

BIG SPRING SD

45 Mount Rock Rd

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

The Mission of the Big Spring School District is to provide challenging curricular and extracurricular opportunities, within a safe environment, that meet the unique needs of every individual by expanding interests, enhancing abilities, and equipping every student with knowledge, skills, and character essential to become a responsible citizen of our community, our nation, and the world.

VISION STATEMENT

Shaping the future, one student at a time.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Students need to be active in their learning experiences to not only fully benefit from the educational program, but also to personalize their experiences for their unique learning goals.

STAFF

Staff need to embrace a continuous learning mindset where professional learning and change are not only recognized elements of progress, but imperative fixtures in our profession to meet the changing needs of our students.

ADMINISTRATION

The administration needs to actively engage as the lead learners in an organization that engages regularly with all stakeholders in strategic planning to achieve goals aligned to the Vision and Mission of the school district.

PARENTS

Effective parent engagement is critical to the success of the students, the school district, and the community. Open lines of communication and active involvement in the educational process provide the greatest positive impact to the total student learning experience.

COMMUNITY

An informed and active community is vital to the success of the school district. Not only does community voice and involvement help to inform school district goals and planning, but key resources provide tremendous advantage to successfully meeting those goals. A common understanding and vision, achieved through effective communication channels, makes this possible.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Robert Over	Board Member	District
Frank Myers	Board Member	District
Kevin C. Roberts, Jr.	Superintendent	District
William August	Assistant Superintendent	District
Nicole Donato	Director of Curriculum	District
Jason Shover	Principal	Big Spring High School
Charles Smith	Assistant Principal	Big Spring High School
Joseph Sinkovich	Assistant Principal	Big Spring High School
Clarissa Nace	Principal	Big Spring Middle School
Bradly Fry	Assistant Principal	Big Spring Middle School
Karen Ward	Principal	Mount Rock Elementary School
Stacey Kimble	Principal	Oak Flat Elementary School
William Wonders	Principal	Newville Elementary School

Name	Position	Building/Group
Robert Kanc	Community Partner	District
Annette Comp-Patti	Parent	Big Spring Middle School
Autumn Alleman	Parent	Newville Elementary School
Kenneth Fisher	Board Member	District
Donna Webster	Board Member	District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The alignment of curriculum, resources, and instructional practices for English / Language Arts is a priority. Additionally, working strategically and intentionally to increase student engagement in the curriculum.	Rigorous Courses of Study Section Professional learning
The alignment of Mathematics curriculum, resources, and instructional practices is a priority. Additionally, working strategically and intentionally to increase student engagement in the curriculum.	Rigorous Courses of Study Section Professional learning Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy	
Development and Deployment of Engaging Standards Aligned Curriculum	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Curriculum Revision Process - Standards Alignment / Student Engagement for ELA	The curriculum revision process will be utilized to enhance the current curriculum, develop new curriculum, and build additional engagement opportunities for students within the K-12 scope and sequence. Resources will be allocated to support the deployment of this curriculum.		
Curriculum Revision Process - Standards Alignment / Student Engagement for Mathematics	The curriculum revision process will be utilized to enhance the current curriculum, develop new curriculum, and build additional engagement opportunities for students within the K-12 scope and sequence. Resources will be allocated to support the deployment of this curriculum.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The District will develop a curriculum management plan to support the alignment of standards and the development of engaging experiences.	2021-09-01 - 2024-06-01	Nicole Donato	Consultant and Teacher Team
The District will utilize the curriculum management plan to support the revision and development of Mathematics and English / Language Arts curriculum	2021-09-01 - 2024-06-01	Nicole Donato	Teacher teams, curriculum development time and resources
The District will select and/or develop appropriate measures to evaluate the effect of the curriculum	2021-09-01 - 2024-06-01	Nicole Donato	Teacher teams, assessment development time, resources to purchase assessments
Anticipated Outcome			

The District will experience an increase in student performance in the areas of English / Language Arts and Mathematics.

Monitoring/Evaluation

Various assessment data to include formative, benchmark, diagnostic, and summative data sets.

Evidence-based Strategy

Professional Learning to Support Engaging Experiences

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum Revision - Professional Learning ELA	The District will facilitate professional learning opportunities to support effective curriculum deployment, student engagement, and utilization of key assessment data.
Curriculum Revision - Professional Learning Mathematics	The District will facilitate professional learning opportunities to support effective curriculum deployment, student engagement, and utilization of key assessment data.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The District will provide training on both high-quality curriculum writing, and on the specific curricular resources being used by	2021-09-01 - 2024-06-01	Nicole Donato	Teacher teams, dedicated training time. access to curricular

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
teachers.			resources, and instructional coaches.
The District will deploy instructional coaches to work directly with teachers and teams of teachers on lesson design to maximize student engagement in the curriculum.	2021-09-01 - 2024-06-01	Nicole Donato	Teacher teams, times designated for individual and group coaching and reflection.
The District will provide training on trauma to assist students with behavior and emotional issues to allow them to access the curriculum and instruction consistently.	2021-09-01 - 2024-06-01	Abigail Leonard	Outside agencies and internal experts will provide the necessary training in conjunction with District training supports and efforts.

Anticipated Outcome
The District will experience an increase in student performance in the areas of English / Language Arts and Mathematics.

Monitoring/Evaluation
Local assessment data, standardized test data, student and teacher survey data.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The curriculum revision process will be utilized to enhance the current curriculum, develop new curriculum, and build additional engagement opportunities for students within the K-12 scope and sequence. Resources will be allocated to support the deployment of this curriculum. (Curriculum Revision Process - Standards Alignment / Student Engagement for ELA)	Development and Deployment of Engaging Standards Aligned Curriculum	The District will utilize the curriculum management plan to support the revision and development of Mathematics and English / Language Arts curriculum	09/01/2021 - 06/01/2024
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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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 made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

2022-10-03

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The CTE programs appear to be aligned to the expectations and standards of the various industries as assessed on the NOTCI.

BSHS CTE students' level of engagement in their programs is high as indicated by their success on the NOTCI exams.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

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

The District is a leader in the region in providing for quality services for students with special needs.

The District is progressive when planning for the safe utilization of technology as a resource for learning.

The Title I programming is utilized to support an effective Multi-

Challenges

Increasing the number of students attending the CTE program, by identifying students who have not solidified a career or post-secondary plan and facilitating their exploration of possible path in CTE areas would help us to achieve our Mission and Vision.

Implementation of the Strategic Planning goal of increasing student engagement to include additional career experiences and connection to school activities could improve these areas.

The staffing of vacancies is emerging as a challenge for our district. Continued refinement of recruitment, induction, and retention efforts is a priority.

Student mental health is progressively becoming a greater concern in public education. Evolution of the District's 339 plan is a priority to meet those needs.

The District is intentionally focusing efforts on re-engaging students that may have disengaged (cyber, limited extra-curricular involvement, underperforming, etc.).

English Language Arts / Literature: The all student group did not meet the standard demonstrating growth (BSHS).

Strengths

Tiered System of Support for early literacy skills development.

Mathematics / Algebra - BSHS: All student group met the target and demonstrated an increase in proficiency from the previous school year.

Science / Biology - BSMS: The all student group met the proficiency target and demonstrated an increase from the previous year.

Mathematics / Algebra - MRES: All student group exceeded the standard demonstrating growth (100%).

English Language Arts / Literature - NES: All student group met the standard demonstrating growth and demonstrated an increase from the previous year.

Mathematics / Algebra - OFES: All student group exceeded the standard demonstrating growth.

Elementary students demonstrated significant growth on the MAPs Reading assessment. Students scoring in the "high" category went from 21% to 44%. This is an indication that students are receiving the appropriate level of instruction and are being pushed within the core curriculum. the percentage of elementary students in the "high, high avg. and avg" range on the MAPs Reading assessment grew from 68% to 79%. There is also evidence that our Tier 1 instruction is effective as well.

Challenges

Mathematics / Algebra: The all student group did not meet the proficiency standard and demonstrated a decrease in proficiency from the previous year (BSMS).

An improved curriculum process, resulting in a better-aligned curriculum for ELA courses with an improved focus on standards and skills.

Increasing the number of students performing at the "Exceeds" level on the I-Ready Assessment and Algebra CDTs at the Middle School is a challenge.

Increasing performance of Algebra 1 students at the HS

Overall performance on the Biology CDT is concerning with 64% scoring below basic on the spring administration.

At the high school level, the overall proficiency gap remains between students with disabilities and those who are economically disadvantaged and their peers.

Middle School math proficiencies for students with disabilities and those who are economically disadvantaged are a concern.

Elementary PSSA mathematics proficiency rates are a concern for students with disabilities and those who are considered economically disadvantaged.

Strengths

The percentage of elementary Title 1 students in the "low" on the MAPs Reading assessment decreased from 60% to 17%. This is an indication that our Title 1 program and interventions are effective.

By the end of the year, nearly half of elementary students were assessed to be in the High range on the MAPs Math assessment. 71% of students were assessed to be High or High Average. Furthermore, the percentage of students assessed in the Low range fell from 18% to 6% by the end of the year. Title 1 students demonstrated outstanding growth with the percentage of students assessed as High, High Average, or Average growing from 29% to 77% by the end of the year. The percentage of Title 1 students scoring in the High range went from zero to 28% by the end of the year. This data suggests that our Tier 1 math instruction is effective .

Proficiency levels on the I-Ready Math at the Middle School grew from 32% in the fall to 71% in the spring administration. Those students in the below basic range fell from 30% in the fall to 10% in the spring. This data suggest that our Tier 1 math instruction is effective.

An improved curriculum process, resulting in a better-aligned curriculum for mathematics courses with an improved focus on standards and skills.

The number of students in the Exceeds range grew from 0% to

Strengths

10%.

As a whole, the elementary-level students with disabilities and economically disadvantaged students are performing at levels that meet or exceed Statewide averages representing all students on PSSA exams.

Elementary science PSSA scores are particularly strong for both students with disabilities and those who are economically disadvantaged when compared to Statewide averages.

Students with disabilities at the high school have met or have exceeded the Statewide averages for Annual Academic growth representing all students in the State on the three Keystone exams.

Students with disabilities at the middle school have exceeded the Statewide averages for Annual Academic growth representing all students in the State on the three Keystone exams.

Most Notable Observations/Patterns

The challenges that have emerged for students through the Pandemic remain. Engaging or re-engaging students in their learning is a key district goal moving forward.

Challenges

English Language Arts / Literature: The all student group did not meet the standard demonstrating growth (BSHS).

Discussion Point

ELA BSHS - Impact of the Pandemic Curriculum alignment Student engagement Instructional practices

Priority for Planning

Mathematics / Algebra: The all student group did not meet the proficiency standard and demonstrated a decrease in proficiency from the previous year (BSMS).

Mathematics BSMS - Impact of the Pandemic Curriculum alignment Instructional practices Student engagement

ADDENDUM B: ACTION PLAN

Action Plan: Development and Deployment of Engaging Standards Aligned Curriculum

Action Steps		Anticipated Start/Completion Date	
The District will develop a curriculum management plan to support the alignment of standards and the development of engaging experiences.		09/01/2021 - 06/01/2024	
Monitoring/Evaluation		Anticipated Output	
Various assessment data to include formative, benchmark, diagnostic, and summative data sets.		The District will experience an increase in student performance in the areas of English / Language Arts and Mathematics.	
Material/Resources/Supports Needed		PD Step	Comm Step
Consultant and Teacher Team		no	no

Action Steps	Anticipated Start/Completion Date	
The District will utilize the curriculum management plan to support the revision and development of Mathematics and English / Language Arts curriculum	09/01/2021 - 06/01/2024	
Monitoring/Evaluation	Anticipated Output	
Various assessment data to include formative, benchmark, diagnostic, and summative data sets.	The District will experience an increase in student performance in the areas of English / Language Arts and Mathematics.	
Material/Resources/Supports Needed	PD Step	Comm Step
Teacher teams, curriculum development time and resources	yes	yes

Action Steps	Anticipated Start/Completion Date
The District will select and/or develop appropriate measures to evaluate the effect of the curriculum	09/01/2021 - 06/01/2024

Monitoring/Evaluation	Anticipated Output
Various assessment data to include formative, benchmark, diagnostic, and summative data sets.	The District will experience an increase in student performance in the areas of English / Language Arts and Mathematics.

Material/Resources/Supports Needed	PD Step	Comm Step
Teacher teams, assessment development time, resources to purchase assessments	yes	yes

Action Plan: Professional Learning to Support Engaging Experiences

Action Steps		Anticipated Start/Completion Date	
The District will provide training on both high-quality curriculum writing, and on the specific curricular resources being used by teachers.		09/01/2021 - 06/01/2024	
Monitoring/Evaluation		Anticipated Output	
Local assessment data, standardized test data, student and teacher survey data.		The District will experience an increase in student performance in the areas of English / Language Arts and Mathematics.	
Material/Resources/Supports Needed		PD Step	Comm Step
Teacher teams, dedicated training time. access to curricular resources, and instructional coaches.		yes	yes

Action Steps**Anticipated Start/Completion Date**

The District will deploy instructional coaches to work directly with teachers and teams of teachers on lesson design to maximize student engagement in the curriculum.

09/01/2021 - 06/01/2024

Monitoring/Evaluation**Anticipated Output**

Local assessment data, standardized test data, student and teacher survey data.

The District will experience an increase in student performance in the areas of English / Language Arts and Mathematics.

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

Teacher teams, times designated for individual and group coaching and reflection.

yes

yes

Action Steps	Anticipated Start/Completion Date
The District will provide training on trauma to assist students with behavior and emotional issues to allow them to access the curriculum and instruction consistently.	09/01/2021 - 06/01/2024

Monitoring/Evaluation	Anticipated Output
Local assessment data, standardized test data, student and teacher survey data.	The District will experience an increase in student performance in the areas of English / Language Arts and Mathematics.

Material/Resources/Supports Needed	PD Step	Comm Step
Outside agencies and internal experts will provide the necessary training in conjunction with District training supports and efforts.	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The curriculum revision process will be utilized to enhance the current curriculum, develop new curriculum, and build additional engagement opportunities for students within the K-12 scope and sequence. Resources will be allocated to support the deployment of this curriculum. (Curriculum Revision Process - Standards Alignment / Student Engagement for ELA)</p> <p>The curriculum revision process will be utilized to enhance the current curriculum, develop new curriculum, and build additional engagement opportunities for students within the K-12 scope and sequence. Resources will be allocated to support the deployment of this curriculum. (Curriculum Revision Process - Standards Alignment / Student Engagement for Mathematics)</p>	Development and Deployment of Engaging Standards Aligned Curriculum	The District will utilize the curriculum management plan to support the revision and development of Mathematics and English / Language Arts curriculum	09/01/2021 - 06/01/2024
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Student Engagement for Mathematics)			
The District will facilitate professional learning opportunities to support effective curriculum deployment, student engagement, and utilization of key assessment data. (Curriculum Revision - Professional Learning ELA)	Professional Learning to Support Engaging Experiences	The District will provide training on both high-quality curriculum writing, and on the specific curricular resources being used by teachers.	09/01/2021
The District will facilitate professional learning opportunities to support effective curriculum deployment, student engagement, and utilization of key assessment data. (Curriculum Revision - Professional Learning Mathematics)			- 06/01/2024
The District will facilitate professional learning opportunities to support effective curriculum deployment, student engagement, and utilization of key assessment data. (Curriculum Revision - Professional Learning ELA)	Professional Learning to Support Engaging Experiences	The District will deploy instructional coaches to work directly with teachers and teams of teachers on lesson design to maximize student engagement in the curriculum.	09/01/2021
The District will facilitate professional learning opportunities to support effective curriculum deployment, student engagement, and utilization of key assessment data. (Curriculum Revision - Professional Learning Mathematics)			- 06/01/2024
The District will facilitate professional learning opportunities to support effective	Professional	The District will	09/01/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>curriculum deployment, student engagement, and utilization of key assessment data. (Curriculum Revision - Professional Learning ELA)</p> <p>The District will facilitate professional learning opportunities to support effective curriculum deployment, student engagement, and utilization of key assessment data. (Curriculum Revision - Professional Learning Mathematics)</p>	Learning to Support Engaging Experiences	provide training on trauma to assist students with behavior and emotional issues to allow them to access the curriculum and instruction consistently.	- 06/01/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Management Plan Development	Teachers	Topics include the purpose of the plan, the process to utilize the plan, and the involvement by the professional staff to support curriculum development.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The product will be the curriculum management plan and effective utilization of the process will demonstrate a common understanding.	09/01/2022 - 06/01/2024	Nicole Donato

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Management Plan Deployment	Teachers	The District will utilize the curriculum management plan to systematically revise or develop English / Language Arts or Mathematics curriculum to support standards-aligned, authentic and engaging experiences for students.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Curriculum	09/01/2022 - 06/01/2024	Nicole Donato

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students
1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students	
1a: Demonstrating Knowledge of Content and Pedagogy	

Professional Development Step	Audience	Topics of Prof. Dev
Selection / Development of Curriculum Assessments	Teachers	The selection or development of curriculum-based assessments to determine the effect of the curriculum.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Assessments	09/01/2022 - 06/01/2024	Nicole Donato

Danielson Framework Component Met in this Plan:

3d: Using Assessment in Instruction

1f: Designing Student Assessments

1b: Demonstrating Knowledge of Students

4e: Growing and Developing Professionally

2a: Creating an Environment of Respect and Rapport

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

Trauma Informed Training (Act 18)

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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The District will facilitate professional learning opportunities to support effective	Professional	The District will	2021-09-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>curriculum deployment, student engagement, and utilization of key assessment data. (Curriculum Revision - Professional Learning ELA)</p> <p>The District will facilitate professional learning opportunities to support effective curriculum deployment, student engagement, and utilization of key assessment data. (Curriculum Revision - Professional Learning Mathematics)</p>	Learning to Support Engaging Experiences	provide training on trauma to assist students with behavior and emotional issues to allow them to access the curriculum and instruction consistently.	- 2024-06-01

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Staff Communications - Curriculum Management Plan and Utilization of the Plan	All Staff	Routine updates regarding the development of the curriculum management plan, the utilization of the plan, and the selection/utilization of key assessments.

Anticipated Timeframe	Frequency	Delivery Method
09/01/2022 - 06/01/2024	Every other month	Presentation Posting on district website Email

Lead Person/Position
Nicole Donato, Bill August, Kevin Roberts

Communication Step	Audience	Topics/Message of Communication
Community Stakeholder Communication	Community Stakeholders	Details of the plan. Strengths and Challenges of the District. Action steps to be taken. Updates on student performance

Anticipated Timeframe	Frequency	Delivery Method
09/01/2022 - 06/01/2024	Updated once per year	Presentation Email

Lead Person/Position
Kevin Roberts, Jr. William August

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The plan will be posted on the District's website for public review.	Review Plan Strengths and needs of the district Action Steps	Digital	All school stakeholders	Posted 9/3/22
The plan will be reviewed at a Board meeting	Review Plan Strengths and needs of the district Action Steps	In-Person	School Board, District stakeholders	9/6/22
Approved plan posted on District website	Review Plan Strengths and needs of the district Action Steps	Digital	School community and stakeholders	Ongoing from approval
