District	cfabyanic@bbsd.com
Danielle Hay	Staff Member	Berlin Brothersvalley School District	dhay@bbsd.com
Dawn Gindlesperger	Staff Member	Berlin Brothersvalley School District	dgindlesperger@bbsd.com
Katrina Lynch	Staff Member	Berlin Brothersvalley School District	klynch@bbsd.com
Susan Straight	Staff Member	Berlins Brothersvalley School District	ssstraight@bbsd.com
Brian Slope	Staff Member	Berlin Brothersvalley School District	bslope@bbsd.com
Eric Lauer	Staff Member	Berlin Brothersvalley School District	elauer@bbsd.com

LEA Profile

The Berlin Brothersvalley School District, located in Somerset County, Pennsylvania, is a rural district with a population of 5800 residents. The district is comprised of 165.5 square miles and includes the community of Berlin Borough and the townships of Allegheny, Brothersvalley and Northampton and the smaller outlying communities of New Baltimore, Glencoe, and Fairhope. The school itself is located in the Borough of Berlin, a community with about 2100 residents. Industry within the district includes a snack food manufacturer, dairy farming, coal mining, small retail businesses, banking, various light industry and a long term nursing facility.

As of 2019, the district has three schools housed under one roof with a student population totaling approximately 760. The three schools include a K-4 elementary school with 280 students, a 5-8 middle school with 210 students, and a 9-12 high school with a population of 230. Administrative staff includes: 1 Superintendent, 1 K-8 Principal, 1 9-12 Principal, 1 Special Education Director, 1 Business Manager. A School Nurse provides services to the entire district. There are 64 teachers in grades K-12.

The school and community populations are predominately white, with less than 5% racial diversity. Forty-two (42) percent of the students are economically disadvantaged, and 18% of our students receive special education services. There are no private, charter or Christian schools within district boundaries, although several students are transported to Christian schools (10) in a neighboring district and 5 students attend a brick and mortar charter school located within ten miles of district boundaries. There are 27 home schooled students and 13 students enrolled in cyber charter schools. The district also sends 55 high school students in grades 10-12 (31% of our eligible population) to the Somerset County Technology Center (SCTC) to participate in vocational programs.

Mission and Vision

Mission

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

Vision

Educational Excellence, Community Engagement, Lifelong Success

Educational Value Statements

Students

The Berlin Brothersvalley School District believes that we have a responsibility to:

1. Ensure and maintain high expectations of success for all students.
2. Maintain an academic emphasis, stressing basic skills.
3. Develop and maintain caring, purposeful, and thinking contributors to society.
4. Assess student learning for the improvement of the instructional program.
5. Utilize a variety of teaching strategies to accommodate varied student learning styles and cultural/ability differences.
6. Provide adequate time, effective materials, and appropriate facilities through planning and management of all consumers.
7. Provide a safe and orderly school through a fair and uniform discipline structure.
8. Provide the opportunity and encouragement for parent and community involvement.
9. Provide students with a technology rich environment at all levels.
10. Provide students with experiences that enable them to develop a strong character that will promote a lifetime of learning.

Staff

The Berlin Brothersvalley School District believes that we have a responsibility to:

1. Ensure and maintain high expectations of success for all students.
2. Maintain an academic emphasis, stressing basic skills.
3. Develop and maintain caring, purposeful, and thinking contributors to society.
4. Assess student learning for the improvement of the instructional program.
5. Utilize a variety of teaching strategies to accommodate varied student learning styles and cultural/ability differences.
6. Provide adequate time, effective materials, and appropriate facilities through planning and management of all consumers.
7. Provide a safe and orderly school through a fair and uniform discipline structure.
8. Provide the opportunity and encouragement for parent and community involvement.
9. Provide students with a technology rich environment at all levels.
10. Provide students with experiences that enable them to develop a strong character that will promote a lifetime of learning.

Administration

The Berlin Brothersvalley School District believes that we have a responsibility to:

1. Ensure and maintain high expectations of success for all students.
2. Maintain an academic emphasis, stressing basic skills.
3. Develop and maintain caring, purposeful, and thinking contributors to society.
4. Assess student learning for the improvement of the instructional program.
5. Utilize a variety of teaching strategies to accommodate varied student learning styles and cultural/ability differences.
6. Provide adequate time, effective materials, and appropriate facilities through planning and management of all consumers.

7. Provide a safe and orderly school through a fair and uniform discipline structure.
8. Provide the opportunity and encouragement for parent and community involvement.
9. Provide students with a technology rich environment at all levels.
10. Provide students with experiences that enable them to develop a strong character that will promote a lifetime of learning.

Parents

The Berlin Brothersvalley School District believes that we have a responsibility to:

1. Ensure and maintain high expectations of success for all students.
2. Maintain an academic emphasis, stressing basic skills.
3. Develop and maintain caring, purposeful, and thinking contributors to society.
4. Assess student learning for the improvement of the instructional program.
5. Utilize a variety of teaching strategies to accommodate varied student learning styles and cultural/ability differences.
6. Provide adequate time, effective materials, and appropriate facilities through planning and management of all consumers.
7. Provide a safe and orderly school through a fair and uniform discipline structure.
8. Provide the opportunity and encouragement for parent and community involvement.
9. Provide students with a technology rich environment at all levels.
10. Provide students with experiences that enable them to develop a strong character that will promote a lifetime of learning.

Community

The Berlin Brothersvalley School District believes that we have a responsibility to:

1. Ensure and maintain high expectations of success for all students.
2. Maintain an academic emphasis, stressing basic skills.
3. Develop and maintain caring, purposeful, and thinking contributors to society.
4. Assess student learning for the improvement of the instructional program.
5. Utilize a variety of teaching strategies to accommodate varied student learning styles and cultural/ability differences.
6. Provide adequate time, effective materials, and appropriate facilities through planning and management of all consumers.
7. Provide a safe and orderly school through a fair and uniform discipline structure.
8. Provide the opportunity and encouragement for parent and community involvement.
9. Provide students with a technology rich environment at all levels.
10. Provide students with experiences that enable them to develop a strong character that will promote a lifetime of learning.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Attendance and graduation rates have been positively impacted by fully staffing mental health and counseling professionals.	No
Trauma Skilled Program is in place to improve overall school culture which positively impacts student achievement and success.	No
Numerous articulation and dual enrollment agreements with various institutions to provide students the opportunity to earn college credits. .	No
The staffing of the district provides necessary support to address student needs in the various subgroups.	No
The special education plan has met PDE specifications and is approved through the 2025 school year.	No
The communication and focus on student success as referenced by our Vision and Mission is a strength which provides the focus for continuous improvement.	No
The work with curriculum has been a continual work in progress with limited resources. The district is utilizing ESSER funding to engage IU8 expertise to realign curriculum K-12.	Yes
The district continually monitors teacher skill sets and strengths to make teaching assignments which result in maximum productivity.	Yes
The district met or exceeded all State growth standards as demonstrated by PSSA and Keystone assessments.	No
The district met or exceeded all State growth standards as demonstrated by PSSA and Keystone assessments.	No
The district met or exceeded all State growth standards as demonstrated by PSSA and Keystone assessments.	No

Challenges

Challenge	Consideration In Plan
-----------	-----------------------

Financial commitment will need to continue to maintain and expand adequate staffing in existing programs.	No
The district needs to fully develop the curricular framework K-12. This will involve providing expertise and time to teachers in order to adequately address curricular gaps and articulation.	No
The revision of the curriculum will address any gaps which currently exist from K-12.	Yes
The monitoring of teacher effectiveness and placing them in the appropriate developmental grade/subject will maximize teacher and student performance.	Yes
The district challenge is to fully align the State standards with content from K-12 to eliminate gaps and create a fully articulated curriculum from K-12.	No
The district challenge is to fully align the State standards with content from K-12 to eliminate gaps and create a fully articulated curriculum from K-12.	No
The district challenge is to fully align the State standards with content from K-12 to eliminate gaps and create a fully articulated curriculum from K-12.	No

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
The work with curriculum has been a continual work in progress with limited resources. The district is utilizing ESSER funding to engage IU8 expertise to realign curriculum K-12.	It is critical to have a fully articulated K-12 curriculum to significantly exceed the growth standards in all content areas
The district continually monitors teacher skill sets and strengths to make teaching assignments which result in maximum productivity.	It is critical to have teachers assigned to content specific areas who demonstrate the ability to maximize student learning.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
The revision of the curriculum will address any gaps which currently exist from K-12.	It is critical to have a fully articulated K-12 curriculum to significantly exceed the growth standards in all content areas and grade levels.	Yes	It is critical to have a fully articulated K-12 curriculum to significantly exceed the growth standards in all content areas
The monitoring of teacher effectiveness and placing them in the appropriate developmental grade/subject will maximize teacher and student performance.	It is critical to have teachers assigned to content specific areas who demonstrate the ability to maximize student learning.	Yes	Teachers would be assigned to areas they are the most effective in engaging learners.

Goal Setting

Priority: It is critical to have a fully articulated K-12 curriculum to significantly exceed the growth standards in all content areas

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Rigorous Courses of Study Section	SMART Goal: By the end of the current school year (June 2025), the school district will develop and implement a comprehensive K-12 curricular alignment plan, ensuring that all subjects and grade levels are aligned with state standards, using measurable benchmarks for progress and quality assurance measures, resulting in a minimum of 90% alignment across the district.	Curriculum Alignment	ELA and Math Curricular Development	Science and Social Studies	SMART Goal: By the end of the current school year (June 2025), the school district will develop and implement a comprehensive K-12 curricular alignment plan, ensuring that all subjects and grade levels are aligned with state standards, using measurable benchmarks for progress and quality assurance measures, resulting in a minimum of 90% alignment across the district.
Essential Practices 1: Focus on Continuous Improvement of Instruction	SMART Goal: By the end of this academic year (May 2026), all teachers in the school district will participate in monthly department professional development meetings focused on teaching strategies, data-driven instruction, and student-centered learning, resulting in a minimum of 90% of teachers reporting increased confidence and competence in utilizing a well articulated curriculum to inform instructional practices, as measured by ongoing review of PSSA and Keystone results. The district will conduct ongoing classroom observations and provide individualized coaching and support to teachers, resulting in an increase in value added indicators, as measured by standardized test scores at the end of the academic year.	Teacher Effectiveness	Monitor teacher classroom data and practices. Engage in PLC's (Professional Learning Communities) to analyze, interpret and utilize results to effect instructional improvement.	Monitor teacher effectiveness and make assignments as supported by data and classroom observations.	SMART Goal: By the end of this academic year (May 2026), all teachers in the school district will participate in monthly department professional development meetings focused on teaching strategies, data-driven instruction, and student-centered learning, resulting in a minimum of 90% of teachers reporting increased confidence and competence in utilizing a well articulated curriculum to inform instructional practices, as measured by ongoing review of PSSA and Keystone results. The district will conduct ongoing classroom observations and provide individualized coaching and support to teachers, resulting in an increase in value added indicators, as measured by standardized test scores at the end of the academic year.

Priority: Teachers would be assigned to areas they are the most effective in engaging learners.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
------------------	---------------------------	--------------------------	---------------	---------------	---------------

Action Plan

Action Plan for: Curriculum						
Measurable Goals			Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Curriculum Alignment Teacher Effectiveness 			The curriculum in math and reading will be revised in all grade levels during the 2023-2024 school year.		IU 8 will meet with teachers 3-4 times per month in person to process curricular revisions.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers and Instructional Coach will work with IU8 curriculum specialist to revise the math and ELA curriculum.	09/07/2023	06/01/2024	Eric Lauer/Instructional Coach	IU8 Curriculum Specialists	Yes	Yes

Action Plan for: Curriculum Development						
Measurable Goals			Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Curriculum Alignment 			Teachers will have a fully articulated curriculum K-12 in each content area.		Instructional Coach and Building Principals	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers and Instructional Coach will work with IU8 curriculum specialist to revise the science and social studies curriculum.	06/01/2024	06/01/2025	Eric Lauer/Instructional Coach	IU8 Curriculum Specialists	Yes	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum	<ul style="list-style-type: none">Teachers and Instructional Coach will work with IU8 curriculum specialist to revise the math and ELA curriculum.
Curriculum Development	<ul style="list-style-type: none">Teachers and Instructional Coach will work with IU8 curriculum specialist to revise the science and social studies curriculum.

Professional Development Activities

Curriculum Writing						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Teachers and Instructional Coach will work with IU8 curriculum specialist to revise the math and ELA curriculum. Teachers and Instructional Coach will work with IU8 curriculum specialist to revise the science and social studies curriculum. 	Reading and Mathematics Teachers - K-12	Curriculum Alignment to Match PA Content Anchors and Standards	The evidence of learning will be successful completion of the process under the guidance of the IU8 curriculum specialists.	Mr. Eric Lauer - Instructional Coach	09/07/2023	06/07/2025
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Collaborative curriculum development	3-4 times per month				Language and Literacy Acquisition for All Students	
Collaborative curriculum development	3 to 4 times per month				Language and Literacy Acquisition for All Students	

Communications Action Steps

Evidence-based Strategy	Action Steps
Curriculum	<ul style="list-style-type: none">Teachers and Instructional Coach will work with IU8 curriculum specialist to revise the math and ELA curriculum.

Communications Activities

Curriculum revisions K-12					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All classroom teachers K-12	Math, ELA, Science and Social Studies. We will also revise the fine arts, health & Phys. Ed and Family and consumer sciences.	Instructional Coach, Building Principals.	09/17/2023	06/01/2025
Communications					
Type of Communication			Frequency		
Posting on district website			Annually		
Newsletter			Annually		