

Profile and Plan Essentials

LEA Type		AUN
School District		108561003
Address 1		
1025 Main St		
Address 2		
City	State	Zip Code
Berlin	PA	15530
Chief School Administrator		Chief School Administrator Email
Mr Thomas A Podpora		tpodpora@bbsd.com
Single Point of Contact Name		
Karen Cotter		
Single Point of Contact Email		
kcotter@bbsd.com		
Single Point of Contact Phone Number		
8142674621		

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
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Maria Murphy	Administrator	Berlin Brothersvalley School District	mmurphy@bbsd.com
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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 Values

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

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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)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Four Year Cohort Graduation Rate	Exceeds the current State average and State goal for 2030
Attendance Rate (ADA)	Exceeds State average
Specialized Staffing	School Police Officer, School Social Worker, and a Guidance Counselor for all three grade clusters

Challenges

Indicator	Comments/Notable Observations
Curriculum revisions and alignment to standards needs to be accomplished over the next two (2) years	IU8 has been contracted to work with K-12 teachers to overhaul the entire district curriculum.

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

Strengths

Indicator The PVAAS for science indicated that our growth was advanced in PSSA and Keystones above the State average. Grade Level(s) and/or Student Group(s) The fourth grade results indicated significant evidence that the district exceeded the growth standard.	Comments/Notable Observations Prior collaboration among K-12 science staff has served as a model for the curriculum overhaul will begin in 2023.
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

Challenges

Indicator	Comments/Notable Observations
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<p>The district has not met the growth standard in all mathematics. grade levels.</p> <p>Grade Level(s) and/or Student Group(s)</p> <p>Grade six did not meet the growth standard as other tested levels.</p>	<p>Staffing realignment was enacted for the 2022-2023 school terms to address this challenge. The district will also revise the curriculum in math to address shortcomings in all areas.</p>
<p>Indicator</p> <p>Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations</p>
<p>Indicator</p> <p>Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations</p>
<p>Indicator</p> <p>Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations</p>

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

<p>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.</p>
<p>The district continually monitors teacher skill sets and strengths to make teaching assignments which result in maximum productivity.</p>

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

<p>The revision of the curriculum will address any gaps which currently exist from K-12.</p>
<p>The monitoring of teacher effectiveness and placing them in the appropriate developmental grade/subject will maximize teacher and student performance.</p>

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PVAAS	In all areas with the exception of sixth grade math, the district's PVAAS results were met or advanced

English Language Arts Summary

Strengths

The district met or exceeded all State growth standards as demonstrated by PSSA and Keystone assessments.

Challenges

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.

Mathematics

Data	Comments/Notable Observations
PSSA and Keystone data demonstrate inconsistent performance between grade levels.	Curriculum alignment will eliminate gaps in the K-12 spectrum.

Mathematics Summary

Strengths

The district met or exceeded all State growth standards as demonstrated by PSSA and Keystone assessments.

Challenges

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.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA and Keystone data demonstrate inconsistent performance between grade levels.	Curriculum alignment will eliminate gaps in the K-12 spectrum.

Science, Technology, and Engineering Education Summary

Strengths

The district met or exceeded all State growth standards as demonstrated by PSSA and Keystone assessments.

Challenges

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.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Chapter 339 Plan	Meets and/or exceeds all indicators in all grade levels

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
General Agriculture, CIP (01.0000)	Program approval submitted in December to FRCCP CATS

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Allegany College of Maryland

Agreement Type

Program/Course Area

General Agriculture

Uploaded Files

ACM Ag Articulation 1.2020.pdf

Partnering Institution

Garrett College

Agreement Type

Program/Course Area

General Agriculture

Uploaded Files

Garrett College Signed Articulation MOU.pdf

Partnering Institution

Lackawanna College

Agreement Type

Program/Course Area

General Agriculture

Uploaded Files

Lackawanna College Articulation Agreement.pdf

Summary

Strengths

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

Attendance and graduation rates have been positively impacted by fully staffing mental health and counseling professionals.
Trauma Skilled Program is in place to improve overall school culture which positively impacts student achievement and success.
Numerous articulation and dual enrollment agreements with various institutions to provide students the opportunity to earn college credits. .

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.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Eighteen percent of the population has an Individual Education Plan (IEP).	The district employs 10 teachers and 6 personal care aides to support an inclusion model in middle and high school, Teachers with multiple certifications work with learning support students.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Thirty-Eight percent of the student population falls into the economically disadvantaged subgroup.	Processes (PLC's - K-8) are in place to address the challenges commonly associated with this subgroup

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.

The staffing of the district provides necessary support to address student needs in the various subgroups.
The special education plan has met PDE specifications and is approved through the 2025 school year.

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.

Financial commitment will need to continue to maintain and expand adequate staffing in existing programs.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Approved through 2025.
Title 1 Program	SWP in place and approved.
Student Services	School social worker serves the K-12 population. School nurse serves <750 pupils. Three counselors serve an average of <250 students per grade spans (elementary, middle, and high school)
K-12 Guidance Plan (339 Plan)	Maintained by three guidance counselors who coordinate the completion of requirements with staff.
Technology Plan	K-12 1:1 program was implemented during COVID-19 to provide virtual learning opportunities for students.
English Language Development Programs	Currently there are no students with EL designations in the district. An IU8 consortium program is available to the district is needed.

Strengths

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

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.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

The communication and focus on student success as referenced by our Vision and Mission is a strength which provides the focus for continuous improvement.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

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.

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
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.	True
The district continually monitors teacher skill sets and strengths to make teaching assignments which result in maximum productivity.	True
The district met or exceeded all State growth standards as demonstrated by PSSA and Keystone assessments.	False
Attendance and graduation rates have been positively impacted by fully staffing mental health and counseling professionals.	False
Trauma Skilled Program is in place to improve overall school culture which positively impacts student achievement and success.	False
Numerous articulation and dual enrollment agreements with various institutions to provide students the opportunity to earn college credits. .	False
The district met or exceeded all State growth standards as demonstrated by PSSA and Keystone assessments.	False
The district met or exceeded all State growth standards as demonstrated by PSSA and Keystone assessments.	False
The staffing of the district provides necessary support to address student needs in the various subgroups.	False
The special education plan has met PDE specifications and is approved through the 2025 school year.	False
The communication and focus on student success as referenced by our Vision and Mission is a strength which provides the focus for continuous improvement.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
The revision of the curriculum will address any gaps which currently exist from K-12.	True
The monitoring of teacher effectiveness and placing them in the appropriate developmental grade/subject will maximize teacher and student performance.	True
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.	False

Financial commitment will need to continue to maintain and expand adequate staffing in existing programs.	False
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.	False
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.	False
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.	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
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.	True
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.	True

Analyzing Strengths

Analyzing Strengths	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.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	It is critical to have a fully articulated K-12 curriculum to significantly exceed the growth standards in all content areas
	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		
Rigorous Courses of Study Section		
Measurable Goal Statement (Smart Goal)		
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.		
Measurable Goal Nickname (35 Character Max)		
Curriculum Alignment		
Target Year 1	Target Year 2	Target Year 3
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.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
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.		
Measurable Goal Nickname (35 Character Max)		
Teacher Effectiveness		
Target Year 1	Target Year 2	Target Year 3
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.
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Priority: Teachers would be assigned to areas they are the most effective in engaging learners.

Action Plan

Measurable Goals

Curriculum Alignment	Teacher Effectiveness
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Action Plan For: Curriculum

Measurable Goals:
<ul style="list-style-type: none">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.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.

Action Step		Anticipated Start/Completion Date	
Teachers and Instructional Coach will work with IU8 curriculum specialist to revise the math and ELA curriculum.		2023-09-07	2024-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Eric Lauer/Instructional Coach	IU8 Curriculum Specialists	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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 Plan For: Curriculum Development

Measurable Goals:
<ul style="list-style-type: none">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.

Action Step		Anticipated Start/Completion Date	
Teachers and Instructional Coach will work with IU8 curriculum specialist to revise the science and social studies curriculum.		2024-06-01	2025-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Eric Lauer/Instructional Coach	IU8 Curriculum Specialists	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will have a fully articulated curriculum K-12 in each content area.	Instructional Coach and Building Principals

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum	Teachers and Instructional Coach will work with IU8 curriculum specialist to revise the math and ELA curriculum.
Curriculum Development	Teachers and Instructional Coach will work with IU8 curriculum specialist to revise the science and social studies curriculum.

Curriculum Writing

Action Step		
<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.		
Audience		
Reading and Mathematics Teachers - K-12		
Topics to be Included		
Curriculum Alignment to Match PA Content Anchors and Standards		
Evidence of Learning		
The evidence of learning will be successful completion of the process under the guidance of the IU8 curriculum specialists.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Mr. Eric Lauer - Instructional Coach	2023-09-07	2025-06-07

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	3-4 times per month
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	3 to 4 times per month
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

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

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">CP Affirmation Statement_001_594de2b4.jpg

Chief School Administrator	Date
Thomas A. Podpora	2024-07-12