

BURRELL SD

1021 Puckety Church Rd

Comprehensive Plan | 2020 - 2023

Steering Committee

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LEA Profile

Burrell School District is a small suburban district serving approximately 1800 students in the City of Lower Burrell and Upper Burrell Township. The District lies to the northeast of Pittsburgh, along the Allegheny River in the northeastern part of Westmoreland County. The area provides a pleasant atmosphere for living away from the congestion of urban areas. The cultural and educational opportunities within the city of Pittsburgh are easily accessible as are large shopping malls and theaters. The population is relatively stable with generations remaining in the area. At present 21% of the population is over age 65, 26% is under the age of 25 and the remaining 53% is spread over the population between ages 25 and 65. These calculations are based on the 2010 Census Data.

Over the past 10 years, the District has experienced a decrease in real estate growth although the City of Lower Burrell continues to have various small shops and places to dine. When coupled with the flat funding provided by the state, the District must continue to raise taxes as the only significant increase available to sustain programs. Additionally, there is an increase (+10) in the percentage of economically disadvantaged students. The District consistently performs above the state average on state assessments in most areas and serves a community of learners who are 33% economically disadvantaged, 15% special education, 94% Caucasian and 6% minorities. Sub groups of student are not performing as needed.

Burrell offers honors courses in English, social studies, mathematics, science, as well as a four year sequence in Spanish and French. Students may elect Advanced Placement courses in English, calculus, chemistry, physics, biology, history, computer science, economics and government and up to 12 full year courses qualifying for Westmoreland College credit. The high school students also can participate in 12 relevant programs at the Northern Westmoreland Career and Technical Center. In addition, students can earn up to 15 credits at the CTC from Westmoreland College. Students at the middle level are provided opportunities to take challenge courses in English Language Arts, mathematics and history. Additionally, every student participates in design classes incorporating the engineering process, robotics, coding and multiple maker experiences. Elementary students from K-3 participate in our Response to Intervention program which provides an additional 30 minutes of literacy instruction geared to the student's individual needs daily. Students in 4th and 5th engage in four school wide design challenges a year along with robotics and Science Olympiad. In addition, the District offers arts and humanities programming from K-12 with certified personnel. Students can participate in football, soccer, tennis swimming, basketball, track softball and baseball. The community also sponsors Burrell Hockey and Burrell Bowling for students along with multiple feeder programs. Both the high school and the middle school offer play and/or musical productions each year. Burrell School District also offers its own eAcademy in partnership with the Westmoreland Intermediate Unit eAcademy Consortium. eAcademy enables the district to offer flexible, competitive online course offerings outside of the traditional brick and mortar setting from K-12.

There are 136 teachers/educational specialists and 13 administrators in the Burrell School District. Approximately 38% of the teaching staff has less than 15 years of experience. Tuition reimbursement incentives encourage teachers to participate in meaningful advanced degree programs with 78% of the professional staff holding at least a master's degree. The District continues to do well with significant community support and limited resources.

Mission and Vision

Mission

The Burrell School District empowers students to Learn, Create, Lead and Succeed.

Vision

We educate individuals, inspire leaders and build futures.

Educational Value Statements

Students

All people have worth. Communities are strongest when life-long learning is valued and nurtured by all. All individuals have the ability to learn and deserve the opportunity to be educated. Genuine effort grows ability. Communication and collaboration are essential to positive interaction. Individuals are accountable to society and responsible for positive contributions. We must remain relevant to an ever-changing world.

Staff

All people have worth. Communities are strongest when life-long learning is valued and nurtured by all. All individuals have the ability to learn and deserve the opportunity to be educated. Genuine effort grows ability. Communication and collaboration are essential to positive interaction. Individuals are accountable to society and responsible for positive contributions. We must remain relevant to an ever-changing world.

Administration

All people have worth. Communities are strongest when life-long learning is valued and nurtured by all. All individuals have the ability to learn and deserve the opportunity to be educated. Genuine effort grows ability. Communication and collaboration are essential to positive interaction. Individuals are accountable to society and responsible for positive contributions. We must remain relevant to an ever-changing world.

Parents

All people have worth. Communities are strongest when life-long learning is valued and nurtured by all. All individuals have the ability to learn and deserve the opportunity to be educated. Genuine effort grows ability. Communication and collaboration are essential to positive interaction. Individuals are accountable to society and responsible for positive contributions. We must remain relevant to an ever-changing world.

Community

All people have worth. Communities are strongest when life-long learning is valued and nurtured by all. All individuals have the ability to learn and deserve the opportunity to be educated. Genuine effort grows ability. Communication and collaboration are essential to positive interaction. Individuals are accountable to society and responsible for positive contributions. We must remain relevant to an ever-changing world.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
4 and 5 ED and SE students are meeting interim targets or exceeding them in growth in all areas	No
6, 7, 8 students are meeting growth targets in Science	No
9, 10, 11, & 12 ED students met Math target	No
Majority of students are hitting the ELA achievement targets	No
SE elementary students are reaching the state target	No
ST, BA and BHS students exceeding the Math achievement targets	No
ST and HMS exceed science targets for ALL and W	No
Partnership with the Arts Education Collaborative has resulted in positive changes in staff, curriculum and student participation across music, art and HPE classes	Yes
Continue to partner with the AEC to assess the district's focus on Creativity and Innovation	Yes
District has only two disaggregated populations -SE Special Education and ED Economically Disadvantaged.	No
Lots of technology available to students	Yes
Tier I of the MTSS for behavior is established through our implementation K-12 of the Jesse Lewis Choose Love Enrichment Curriculum	Yes
Excited about co-teaching in ELA at the high school this year	Yes
Meeting the career and readiness standards with fidelity	Yes
Leadership Admin Team is positioned to move the district forward	Yes
Well established and thorough hiring process. New hires stay.	Yes
Coordinate fiscal resources to match district goals and priorities	Yes

Challenges

Challenge	Consideration In Plan
3 ED students not meeting interim achievement targets in ELA and Math	Yes
6, 7 & 8 SE students not meeting the achievement targets for ELA, Math and Science	Yes
4, 5, ED students not meeting state average in achievement	Yes
9, 10, 11, & 12 ED and SE students not meeting target for attendance	No
9, 10 & 11 SE students not meeting target in any subject	No
SE secondary students are not hitting the state targets	Yes
ED students are not hitting the state target at BA and BHS	Yes
HMS students are not meeting the growth targets in ELA	No
HMS not meeting the achievement targets. SE and ED students not meeting growth targets	Yes
ED students are not meeting the interim targets	No
Secondary SE students are not meeting interim targets	No
ED students did not meet science targets	No
SE students did not meet science targets	No
Lack of resources to do all that we need to do	No
Differentiating our instruction	No
Too many pull out settings	Yes
Advanced students not showing growth despite "advanced classes"	Yes
Developing and defining Tiers II and III of our MTSS for behavior	No

Ensuring the proper staffing level for more co-teaching implementation	Yes
Communication with families is there, however, there is a lack of engagement in the schools	No
Need to establish business and school partnerships	No
Need to establish a vision for continuous improvement among all teachers and parents	Yes
Need to find ways to creatively meet the needs of families and students	No

Most Notable Observations/Patterns

We need to establish a vision for continuous improvement for teachers and students across the system.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Partnership with the Arts Education Collaborative has resulted in positive changes in staff, curriculum and student participation across music, art and HPE classes	AEC partnership has propelled the arts areas
Continue to partner with the AEC to assess the district's focus on Creativity and Innovation	AED partnership to lay the foundation for the district's creativity and innovation focus
Lots of technology available to students	Moving toward a 1:1
Tier I of the MTSS for behavior is established through our implementation K-12 of the Jesse Lewis Choose Love Enrichment Curriculum	Tier 1 being reviewed by staff and administration
Excited about co-teaching in ELA at the high school this year	Co-teaching in 9th and 10th going well
Meeting the career and readiness standards with fidelity	Need to continue to move this forward
Leadership Admin Team is positioned to move the district forward	Longevity on the team
Well established and thorough hiring process. New hires stay.	Longevity in the district
Coordinate fiscal resources to match district goals and priorities	Budget supports programs and is adjusted as needed

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
3 ED students not meeting interim achievement targets in ELA and Math	Need to differentiate instruction, PLC process improvement	No	
6, 7 & 8 SE students not meeting the achievement targets for ELA, Math and Science	Need to differentiate instruction, too many pullouts	Yes	If SE students within these groups receive targeted instruction through the PLC process, then their achievement and growth will be positively influenced.

4, 5, ED students not meeting state average in achievement	Need to differentiate instruction, PLC process improvement	Yes	If ED students within these groups receive targeted instruction through the PLC process, then their achievement and growth will be positively influenced.
SE secondary students are not hitting the state targets	Need to differentiate instruction, too many pullouts	No	
ED students are not hitting the state target at BA and BHS	Need to differentiate instruction, PLC process improvement	No	
HMS not meeting the achievement targets. SE and ED students not meeting growth targets	Need to differentiate instruction, PLC process improvement	No	
Too many pull out settings	Need to differentiate instruction, too many pullouts	No	
Advanced students not showing growth despite "advanced classes"	Need to differentiate instruction, PLC process improvement	No	
Ensuring the proper staffing level for more co-teaching implementation	Need to differentiate instruction, too many pullouts	No	
Need to establish a vision for continuous improvement among all teachers and parents	PLC work, shift in professional culture to one that focuses on continuous improvement	Yes	If faculty embraces a collaborative culture through the PLC process, then student learning will improve.

Goal Setting

Priority: If SE students within these groups receive targeted instruction through the PLC process, then their achievement and growth will be positively influenced.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	Each year Burrell School District students (aggregate and disaggregate groups) will reach or exceed the state level determined Future Ready Goals in Mathematics. By the end of year three (2023), a 5-10% or more increase in student achievement and growth measures as defined on the Future Ready Index at each level. Baseline data 18-19 achievement.	Math	20-21 BA – ALL .52, W .52, ED .52, SE .48 ST – ALL .52, W .52, ED .45, SE .28 HMS - ALL .51, W .51, ED .36, SE .25 BHS – ALL .52, W .52, ED .50, SE .37	21-22 BA –ALL .55, W .55, ED .55, SE .50 ST – ALL .55, W .55, ED .48, SE .31 HMS - ALL .53, W .53, ED .39, SE .29 BHS – ALL .55, W .55, ED .52, SE .40	22-23 BA –ALL .57, W .57, ED .57, SE .52 ST – ALL .57, W .57, ED .50, SE .35 HMS - ALL .56, W .56, ED .42, SE .33 BHS – ALL .57, W .57, ED .55, SE .43
Essential Practices 1: Focus on Continuous Improvement of Instruction	Each year Burrell School District students (aggregate and disaggregate groups) will reach or exceed the state level determined Future Ready Goals in English Language Arts. By the end of year three (2023), a 5-10% or more increase in student achievement and growth measures as defined on the Future Ready Index at each level. Baseline data 18-19 achievement.	ELA	20-21 BA – ALL .68, W .68, ED .67, SE .55 ST – ALL .68, W .68, ED .45, SE .40 HMS - ALL .68, W .68, ED .58, SE .35 BHS – ALL .68, W .68, ED .62, SE .42	21-22 BA – ALL .70, W .70, ED .68, SE .57 ST – ALL .70, W .70, ED .45, SE .43 HMS - ALL .70, W .70, ED .60, SE .38 BHS – ALL .70, W .70, ED .64, SE .44	22-23 BA – ALL .71, W .71, ED .70, SE .59 ST – ALL .71, W .71, ED .45, SE .45 HMS - ALL .71, W .71, ED .62, SE .41 BHS – ALL .71, W .71, ED .66, SE .47
Essential Practices 1: Focus on Continuous Improvement of Instruction	Each year Burrell School District students (aggregate and disaggregate groups) will reach or exceed the state level determined Future Ready Goals in Science. By the end of year three (2023), a 5-10% or more increase in student achievement and growth measures as defined on the Future Ready Index at each level. Baseline data 18-19 achievement.	Science	20-21 ST – ALL .71, W .71, ED .71 SE .58 HMS - ALL .69, W .69, ED .55, SE .35 BHS – ALL .71, W .71, ED .69, SE .42	21-22 ST – ALL .72, W .72, ED .72, SE .60 HMS - ALL .70, W .70, ED .57, SE .39 BHS – ALL .72, W .72, ED .70, SE .45	22-23 ST – ALL .74, W .74, ED .74, SE .62 HMS - ALL .72, W .72, ED .59, SE .43 BHS – ALL .74, W .74, ED .72, SE .48
Essential Practices 1: Focus on Continuous Improvement of Instruction	Each year Burrell School District special education students will reach or exceed the state level determined Future Ready Goals in Mathematics. By the end of year three (2023), a 5-10% or more increase in student achievement and growth measures as defined on the Future Ready Index at each level. Baseline data 18-19 achievement.	Math - SE	20-21 BA – SE .48, ST – SE .28, HMS - SE .25, BHS – SE .37	21-22 BA –SE .50, ST – SE .31, HMS - SE .29, BHS –SE .40	22-23 BA –SE .52, ST – SE .35, HMS - SE .33, BHS – SE .43
Essential Practices 1: Focus on Continuous Improvement of Instruction	Each year Burrell School District special education students will reach or exceed the state level determined Future Ready Goals in English Language Arts. By the end of year three (2023), a 5-10% or more increase in student achievement and growth measures as defined on the Future Ready Index at each level. Baseline data 18-19 achievement.	ELA -SE	20-21 BA – SE .55, ST – SE .40, HMS - SE .35, BHS – SE .42	21-22 BA – SE .57, ST – SE .43, HMS - SE .38, BHS – SE .44	22-23 BA – SE .59, ST – SE .45, HMS - SE .41, BHS – SE .47

<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>	<p>Each year Burrell School District special education students will reach or exceed the state level determined Future Ready Goals in Science. By the end of year three (2023), a 5-10% or more increase in student achievement and growth measures as defined on the Future Ready Index at each level. Baseline data 18-19 achievement.</p>	<p>Science - SE</p>	<p>20-21 ST – SE .58, HMS - SE .35, BHS – SE .42</p>	<p>21-22 ST – SE .60, HMS - SE .39, BHS – SE .45</p>	<p>22-23 ST – SE .62, HMS - SE .43, BHS – SE .48</p>
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Priority: If ED students within these groups receive targeted instruction through the PLC process, then their achievement and growth will be positively influenced.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	Each year Burrell School District economically disadvantaged students will reach or exceed the state level determined Future Ready Goals in Mathematics. By the end of year three (2023), a 5-10% or more increase in student achievement and growth measures as defined on the Future Ready Index at each level. Baseline data 18-19 achievement.	Math - ED	20-21 BA – ED .52, ST – ED .45, HMS - ED .36, BHS – ED .50	21-22 BA – ED .55, ST – ED .48, HMS - ED .39, BHS – ED .52	22-23 BA –ED .57, ST – ED .50, HMS - ED .42, BHS – ED .55
Essential Practices 1: Focus on Continuous Improvement of Instruction	Each year Burrell School District economically disadvantaged students will reach or exceed the state level determined Future Ready Goals in English Language Arts. By the end of year three (2023), a 5-10% or more increase in student achievement and growth measures as defined on the Future Ready Index at each level. Baseline data 18-19 achievement.	ELA - ED	20-21 BA – ED .67, ST – ED .45, HMS - ED .58, BHS – ED .62	21-22 BA – ED .68, ST – ED .45, HMS - ED .60, BHS – ED .64,	22-23 BA – ED .70, ST – ED .45, HMS - ED .62, S BHS –ED .66
Essential Practices 1: Focus on Continuous Improvement of Instruction	Each year Burrell School District economically disadvantaged students will reach or exceed the state level determined Future Ready Goals in Science. By the end of year three (2023), a 5-10% or more increase in student achievement and growth measures as defined on the Future Ready Index at each level. Baseline data 18-19 achievement.	Science - ED	20-21 ST –ED .71, HMS - ED .55, BHS – ED .69	21-22 ST – ED .72, HMS - ED .57, BHS – ED .70,	22-23 ST – ED .74, HMS - ED .59, BHS – ED .72

Priority: If faculty embraces a collaborative culture through the PLC process, then student learning will improve.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 2: Empower Leadership	Through the PLC process, a culture of collaboration and continuous improvement will develop over the next three years as evidenced by an increase in the number of teams/schools moving toward sustaining and exemplary on the measurement tools. (Baseline data in Spring of 2020)	PLC	20-21 By the end of 2021, when teams assess their progress, 75% of items will score at least 2. Baseline data set in Spring of 2020.	21-22 By the end of 2022, when teams assess their progress, 100% of items will score at least 2. Baseline data set in Spring of 2020.	22-23 By the end of 2023, when teams assess their progress, 50% of items will score at 3. Baseline data set in Spring of 2020. By the end of year three (2023), when the Academic Team assess our progress using the PA Essential Practices for Schools rubric, Practices 1 to 13 will have moved toward Exemplary. Baseline December 2019

Action Plan

Action Plan for: Dufour Model of PLCs						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> • Math • ELA • Science • PLC • Math - SE • ELA -SE • Science - SE • Math - ED • ELA - ED • Science - ED 		By the end of year three (2023), a 5-10% or more increase in student achievement and growth measures in Math as defined on the Future Ready Index at each level.			STAR data, PSSA/Keystone Results, local formative assessment	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Through the PLC process, student needs in Math will be identified and addressed.	07/01/2020	06/30/2021	Superintendent	Time and professional development	Yes	No
Through the PLC process, staff will review Math non-negotiables and curriculum alignment to the state standards.	07/01/2021	06/30/2023	Superintendent	Time and professional development	Yes	Yes

Action Plan for: DuFour Model of PLCs

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> ELA 		By the end of year three (2023), a 5-10% or more increase in student achievement and growth measures in ELA as defined on the Future Ready Index at each level.			STAR data, PSSA/Keystone Results, local formative assessment	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Through the PLC process, student needs in ELA will be identified and addressed.	07/01/2020	06/30/2021	Superintendent	Time and professional development	Yes	No
Through the PLC process, staff will review ELA non-negotiables and curriculum alignment to the state standards.	07/01/2021	06/30/2023	Superintendent	Time and professional development	Yes	Yes

Action Plan for: DuFour Model of PLCs

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Science 		By the end of year three (2023), a 5-10% or more increase in student achievement and growth measures in Science as defined on the Future Ready Index at each level.			STAR data, PSSA/Keystone Results, local formative assessment	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Through the PLC process, student needs in Science will identified and addressed.	07/01/2020	06/30/2021	Superintendent	Time and professional development	Yes	No
Through the PLC process, staff will review Science non-negotiables and curriculum alignment to the state standards.	07/01/2021	06/30/2023	Superintendent	Time and professional development	Yes	Yes

Action Plan for: Dufour Model of PLCs

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> PLC 		Over 3 years, teams of teachers will move toward "true of our team" on the self assessment rubric. By the end of year three (2023), when the Academic Team assess our progress using the PA Essential Practices for Schools rubric, Practices 1 to 13 will have moved toward Exemplary. Baseline December 2019			Quarterly meetings with administration	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teams will embed PLC practices into their daily work.	07/01/2020	06/30/2023	Superintendent	Time and professional development	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Dufour Model of PLCs	<ul style="list-style-type: none">• Through the PLC process, student needs in Math will identified and addressed.• Through the PLC process, staff will review Math non-negotiables and curriculum alignment to the state standards.
DuFour Model of PLCs	<ul style="list-style-type: none">• Through the PLC process, student needs in ELA will identified and addressed.• Through the PLC process, staff will review ELA non-negotiables and curriculum alignment to the state standards.
DuFour Model of PLCs	<ul style="list-style-type: none">• Through the PLC process, student needs in Science will identified and addressed.• Through the PLC process, staff will review Science non-negotiables and curriculum alignment to the state standards.
Dufour Model of PLCs	<ul style="list-style-type: none">• Teams will embed PLC practices into their daily work.

Professional Development Activities

Continued PLC support						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Teams will embed PLC practices into their daily work. 	All teachers and administrators	PLC process and support	Embedded practices evident via the evaluation tool	Superintendent	07/01/2020	06/30/2023
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Book study	Monthly-2020-2021	<ul style="list-style-type: none"> 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism 		Teaching Diverse Learners in an Inclusive Setting		
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	quarterly all three years	<ul style="list-style-type: none"> 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism 		Teaching Diverse Learners in an Inclusive Setting		

Math Curriculum Review and Alignment

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Through the PLC process, staff will review Math non-negotiables and curriculum alignment to the state standards. 	All teachers and administrators	curriculum mapping, standards and non-negotiables per grade level	completed math progressions with differentiation throughout	Superintendent/Principal	07/01/2022	06/30/2023

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	monthly/quarterly	<ul style="list-style-type: none"> 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 	Teaching Diverse Learners in an Inclusive Setting

ELA Review and Curriculum Alignment

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Through the PLC process, staff will review ELA non-negotiables and curriculum alignment to the state standards. 	All teachers and administrators	curriculum mapping, standards and non-negotiables per grade level	completed ELA progressions with differentiation throughout	Superintendent/Principals	07/01/2022	06/30/2023

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	monthly/quarterly	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism 	Teaching Diverse Learners in an Inclusive Setting

Science Review and Curriculum Alignment

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Through the PLC process, staff will review Science non-negotiables and curriculum alignment to the state standards. 	All teachers and administrators	curriculum mapping, standards and non-negotiables per grade level	completed Science progressions with differentiation throughout	Superintendent/Principals	07/01/2022	06/30/2023

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	monthly/quarterly	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism 	Teaching Diverse Learners in an Inclusive Setting

Communications Action Steps

Evidence-based Strategy	Action Steps
Dufour Model of PLCs	<ul style="list-style-type: none">• Through the PLC process, staff will review Math non-negotiables and curriculum alignment to the state standards.
DuFour Model of PLCs	<ul style="list-style-type: none">• Through the PLC process, staff will review ELA non-negotiables and curriculum alignment to the state standards.
DuFour Model of PLCs	<ul style="list-style-type: none">• Through the PLC process, staff will review Science non-negotiables and curriculum alignment to the state standards.
Dufour Model of PLCs	<ul style="list-style-type: none">• Teams will embed PLC practices into their daily work.

Communications Activities

Curriculum Availability					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Through the PLC process, staff will review Math non-negotiables and curriculum alignment to the state standards. Through the PLC process, staff will review ELA non-negotiables and curriculum alignment to the state standards. Through the PLC process, staff will review Science non-negotiables and curriculum alignment to the state standards. 	parents and community	celebrations, feedback, curriculum, etc.	Superintendent/Principals	07/01/2022	07/06/2023
Communications					
Type of Communication			Frequency		
Posting on district website			yearly		

Continued PLC Support

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Teams will embed PLC practices into their daily work. 	All teachers and administrators, potentially board for progress	celebrations, feedback, etc.	Superintendent/Principals	07/01/2021	06/30/2023

Communications

Type of Communication	Frequency
Presentation	semester/yearly