

BLUE MOUNTAIN SD

685 Red Dale Rd

Comprehensive Plan | 2020 - 2023

MISSION STATEMENT

The Blue Mountain School District will provide a comprehensive educational program to prepare all students to become successful citizens.

VISION STATEMENT

The Blue Mountain School District envisions an educational system that: Provides a diverse rigorous curriculum for all students that effectively incorporates technology. Promotes a culture of acceptance, continuous improvement, collaboration, perseverance and the principles of honesty, respect, and responsibility. Ensures facilities are well maintained, safe, accommodating and welcoming.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The Blue Mountain School District Students Value: Student learning and achievement A culture of continuous improvement in order to meet student needs Communication and collaboration among students, parents, staff, community and business Development of personal, social and physical attributes Students becoming contributing members of society Integration of technological skills throughout the entire educational community Respect for diversity of races, creeds, nations and cultures Maintenance of a positive and safe learning environment that fosters student growth and development Preparation of students for a variety of post- secondary endeavors

STAFF

The Blue Mountain School District Staff Value: Student learning and achievement A culture of continuous improvement in order to meet student needs Communication and collaboration among stakeholders Integration of technological skills throughout the entire educational community Respect for diversity and mindfulness of implicit bias Maintenance of a positive and safe learning environment that fosters student growth and development Empowering students to develop their personal, social, and physical well-being with awareness of selfcare Preparation of students for a variety of post secondary endeavors with the goal of becoming contributing members of society.

ADMINISTRATION

The Blue Mountain School District Administrators Value: A culture of continuous improvement in order to meet student needs Communication and collaboration among students, parents, staff, community and business Positive development of personal, social, and emotional wellness Skilled and supportive faculty and staff Students becoming contributing members of society for a variety of post-secondary endeavors Integration of technological skills throughout the entire educational community Respect for diversity of all Maintenance of a positive and safe learning environment that fosters student growth and achievement

PARENTS

The Blue Mountain School District Parents Value: Student learning and achievement A culture of continuous improvement in order to meet

student needs Communication and collaboration among students, parents, staff, community and business Students becoming contributing members of society at all age levels Integration of technological skills throughout the entire educational community Preparation of students for a variety of post- secondary endeavors Respect and inclusion of all members of the school community Maintenance of a positive and safe learning environment that fosters student growth and personal, social, and physical development.

COMMUNITY

The Blue Mountain School District Community Members Value: Student learning and achievement A culture of continuous improvement in order to meet student needs Communication and collaboration among students, parents, staff, community and business Development of personal, social and physical attributes Students becoming contributing members of society Integration of technological skills throughout the entire educational community Respect for diversity of races, creeds, nations and cultures Maintenance of a positive and safe learning environment that fosters student growth and development Preparation of students for a variety of post- secondary endeavors

STEERING COMMITTEE

Name	Position	Building/Group
Frank Musitano	Assistant Superintendent	BMSD Administration
Kevin Berger	High School Principal	BMSD Administration
James McGonigle	Middle School Principal	BMSD Administration
Kristin Frederick	Elementary Principal (BMEW/C)	BMSD Administration
Jennifer Gipe	Teacher	Blue Mountain High School
Amber Sinn	Teacher	Blue Mountain High School
Mary Jo Moss	Community Partner	BMSD Community
Jennifer Manbeck	Parent	BMSD Community
Jodi Baldwin	Parent	BMSD Community
Charlotte Granito	Community Partner	BMSD Community
Kathleen Reichert	Parent	BMSD Community
Amy Savage	Parent	BMSD Community
Jill Kulbitsky	Staff Member	Blue Mountain SD

Name	Position	Building/Group
Jeff Faust	Staff Member	Blue Mountain SD
Jay Newswanger	Community Partner	Transportation Provider
Jaclyn Brindle	Teacher	Blue Mountain Elementary
Jeromy Guistwite	Teacher	Blue Mountain High School
Krista Kantner	Teacher	Blue Mountain Elementary
Angela Spieles	Teacher	Blue Mountain Middle School
Tina Gerlott	Staff Member	Transportation Coordinator BMSD
Jessica Polak	Teacher	Blue Mountain Elementary
Michael Capillo	Teacher	Blue Mountain Middle School
Susan Shpakovsky	Teacher	Blue Mountain Elementary
Jill Kerstetter	Teacher	Blue Mountain Middle School
Janice Blair	Teacher	Blue Mountain Elementary
Mark Cesari	Administration	Blue Mountain Elementary
Kelli Weston	Specialist - Special Education Coordinator	Blue Mountain SD
Elizabeth Abel	Specialist - Lead School Nurse	Blue Mountain Middle School

Name	Position	Building/Group
Gwen Witmer-Belding	Administration	Blue Mountain SD
David Helsel	Administration - Superintendent	Blue Mountain SD
Austin Miller-Siple	Administration - Technology Director	Blue Mountain SD
Tracy Nahas	Specialist - Social Worker	Blue Mountain High School
Tina Rabenstein	Teacher	Blue Mountain Elementary
Natalie Smith	Teacher	Blue Mountain Elementary
Rachel Petrozino	Teacher	Blue Mountain Middle School
Michelle Guers	Specialist - Guidance Counselor	Blue Mountain Middle School
Emily Caracappa	Teacher	Blue Mountain Elementary
Jennyfer Oswald	Teacher	Blue Mountain Elementary
Sondra Steinruck	Teacher	Blue Mountain Elementary
Terri Willard	Specialist - Technology Integrator	Blue Mountain SD
Amy Krick	Teacher	Blue Mountain Elementary
Steven Lindenmuth	Teacher	Blue Mountain Middle School
Kaitlin Shaw	Teacher	Blue Mountain Middle School

Name	Position	Building/Group
Ashley Fuggiti	Teacher	Blue Mountain High School
Katelyn Miller	Teacher	Blue Mountain Middle School
Cathy Seibert	Teacher	Blue Mountain Elementary
Kristie Antalosky	Teacher	Blue Mountain Middle School

ESTABLISHED PRIORITIES

Priority Statement

Technology focus on going to a 1:1 learning environment and integrating technology across all grade levels.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction

Special education focus on meeting the needs of diverse learners in a wide spectrum of educational settings.

Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy

Identification and implementation of appropriate assessment measures to identify students in need of enhanced instruction.

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Identification and Support of All Learners

Utilize a district-wide system to identify learners that are impacted by learning difficulties and provide supports for these learners in a variety of settings to facilitate them meeting their learning goals.

Action Step

Anticipated

Start/Completion

Lead

Person/Position

Materials/Resources/Supports

Needed

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify appropriate assessment measures to properly identify students in need of learning assistance (due to possible special needs) or enriched learning due to exceptional learning needs, such as gifted.	2020-09-01 - 2021-02-26	Dr. Frank Musitano	Extensive research into the assessment measures available to secure from outside the district and those currently utilized in the district.
Train appropriate staff members on giving the assessments and the use of the data from the assessments to identify student strengths and needs.	2021-01-04 - 2021-06-11	Dr. Frank Musitano	Training through a train-the-trainer method on giving the assessments and appropriate use of the assessments will be needed for all stakeholders.

Anticipated Outcome

Completion of a full assessment plan that can be used at all levels to identify students with diverse learning needs.

Monitoring/Evaluation

Administration will measure: Are all stakeholders aware of appropriate assessments? Do all stakeholders have the resources and training to utilize the assessments? Administrators will monitor whether assessment results are used to make instructional and placement decisions to meet the needs of diverse learners?

Evidence-based Strategy

Identification, training and implementation of appropriate instructional resources and practices to meet the needs of diverse learners.

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Identification and Support of All Learners Utilize a district-wide system to identify learners that are impacted by learning difficulties and provide supports for these learners in a variety of settings to facilitate them meeting their learning goals.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Identify and secure instructional resources on a variety of levels (intervention, remediation, enrichment, etc.) that will assist teachers in meeting the diverse needs of learners across learning environments (pull-out, inclusion, itinerant, etc.).

2021-03-01 -
2022-03-31

Frank
Musitano
Gwen Witmer-
Belding

Instructional resources available both outside the district and within the district to meet identified student needs.

Identify instructional strategies for a variety of levels (intervention, remediation, enrichment, etc.) that will assist teachers in meeting the diverse needs of learners across learning environments (pull-out, inclusion, itinerant, etc.).

2021-03-01 -
2022-06-10

Frank
Musitano
Gwen Witmer-
Belding

Identify effective instructional strategies from appropriate research and identify how to provide effective training for district stakeholders.

Train staff members on the appropriate use of instructional resources and strategies to meet diverse learning needs at all levels.

2021-05-03 -
2022-05-31

Frank
Musitano
Gwen Witmer-
Belding

Training through a train-the-trainer method on identified evidence based resources and instructional strategies through professional development workshops, online trainings, etc.

Anticipated Outcome

Teachers have appropriate resources and strategies to meet the instructional needs of diverse learners.

Monitoring/Evaluation

Administration will monitor whether all teachers (both in special education and in regular education) have access and training on a variety of resources and strategies to meet the learning needs of diverse learners across multiple learning environments? Are appropriate resources and strategies for diverse learners being implemented across the district?

Evidence-based Strategy

Identification and procurement of technology resources for students to have individual access to technology.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
1:1 Technology in Learning	Utilize technology to enhance learning through having every student have individual access to technology and utilizing this technology in their instruction on a daily basis.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify the appropriate technology equipment for the needs of learners at each instructional level.	2020-06-21 - 2020-12-23	Austin Miller-Siple	Knowledge of best instructional technology resources available on the

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			market.
Secure appropriate instructional technology for each level and distribute resources to students and staff.	2020-09-01 - 2021-05-28	Austin Miller-Siple	Instructional equipment and training for appropriate technology resources at each level.
Identify, secure, and implement technology resources, such as appropriate learning platforms, learning management systems, classroom management systems, access to software, online resources, and curriculum resources to meet learning and teaching needs in the classroom (both in-person and virtual).	2020-08-03 - 2024-06-07	Austin Miller-Siple Gwen Witmer-Belding	Appropriate learning and teaching resources for all levels and content areas to fully support teaching and learning of the curriculum. Training on the use of the resources.

Anticipated Outcome
 All students and faculty will have a personal piece of technology that will assist them in their learning.

Monitoring/Evaluation
 Administrators will insure that all students and faculty each have technology resources that they are using for teaching and learning.

Evidence-based Strategy

Utilization of technology into classroom and online learning for all students.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
1:1 Technology in Learning	Utilize technology to enhance learning through having every student have individual access to technology and utilizing this technology in their instruction on a daily basis.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement the technology resources into all areas of curriculum to enhance both classroom and virtual learning.	2020-09-21 - 2024-06-07	Austin Miller- Siple Gwen Witmer- Belding	Training for educators and students through a train-the-trainer method on the effective use of technology to enhance learning.

Anticipated Outcome

All students and faculty will have the skills to utilize technology in every facet of the curriculum.

Monitoring/Evaluation

Administrators will insure that all students and faculty each have technology resources that they are using for teaching and learning.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Utilize a district-wide system to identify learners that are impacted by learning difficulties and provide supports for these learners in a variety of settings to facilitate them meeting their learning goals. (Identification and Support of All Learners)	Identification and implementation of appropriate assessment measures to identify students in need of enhanced instruction.	Train appropriate staff members on giving the assessments and the use of the data from the assessments to identify student strengths and needs.	01/04/2021 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Utilize a district-wide system to identify learners that are impacted by learning difficulties and provide supports for these learners in a variety of settings to facilitate them meeting their learning goals. (Identification and Support of All Learners)	Identification, training and implementation of appropriate instructional resources and practices to meet the needs of diverse learners.	Train staff members on the appropriate use of instructional resources and strategies to meet diverse learning needs at all levels.	05/03/2021 - 05/31/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Utilize technology to enhance learning through having every student have individual access to technology and utilizing this technology in their instruction on a daily basis. (1:1 Technology in Learning)	Identification and procurement of technology resources for students to have individual access to technology.	Secure appropriate instructional technology for each level and distribute resources to students and staff.	09/01/2020 - 05/28/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Utilize technology to enhance learning through having every student have individual access to technology and utilizing this technology in their instruction on a daily basis. (1:1 Technology in Learning)	Identification and procurement of technology resources for students to have individual access to technology.	Identify, secure, and implement technology resources, such as appropriate learning platforms, learning management systems, classroom management systems, access to software, online resources, and curriculum resources to meet learning and teaching needs in the classroom (both in-person and virtual).	08/03/2020 - 06/07/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Utilize technology to enhance learning through having every student have individual access to technology and utilizing this technology in their instruction on a daily basis. (1:1 Technology in Learning)	Utilization of technology into classroom and online learning for all students.	Implement the technology resources into all areas of curriculum to enhance both classroom and virtual learning.	09/21/2020 - 06/07/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Utilize a district-wide system to identify learners that are impacted by learning difficulties and provide supports for these learners in a variety of settings to facilitate them meeting their learning goals. (Identification and Support of All Learners)	Identification and implementation of appropriate assessment measures to identify students in need of enhanced instruction.	Identify appropriate assessment measures to properly identify students in need of learning assistance (due to possible special needs) or enriched learning due to exceptional learning needs, such as gifted.	09/01/2020 - 02/26/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Utilize a district-wide system to identify learners that are impacted by learning difficulties and provide supports for these learners in a variety of settings to facilitate them meeting their learning goals. (Identification and Support of All Learners)	Identification and implementation of appropriate assessment measures to identify students in need of enhanced instruction.	Train appropriate staff members on giving the assessments and the use of the data from the assessments to identify student strengths and needs.	01/04/2021 - 06/11/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Utilize a district-wide system to identify learners that are impacted by learning difficulties and provide supports for these learners in a variety of settings to facilitate them meeting their learning goals. (Identification and Support of All Learners)	Identification, training and implementation of appropriate instructional resources and practices to meet the needs of diverse learners.	Identify and secure instructional resources on a variety of levels (intervention, remediation, enrichment, etc.) that will assist teachers in meeting the diverse needs of learners across learning environments (pull-out, inclusion, itinerant, etc.).	03/01/2021 - 03/31/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Utilize a district-wide system to identify learners that are impacted by learning difficulties and provide supports for these learners in a variety of settings to facilitate them meeting their learning goals. (Identification and Support of All Learners)	Identification, training and implementation of appropriate instructional resources and practices to meet the needs of diverse learners.	Identify instructional strategies for a variety of levels (intervention, remediation, enrichment, etc.) that will assist teachers in meeting the diverse needs of learners across learning environments (pull-out, inclusion, itinerant, etc.).	03/01/2021 - 06/10/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Utilize a district-wide system to identify learners that are impacted by learning difficulties and provide supports for these learners in a variety of settings to facilitate them meeting their learning goals. (Identification and Support of All Learners)	Identification, training and implementation of appropriate instructional resources and practices to meet the needs of diverse learners.	Train staff members on the appropriate use of instructional resources and strategies to meet diverse learning needs at all levels.	05/03/2021 - 05/31/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Utilize technology to enhance learning through having every student have individual access to technology and utilizing this technology in their instruction on a daily basis. (1:1 Technology in Learning)	Identification and procurement of technology resources for students to have individual access to technology.	Identify the appropriate technology equipment for the needs of learners at each instructional level.	06/21/2020 - 12/23/2020

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Utilize technology to enhance learning through having every student have individual access to technology and utilizing this technology in their instruction on a daily basis. (1:1 Technology in Learning)	Identification and procurement of technology resources for students to have individual access to technology.	Secure appropriate instructional technology for each level and distribute resources to students and staff.	09/01/2020 - 05/28/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Utilize technology to enhance learning through having every student have individual access to technology and utilizing this technology in their instruction on a daily basis. (1:1 Technology in Learning)</p>	<p>Identification and procurement of technology resources for students to have individual access to technology.</p>	<p>Identify, secure, and implement technology resources, such as appropriate learning platforms, learning management systems, classroom management systems, access to software, online resources, and curriculum resources to meet learning and teaching needs in the classroom (both in-person and virtual).</p>	<p>08/03/2020 - 06/07/2024</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Utilize technology to enhance learning through having every student have individual access to technology and utilizing this technology in their instruction on a daily basis. (1:1 Technology in Learning)	Utilization of technology into classroom and online learning for all students.	Implement the technology resources into all areas of curriculum to enhance both classroom and virtual learning.	09/21/2020 - 06/07/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement

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Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

2017 - 2019 Spring ELA PSSA: The last three years of overall proficiency on PSSA ELA has been consistent (range 73.1% to 71.4%). Each year was above the state average of 60.9%.

2019 Spring ELA PSSA: When looking at ELA proficiency scores by grade level, each grade level exceeded the state average and ranged from 78.4% to 60.6% of the students meeting proficiency.

2017-2019 Spring Mathematics PSSA: The last three years of overall proficiency on PSSA Mathematics has been consistent (range 49.0% to 44.5%). Each year was above the state average of 42.4%.

2019 Spring Science PSSA: When looking at Science proficiency scores by grade level, each grade level exceeded the state average and ranged from 84.1% to 65.2% of the students meeting proficiency.

2017 - 2019 Spring Science PSSA: The last three years of overall proficiency on PSSA Science has been consistent (range 75.2% to 74.2%). Each year was above the state average of 68.0%.

2018-19 Keystone - Literature: 74% of first time test takers met proficiency on the Literature Keystone exams. This was above the

Challenges

No challenges in this area were noted.

2019 Spring Mathematics PSSA: When looking at Math proficiency scores by grade level, five of the six grade levels exceeded the state average and ranged from 66.1% to 45.1% of the students meeting proficiency. Eighth grade was the only grade level which did not meet the state average with 29.8% of students meeting proficiency as compared to the state average of 32.2%.

No challenges in this area were noted.

BMMS: Mathematics - Proficiency and Growth: Overall proficiency in PSSA Mathematics at BMMS had 40.4% proficiency (45.2 State Average) and 62.3 Growth (75.3 State Average). Neither measure met Statewide Standard for 2018-19.

BMEE: ELA, Mathematics and Science Growth: BMEE did not meet average statewide growth in three content areas, and in two areas (ELA and Science) did not meet the Statewide Growth Standard in 2018-19.

State Assessment Measures - ELA Proficiency /Students with Disabilities Subgroup: As we looked at 2019 scores for the Students with Disabilities Subgroup at each of the schools. we

Strengths

state average of 63.5% proficient.

2018-19 Keystone - Algebra: 53.8% of first time test takers met proficiency on the Algebra Keystone exams. This was above the state average of 48.1% proficient.

2018-19 Keystone - Biology: 64.2% of first time test takers met proficiency on the Algebra Keystone exams. This was above the state average of 55.4% proficient.

Proficiency on ELA on PA State Assessments: All Student Group has high proficiency percentage ranging from 85.9% to 68.6% and above state averages. All five schools were above state averages.

Proficiency on Math on PA State Assessments: All Student Group has high proficiency percentage ranging from 75.9% to 40.4%. Four of the five schools exceeded state averages.

Proficiency on Science on PA State Assessments: All Student Group has high proficiency percentage ranging from 87.1% to 62.3%. Two of the four schools exceeded state averages.

Regular Attendance: All schools have exceptional attendance rates ranging from 96.7% to 89.4. This exceeded state averages in every school.

Challenges

saw proficiency scores ranging from 29.8% to 51.4%. The scores for two of the four schools were below the State Measures of Interim Progress of 31.1%.

State Assessment Measures - Mathematics Proficiency/Students with Disabilities Subgroup: As we looked at 2019 scores for the Students with Disabilities Subgroup at each of the schools, we saw proficiency scores ranging from 13.2% to 31.1%. The scores for two of the four schools were below the State Measures of Interim Progress of 23.6%.

Future Ready PA Index: College and Career Measures: Industry Based Learning was measured as 13.3% of students completing this goal. This was lower than the state average of 29.1%. This number included 8.7% of students scoring competently on NOCTI, 11.5% of students earning Industry-Recognized Credentials, and 7.3% of students completing Work-Based Learning Experiences.

Graduation Rate for Economically Disadvantaged Students: In the most recent Future Ready PA Index, it was noted that the graduation rates from 2017 showed the Economically Disadvantaged Students having a graduation rate of only 71.2%. This was below the State Goal of Measures of Interim Progress of 77.8%.

Strengths

State Assessment Measures - ELA Proficiency /Economically Disadvantaged Subgroup: As we looked at 2019 scores for the Economically Disadvantaged Subgroup at each of the schools. we saw proficiency scores ranging from 50.5% to 77.3%. The scores for all schools were above the State Measures of Interim Progress of 48.3.

Future Ready PA Index: College and Career Measures: All schools had very high levels of completion for the Career Standards Benchmark. These scores ranged from 100% to 98.9% completion of goals.

Future Ready PA Index: College and Career Measures: The high school graduation rate for the All Student Group was 87.9 for the Four Year Cohort, and this raised to 92.4 for the 5-Year Cohort.

Attendance Rate of Economically Disadvantaged Students : Economically Disadvantaged Students had high attendance rates at three schools (98.1% at BMEC, 94.3% at BMEW, and 86.9% at BMMS), but at BMEE (80.7%) and BMHS (79.5%) these rates fell below the state average of 85.8%.

The strengths of this program are in the guidance team working with faculty to prepare students at each level in meeting Career Awareness and social needs. The guidance team has utilized instructional resources as well as online learning to meet the Career Standards as well as social needs, such as bullying. The

Challenges

Graduation Rate for Students with Disabilities: In the most recent Future Ready PA Index, it was noted that the graduation rates from 2017 showed the Students with Disabilities having a graduation rate of only 66.7%. This was below the State Goal of Measures of Interim Progress of 73.7%.

Attendance Rate of Students with Disabilities: Students with Disabilities had high attendance rates at the elementary schools (96.6% to 88.6%), but at the MS (82.8%) and HS (83.1%) these rates fell below the state average of 85.8%.

English Learners: Needs in this program focus on providing quality instruction to our English learners. The program has a new teacher who is obtaining EL credentials. He will be working closely with trained EL staff and classroom teachers to fully support the needs of EL students. Our EL population has had many shifts in the past few years that caused a great range in the number of students needing services. These needs have been as high as 10 students and as low as 2 students. ACCESS test scores show students who stay in the district for a sufficient period of time make positive and steady progress in reaching English proficiency.

Technology: The technology plan is focused on moving to a full 1:1 technology learning environment. Needs in this area focus on the training of our educators to fully integrate these learning tools into their classroom instruction as well as prepare our students for online learning. The district has secured grant funding to supply

Strengths

greatest strength of the program is the group lessons and one to one sessions that guidance counselors have with all students and their collaboration with staff members.

Title I showed no issues with their two most recent monitoring visits. Efforts continue for this program in the area of primary grades reading. This program works closely with the CST and Special Needs programs to address early reading needs.

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data *

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities *

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers *

Coordinate and monitor supports aligned with students' and families' needs *

Challenges

the needed resources in this area, but the greatest needs are in the area of professional development to fully integrate the technology resources.

The Special Education Plan was developed with input from a Planning Committee consisting of administrators, board members, community representative, parent representative, teachers, and a specialist. The plan outlines the identification methods for identifying students with disabilities, enrollment data, non-resident student oversight, incarcerated student oversight, least restrictive environment, behavior support services, intensive interagency/ensuring FAPE/hard to place students. The document also includes a plan for training professional and paraprofessional staff. Current enrollment trends indicate that the identified special education student population is increasing while the overall student enrollment is decreasing. Most recent LRE (least restrictive environment) data reflects that more students are being educated in self-contained special education classes as the population increases. The greatest need is to educate a larger number of students in regular education settings with supplementary aids and services.

Ensure effective, standards-aligned curriculum and assessment *

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

2019 Spring Mathematics PSSA: When looking at Math proficiency scores by grade level, five of the six grade levels exceeded the state average and ranged from 66.1% to 45.1% of the students meeting proficiency. Eighth grade was the only grade level which did not meet the state average with 29.8% of students meeting proficiency as compared to the state average of 32.2%.

English Learners: Needs in this program focus on providing quality instruction to our English learners. The program has a new teacher who is obtaining EL credentials. He will be working closely with trained EL staff and classroom teachers to fully support the needs of EL students. Our EL population has had many shifts in the past few years that caused a great range in the number of students needing services. These needs have been as high as 10 students and as low as 2 students. ACCESS test scores show students who stay in the district for a sufficient period of time make positive and steady progress in reaching English proficiency.

Technology: The technology plan is focused on moving to a full 1:1 technology learning environment. Needs in this area focus on the training of our educators to fully integrate these learning tools into their classroom instruction as well as prepare our students for online learning. The district has secured grant funding to supply the needed resources in this area, but the greatest

This goal was indicated as a priority goal by the



Challenges**Discussion Point****Priority for Planning**

needs are in the area of professional development to fully integrate the technology resources.

Comprehensive
Planning
Committee.

Ensure effective, standards-aligned curriculum and assessment *

BMMS: Mathematics - Proficiency and Growth: Overall proficiency in PSSA Mathematics at BMMS had 40.4% proficiency (45.2 State Average) and 62.3 Growth (75.3 State Average). Neither measure met Statewide Standard for 2018-19.

BMEE: ELA, Mathematics and Science Growth: BMEE did not meet average statewide growth in three content areas, and in two areas (ELA and Science) did not meet the Statewide Growth Standard in 2018-19.

State Assessment Measures - ELA Proficiency /Students with Disabilities Subgroup: As we looked at 2019 scores for the Students with Disabilities Subgroup at each of the schools. we saw proficiency scores ranging from 29.8% to 51.4%. The scores for two of the four schools were below the State Measures of Interim Progress of 31.1%.

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Challenges

Discussion Point Priority for Planning

Experiences.

Graduation Rate for Economically Disadvantaged Students: In the most recent Future Ready PA Index, it was noted that the graduation rates from 2017 showed the Economically Disadvantaged Students having a graduation rate of only 71.2%. This was below the State Goal of Measures of Interim Progress of 77.8%.

Graduation Rate for Students with Disabilities: In the most recent Future Ready PA Index, it was noted that the graduation rates from 2017 showed the Students with Disabilities having a graduation rate of only 66.7%. This was below the State Goal of Measures of Interim Progress of 73.7%.

Attendance Rate of Students with Disabilities: Students with Disabilities had high attendance rates at the elementary schools (96.6% to 88.6%), but at the MS (82.8%) and HS (83.1%) these rates fell below the state average of 85.8%.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *

The Special Education Plan was developed with input from a Planning Committee consisting of administrators, board members, community representative, parent representative, teachers, and a specialist. The plan outlines the identification methods for identifying students with disabilities, enrollment data, non-resident student oversight, incarcerated student oversight, least restrictive environment, behavior support services, intensive interagency/ensuring FAPE/hard to place students. The document also includes a plan for training professional and paraprofessional staff. Current enrollment trends indicate that the identified special education student population is increasing while the overall student enrollment is decreasing. Most recent LRE (least restrictive environment) data reflects that more students are being educated in self-contained special

This goal was indicated as a priority goal by the Comprehensive Planning Committee.



Challenges**Discussion Point****Priority for Planning**

education classes as the population increases. The greatest need is to educate a larger number of students in regular education settings with supplementary aids and services.

ADDENDUM B: ACTION PLAN

Action Plan: Identification and implementation of appropriate assessment measures to identify students in need of enhanced instruction.

Action Steps	Anticipated Start/Completion Date	
Identify appropriate assessment measures to properly identify students in need of learning assistance (due to possible special needs) or enriched learning due to exceptional learning needs, such as gifted.	09/01/2020 - 02/26/2021	
Monitoring/Evaluation	Anticipated Output	
Administration will measure: Are all stakeholders aware of appropriate assessments? Do all stakeholders have the resources and training to utilize the assessments? Administrators will monitor whether assessment results are used to make instructional and placement decisions to meet the needs of diverse learners?	Completion of a full assessment plan that can be used at all levels to identify students with diverse learning needs.	
Material/Resources/Supports Needed	PD Step	Comm Step
Extensive research into the assessment measures available to secure from outside the district and those currently utilized in the district.	no	yes

Action Steps**Anticipated Start/Completion Date**

Train appropriate staff members on giving the assessments and the use of the data from the assessments to identify student strengths and needs.

01/04/2021 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

Administration will measure: Are all stakeholders aware of appropriate assessments? Do all stakeholders have the resources and training to utilize the assessments? Administrators will monitor whether assessment results are used to make instructional and placement decisions to meet the needs of diverse learners?

Completion of a full assessment plan that can be used at all levels to identify students with diverse learning needs.

Material/Resources/Supports Needed

PD Step **Comm Step**

Training through a train-the-trainer method on giving the assessments and appropriate use of the assessments will be needed for all stakeholders.

yes yes

Action Plan: Identification, training and implementation of appropriate instructional resources and practices to meet the needs of diverse

learners.

Action Steps	Anticipated Start/Completion Date
Identify and secure instructional resources on a variety of levels (intervention, remediation, enrichment, etc.) that will assist teachers in meeting the diverse needs of learners across learning environments (pull-out, inclusion, itinerant, etc.).	03/01/2021 - 03/31/2022

Monitoring/Evaluation	Anticipated Output
Administration will monitor whether all teachers (both in special education and in regular education) have access and training on a variety of resources and strategies to meet the learning needs of diverse learners across multiple learning environments? Are appropriate resources and strategies for diverse learners being implemented across the district?	Teachers have appropriate resources and strategies to meet the instructional needs of diverse learners.

Material/Resources/Supports Needed	PD Step	Comm Step
Instructional resources available both outside the district and within the district to meet identified student needs.	no	yes

Action Steps**Anticipated Start/Completion Date**

Identify instructional strategies for a variety of levels (intervention, remediation, enrichment, etc.) that will assist teachers in meeting the diverse needs of learners across learning environments (pull-out, inclusion, itinerant, etc.).

03/01/2021 - 06/10/2022

Monitoring/Evaluation**Anticipated Output**

Administration will monitor whether all teachers (both in special education and in regular education) have access and training on a variety of resources and strategies to meet the learning needs of diverse learners across multiple learning environments? Are appropriate resources and strategies for diverse learners being implemented across the district?

Teachers have appropriate resources and strategies to meet the instructional needs of diverse learners.

Material/Resources/Supports Needed

PD Step **Comm Step**

Identify effective instructional strategies from appropriate research and identify how to provide effective training for district stakeholders.

no yes



Action Steps	Anticipated Start/Completion Date
Train staff members on the appropriate use of instructional resources and strategies to meet diverse learning needs at all levels.	05/03/2021 - 05/31/2022

Monitoring/Evaluation	Anticipated Output
Administration will monitor whether all teachers (both in special education and in regular education) have access and training on a variety of resources and strategies to meet the learning needs of diverse learners across multiple learning environments? Are appropriate resources and strategies for diverse learners being implemented across the district?	Teachers have appropriate resources and strategies to meet the instructional needs of diverse learners.

Material/Resources/Supports Needed	PD Step	Comm Step
Training through a train-the-trainer method on identified evidence based resources and instructional strategies through professional development workshops, online trainings, etc.	yes	yes

Action Plan: Identification and procurement of technology resources for students to have individual access to technology.

Action Steps**Anticipated Start/Completion Date**

Identify the appropriate technology equipment for the needs of learners at each instructional level.

06/21/2020 - 12/23/2020

Monitoring/Evaluation**Anticipated Output**

Administrators will insure that all students and faculty each have technology resources that they are using for teaching and learning.

All students and faculty will have a personal piece of technology that will assist them in their learning.

Material/Resources/Supports Needed**PD Step****Comm Step**

Knowledge of best instructional technology resources available on the market.

no

yes



Action Steps**Anticipated Start/Completion Date**

Secure appropriate instructional technology for each level and distribute resources to students and staff.

09/01/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

Administrators will insure that all students and faculty each have technology resources that they are using for teaching and learning.

All students and faculty will have a personal piece of technology that will assist them in their learning.

Material/Resources/Supports Needed**PD Step****Comm Step**

Instructional equipment and training for appropriate technology resources at each level.

yes

yes



Action Steps**Anticipated Start/Completion Date**

Identify, secure, and implement technology resources, such as appropriate learning platforms, learning management systems, classroom management systems, access to software, online resources, and curriculum resources to meet learning and teaching needs in the classroom (both in-person and virtual).

08/03/2020 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Administrators will insure that all students and faculty each have technology resources that they are using for teaching and learning.

All students and faculty will have a personal piece of technology that will assist them in their learning.

Material/Resources/Supports Needed

PD Step **Comm Step**

Appropriate learning and teaching resources for all levels and content areas to fully support teaching and learning of the curriculum. Training on the use of the resources.

yes yes



Action Plan: Utilization of technology into classroom and online learning for all students.

Action Steps	Anticipated Start/Completion Date
Implement the technology resources into all areas of curriculum to enhance both classroom and virtual learning.	09/21/2020 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
Administrators will insure that all students and faculty each have technology resources that they are using for teaching and learning.	All students and faculty will have the skills to utilize technology in every facet of the curriculum.

Material/Resources/Supports Needed	PD Step	Comm Step
Training for educators and students through a train-the-trainer method on the effective use of technology to enhance learning.	yes	yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Utilize a district-wide system to identify learners that are impacted by learning difficulties and provide supports for these learners in a variety of settings to facilitate them meeting their learning goals. (Identification and Support of All Learners)	Identification and implementation of appropriate assessment measures to identify students in need of enhanced instruction.	Train appropriate staff members on giving the assessments and the use of the data from the assessments to identify student strengths and needs.	01/04/2021 - 06/11/2021
Utilize a district-wide system to identify learners that are impacted by learning difficulties and provide supports for these learners in a variety of settings to facilitate them meeting their learning goals. (Identification and Support of All Learners)	Identification, training and implementation of appropriate instructional resources and practices to meet the needs of diverse learners.	Train staff members on the appropriate use of instructional resources and strategies to meet diverse learning needs at all levels.	05/03/2021 - 05/31/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Utilize technology to enhance learning through having every student have individual access to technology and utilizing this technology in their instruction on a daily basis. (1:1 Technology in Learning)	Identification and procurement of technology resources for students to have individual access to technology.	Secure appropriate instructional technology for each level and distribute resources to students and staff.	09/01/2020 - 05/28/2021
Utilize technology to enhance learning through having every student have individual access to technology and utilizing this technology in their instruction on a daily basis. (1:1 Technology in Learning)	Identification and procurement of technology resources for students to have individual access to technology.	Identify, secure, and implement technology resources, such as appropriate learning platforms, learning management systems, classroom management systems, access to software, online resources, and curriculum resources to meet	08/03/2020 - 06/07/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		learning and teaching needs in the classroom (both in-person and virtual).	
Utilize technology to enhance learning through having every student have individual access to technology and utilizing this technology in their instruction on a daily basis. (1:1 Technology in Learning)	Utilization of technology into classroom and online learning for all students.	Implement the technology resources into all areas of curriculum to enhance both classroom and virtual learning.	09/21/2020 - 06/07/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Train educators on the effective administration and use of benchmark and achievement assessments.	Classroom educators, special education teachers, psychologists.	What assessments are given to all students (benchmarks)? How are these assessment results used? What assessments can be given to students to measure learning deficiencies or learning exceptionalities? How are assessment results used to guide instruction?

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
All assessments in the assessment plan are used to identify students with diverse learning needs and assessment results are used to guide instruction.	01/04/2021 - 06/11/2021	Frank Musitano Gwen Witmer-Belding Building Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students



Professional Development Step	Audience	Topics of Prof. Dev
Instructional strategies and resources to meet the diverse learning needs of students.	Classroom teachers and special education teachers, administrators	What are resources and strategies that can be used in the classroom to meet the diverse learning needs of students? These learning needs may include remediation, intervention, reteaching, and enrichment.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will have access to a wider range of resources to utilize in their classroom instruction to meet the diverse learning needs of students. Teachers will be able to identify which resources and strategies may meet the students' diverse needs and be able to implement these strategies and resources in their classrooms.	04/01/2021 - 06/10/2022	Frank Musitano Gwen Witmer-Belding Building Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting



Professional Development Step	Audience	Topics of Prof. Dev
Training on new technology resources and equipment	Teachers and Administrators	Training on new technology hardware Training on new learning platforms Training on learning management systems Training on classroom management systems Training on e-text resources Effective online teaching and assessments Exploration of new resources

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be utilizing the technology hardware and software across all curriculum areas on a daily basis to enhance teaching and learning.	08/24/2020 - 06/07/2024	Austin Miller-Siple Building Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments	Language and Literacy Acquisition for All Students



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Utilize a district-wide system to identify learners that are impacted by learning difficulties and provide supports for these learners in a variety of settings to facilitate them meeting their learning goals. (Identification and Support of All Learners)	Identification and implementation of appropriate assessment measures to identify students in need of enhanced instruction.	Identify appropriate assessment measures to properly identify students in need of learning assistance (due to possible special needs) or enriched learning due to exceptional learning needs, such as gifted.	2020-09-01 - 2021-02-26
Utilize a district-wide system to identify learners that are impacted by learning difficulties and provide supports for these learners in a variety of settings to facilitate them meeting their learning goals. (Identification and Support of All Learners)	Identification and implementation of appropriate assessment measures to	Train appropriate staff members on giving the assessments and the use of the data from the	2021-01-04 - 2021-06-11

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	identify students in need of enhanced instruction.	assessments to identify student strengths and needs.	
Utilize a district-wide system to identify learners that are impacted by learning difficulties and provide supports for these learners in a variety of settings to facilitate them meeting their learning goals. (Identification and Support of All Learners)	Identification, training and implementation of appropriate instructional resources and practices to meet the needs of diverse learners.	Identify and secure instructional resources on a variety of levels (intervention, remediation, enrichment, etc.) that will assist teachers in meeting the diverse needs of learners across learning environments (pull-out, inclusion, itinerant, etc.).	2021-03-01 - 2022-03-31
Utilize a district-wide system to identify learners that are impacted by learning	Identification,	Identify	2021-03-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
difficulties and provide supports for these learners in a variety of settings to facilitate them meeting their learning goals. (Identification and Support of All Learners)	training and implementation of appropriate instructional resources and practices to meet the needs of diverse learners.	instructional strategies for a variety of levels (intervention, remediation, enrichment, etc.) that will assist teachers in meeting the diverse needs of learners across learning environments (pull-out, inclusion, itinerant, etc.).	- 2022-06-10
Utilize a district-wide system to identify learners that are impacted by learning difficulties and provide supports for these learners in a variety of settings to facilitate them meeting their learning goals. (Identification and Support of All Learners)	Identification, training and implementation of appropriate instructional resources and practices to meet the needs of diverse	Train staff members on the appropriate use of instructional resources and strategies to meet diverse learning needs at all levels.	2021-05-03 - 2022-05-31

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Utilize technology to enhance learning through having every student have individual access to technology and utilizing this technology in their instruction on a daily basis. (1:1 Technology in Learning)	learners. Identification and procurement of technology resources for students to have individual access to technology.	Identify the appropriate technology equipment for the needs of learners at each instructional level.	2020-06-21 - 2020-12-23
Utilize technology to enhance learning through having every student have individual access to technology and utilizing this technology in their instruction on a daily basis. (1:1 Technology in Learning)	Identification and procurement of technology resources for students to have individual access to technology.	Secure appropriate instructional technology for each level and distribute resources to students and staff.	2020-09-01 - 2021-05-28
Utilize technology to enhance learning through having every student have individual access to technology and utilizing this technology in their instruction on a daily basis. (1:1 Technology in Learning)	Identification and procurement of technology	Identify, secure, and implement technology resources, such as	2020-08-03 - 2024-06-07

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	resources for students to have individual access to technology.	appropriate learning platforms, learning management systems, classroom management systems, access to software, online resources, and curriculum resources to meet learning and teaching needs in the classroom (both in-person and virtual).	
Utilize technology to enhance learning through having every student have individual access to technology and utilizing this technology in their instruction on a daily basis. (1:1 Technology in Learning)	Utilization of technology into classroom and online learning for all students.	Implement the technology resources into all areas of curriculum to enhance both classroom and virtual learning.	2020-09-21 - 2024-06-07

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Assessment Plan	BMSD educators, administration, and psychologists	Publish a list of the available assessment resources in the district to meet the wide range of learning measurement needs in the district. This list should contain benchmark assessments given at each grade level, summative assessments given at each grade level, and assessments given for specific needs such as child find, CST, or gifted. This list should identify the assessment, grade, audience, frequency, usefulness, and staff members who can administer the assessment.

Anticipated Timeframe	Frequency	Delivery Method
12/01/2020 - 05/31/2022	Posted at creation and updated annually.	Memorandum Posting on district website

Lead Person/Position

Dr. Frank Musitano, Assistant Superintendent Gwen Witmer-Belding, Director of Secondary and Elementary Education Building Principals

Communication Step	Audience	Topics/Message of Communication
Instructional strategies and resources to meet diverse learning needs	BMSD educators, administration, and psychologists	When students are identified with diverse learning needs in our classroom, how are we meeting the needs of those learners? What resources are available for our classrooms to assist diverse learning needs? What strategies are available to meet the needs of diverse learners in our classrooms?
Anticipated Timeframe	Frequency	Delivery Method
06/26/2021 - 12/22/2022	Posted at creation and updated annually.	Memorandum Posting on district website
Lead Person/Position		
Gwen Witmer-Belding, Director of Secondary and Elementary Education Frank Musitano, Assistant Superintendent Lead Techers and Lead Content Area Teachers Building Principals		

Communication Step	Audience	Topics/Message of Communication
1:1 Technology Resources for Teaching and Learning	Community, students, and educators	What technology is available for students of BMSD? How will technology be used to enhance teaching and learning in BMSD?

Anticipated Timeframe	Frequency	Delivery Method
08/17/2020 - 12/31/2024	Update the board, faculty and administration on the technology resources selected and purchased for BMSD. Update the board, faculty and administration on the technology resources, such as learning platforms, online licensing, and e-text, selected and purchased for BMSD.	Memorandum Memorandum Posting on district website Webinar

Lead Person/Position
Austin Miller-Siple, Director of Technology



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

