

BASD Comprehensive Planning

2023 - 2026

September 12, 2023



Overview:

- ◎ Key Components of the Comprehensive Planning Process
- ◎ Identified Priorities and Measurable Goals
- ◎ Professional Learning Plan
- ◎ Induction Plan
- ◎ Communication Plan
- ◎ Next Steps

BASD Comprehensive Planning Steering Committee

Marybeth Torchia, Superintendent

Michael Stoudt, Assistant Superintendent

Sara Obarow, Director of Teaching and Learning

Kalyn Bartman, Director of Special Education

Dave Feight, Director of Information Technology

James Brophy, Board president

Lisa Hogan, BASD School Board

Marianne Scott, BASD School Board

Jeffrey Zawada, BASD School Board

Stephanie Landis, MS Principal/Director of Teaching and Learning

Stephanie Petri, Elementary Principal

Wayne Foley, HS Principal

Kristen Horton, Supervisor of Student Services

Jennifer Joyce, K-8 Curriculum Supervisor

Rochelle Towne, Gr. 6-12 Curriculum Supervisor

Lucie Bergeyova, HPE teacher and District Wellness Coordinator

Michael Jordan, MS Music teacher and Related Arts Coordinator

Rabecca Hester, Instructional Coach and Instructional Technology Coordinator

Jamison Smerecki, BASH Instructional Coach

Athena Baney, MS Instructional Coach

Kimberly Hole, Elementary Instructional Coach

Jackie Carney, Elementary Special Education Liaison/Teacher

Alison Moyer, District Communications, Local Business Representative, Parent

Amy Muzopappa, Boyertown Education Foundation/Community Member, Parent

Susan Groff, Elementary Teacher, BAEA Representative, Parent

BASH Impact Club - Two Student Representatives





**COMPREHENSIVE PLANNING
2023-2026**



The **BASD Comprehensive Plan** is due by **October 30 of 2023**.

*Every 3 years, a school entity must submit to the Secretary for approval a professional education plan. The **professional education plan** must be made available for public inspection and comment for 28 days, and then it can be approved by the board and then submitted to PDE. The Comprehensive Planning (CP) process contains six sections. Those sections are **Profile, Core Foundations, Assurances, Needs Assessment, Action Planning** and **Plan Submission**. CP is a continuous process used to ensure that all students are achieving at high levels.*

Continuous planning of Local Educational Agencies is essential to providing **increased student performance** and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning, are critical factors in districts that demonstrate continuous growth.

BASD Comprehensive Planning Timeline

November 2022	<i>Focus on Part II: Set – Complete a Needs Assessment in the FRCPP.</i> <ul style="list-style-type: none">● Complete “Other State Required Report” - Academic Standards and Assessment Requirements.● Complete “Other State Required Report” - Gifted Education Plan Assurances (if applicable)● Complete “Other State Required Report” - Student Services Assurances.
December 2022	<i>Steering Committee Meeting 12/14/22</i> <i>Begin Part III: Go – Analyzing Strengths and Challenges in the FRCPP.</i> <ul style="list-style-type: none">● Continue Part III: Go – Goal Setting in the FRCPP.● Complete “Other State Required Report” - Induction Plan● Complete “Other State Required Report” - Professional Development Plan.
January 2023 August/September 2023	<i>Steering Committee Meeting 1/18/23 - state updated timeline and moved submission to fall of 2023</i> Review plan contents and post the plan for 28-day public review.
September 2023	Board approval sought at October board meeting. Upload Affirmation Statement Document(s) from Board meeting to FRCPP.
October 2023	Plan to be submitted via the FRCPP by October 30, 2023.



Determining EDUCATIONAL VALUES

Educational Values

Values statements list the **core principles** that guide and direct the organization and its culture. In a values-led organization, **the values create a moral compass for the organization and its employees.**

It guides **decision-making** and **establishes a standard** against which actions can be assessed.

These core values are **an internalized framework** that is shared and acted on by all stakeholders throughout the LEA community.

Boyertown Area School District



- Safety and Well-Being
- Acceptance and Respect
- Communication and Collaboration
- Learning and Growth

Our Vision: To cultivate an exceptional, innovative learning community that enables all students to succeed in a changing world.

Our Mission: For all students to be future ready by meeting or exceeding established goals, the Boyertown Area School District will implement coordinated, articulated curricula and provide personalized, planned instruction aligned with Pennsylvania academic standards.

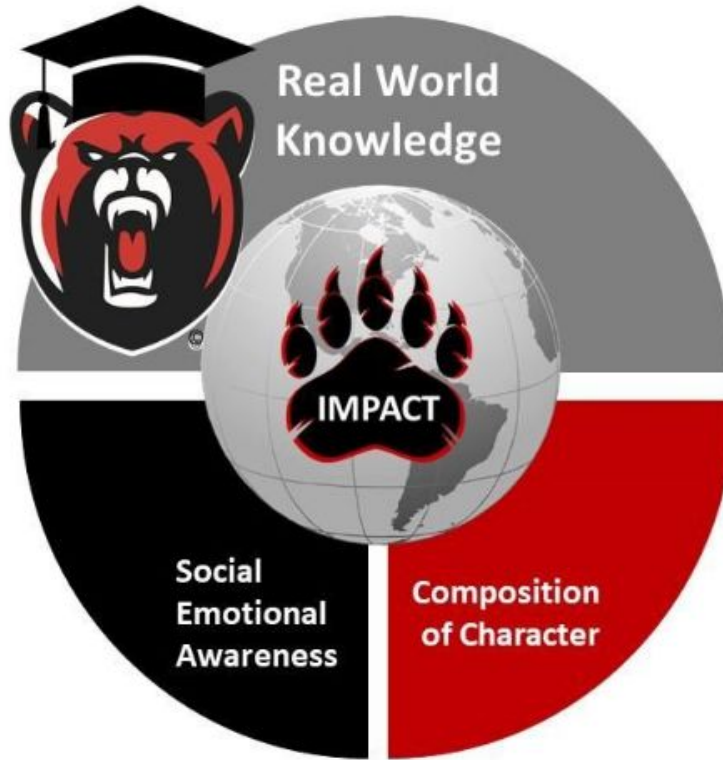
Our Goals:

- To ensure responsible and data-informed use of resources.
- To provide a positive, safe, and healthy learning environment.
- To offer research-based, personalized, and growth-oriented learning opportunities for all members of the BASD learning community.
- To foster open communication, active involvement, and purposeful collaboration among all members of the BASD learning community.

Home of the Bears

BASD Portrait of a Graduate

Portrait of a BASD Graduate



<https://www.boyertownsd.org/Page/6238>



DIGGING INTO THE COMMITTEE WORK

Determining Priorities

Analyzing Data for Goal Setting and Action Planning

Parents will encourage our kids to be kind and helpful. We will provide resources and support to reinforce the lessons taught and provided during the instructional day.

Parents will make it a priority to send our children to school each day.

Student Group-come to school

Administrators will engage in purposeful collaboration among all stakeholders to ensure a safe and positive environment for all students. We will provide access to the curricula and...

needed resources to ensure all students can learn. All members of our school community need to feel welcome.

Staff will put all students first by addressing academic, emotional, and social needs while encouraging individual pursuits on their journey to become productive

members of society.

Student Group--provide feedback on plans that the district has to support student learning 50/50 partnership

Community members/board members/student - Respect differences, embrace similarities, and cultivate resilience.

Student Group-students provide open communication and feedback. Students advocate for what they need and see happening.

Student Group-model respectful behavior/relationships towards others in the school community.



**ANALYZING STRENGTHS and
CHALLENGES to SET GOALS**

Future Ready Index: <https://futurereadypa.org/>



**FUTURE READY
PA INDEX**

Welcome to the Future Ready PA Index

The Future Ready PA Index is a collection of school progress measures related to school and student success. The Index includes a range of assessment, on-track, and readiness indicators to more accurately report student learning, growth, and success in the classroom and beyond.

[Board Presentation from April 11, 2023 on Future Ready Index](#)

Future Ready Index: <https://futurereadypa.org/>



State Assessment Measures

Percent Proficient/Advanced in English Language Arts/Literature

All Student Group Meets Interim Goal/Improvement



On-Track Measures

Percent English Language Growth and Attainment

All Student Group



College and Career Measures

Percent Career Standards Benchmark

All Student Group Meets Performance Standard



Achievement and Growth in:
ELA
Math
Science

Regular Attendance
ELL growth and attainment
Gr. 3 ELA
Gr. 7 Math

College and Career Readiness
Graduation Rate
Industry Based Learning

Analyzing Strengths and Challenges to Set Goals

Our District Leadership team reviewed the key data pieces within the Future Ready Index as part of their Comprehensive Planning process.

The strengths and challenges were identified for each building.

Each team reviewed elementary or secondary data for priority strengths/challenges related to their content area. They identified which strengths and challenges are most important as we looked ahead and identified district goals.

Reconfigured into 6 Teams:

- Elementary ELA
- Elementary Math
- Elementary Science
- Secondary ELA
- Secondary Math
- Secondary Science

Analyzing Strengths and Challenges to Set Goals

Each team:

- Reviewed elementary or secondary data based on their group, specifically looking for priority strengths/challenges related to their content area.
- Discussed importance of strengths related to foundation of learning, etc.
- Discussed specific challenges as related to future growth and student needs
- Determined which strengths and challenges are most important to identify in our plan as we look ahead to the future
- Facilitators added notes to Priorities tab of spreadsheet



Identified Priorities and Measurable Goals



PRIORITY 1:

We need to prioritize overall growth in ELA across our Elementary and Middle school grades.

- A focus on research-based, high-yield instructional strategies with ongoing data analysis and review will support work in both overall student achievement and growth in ELA.
- PDE has mandated districts prioritize professional learning related to [Structured Literacy Competencies](#).



PRIORITY 2:

Both elementary and secondary subgroups of students with disabilities/IEPs are trending downward in the percentage of proficient/advanced scores in ELA and Math.

- Our students with disabilities group appear to be the most negatively impacted by the pandemic.
- A review of staffing and programming at all levels needs to be examined.
- Instructional and assessment practices should be reviewed and prioritized during professional learning sessions.

Note: In the 2022-23 school year, our special education program was being monitored by PDE. Any takeaways or corrective action noted will be implemented in the current school year.



PRIORITY 3:

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

- A review of and focus on both horizontal and vertical alignment of the curriculum including standards alignment and assessment practices will support organizational coherence.
- Integration of the key components of our Portrait of a Graduate as well as the Instructional Model will also support this work.
- Another priority will be the integration of the new Science standards and other PDE mandates.



Measurable Goals:

Horizontal and Vertical Curriculum Alignment

- By the end of year 3, all courses will have completed consistent and aligned curriculum and assessment documents connected to our Portrait of a Graduate and Instructional Model.

English Language Arts Growth

- By the end of year 3, 77% of students in grades 3-8 taking the ELA PSSA will score at the proficient level or higher. This will be an overall increase of 20%.

Special Education Growth

- By the end of year 3, students with disabilities will increase their progress towards grade-level proficiency benchmarks.

Structured Literacy Professional Learning

- By the end of year 3, 100% of identified staff (as indicated by PDE) will receive professional learning in high-yield instructional strategies that support students' ability to decode, understand, and analyze text.



Professional Learning Plan

Professional Learning Plan

Within this [Professional Learning Plan](#) PDE requires that we prioritize:

- Meeting the needs of diverse learners in inclusive settings
- Improve language and literacy acquisition for all students
- Closing the achievement gaps among students

In October 2022, PDE released the [Structured Literacy Competencies Program Framework Guidelines](#)

In November 2022, PDE released the [Culturally Relevant and Sustaining Education Program Framework Guidelines](#) (district awaiting updates, this is currently PA law and must be included)



PDE requires districts to develop professional learning plans to integrate the competencies for these new mandates during the 2022-23 school year. Implementation in professional learning programming must begin in the 2023-24 school year.



Professional Development Steps:

- Collaborate with team of instructional leaders in developing curriculum to align with PA STEELS standards for instruction and assessment.
- Support the implementation of PA STEELS aligned curriculum in K-12 classrooms.
- Educate professional staff in embedding impact skills aligned with CASEL competencies such as critical thinking, collaboration, problem solving, creativity, and effective communication, to prepare students for college, the work force, and adult life.
- Establish learning progressions that foster horizontal and vertical curriculum alignment and clear learning targets.
- Introduce high-yield strategies for identified professional staff that support students' ability to decode, understand, and analyze text.



Induction Plan

Induction Plan

New PDE Mandate for 2023-24:

[Induction Plans](#) must be two years (rather than one)



How does BASD currently support new teachers:

- Three years of New Teacher Academies
 - Year 1 - Building a Foundation in BASD
 - Year 2 - Growing Our Understanding
 - Year 3 - Transitioning to Tenure
- Induction Program in Year 1
 - Monthly meetings after school on key topics:
 - Classroom Management and Environment
 - The Parent Connection
 - Human Resources Information
 - Using Assessment to Improve Learning
 - Special Education: What Every Teacher Needs to Know
 - Technology Tools to Enhance Teaching and Learning
 - Cyber Bullying and Social Networking

KEY SUPPORTS:

Mentors
Instructional Coaches
Peer Collaboration



Communication Plan



Communications Plan:

Development of new, improved BASD website

- Anticipated rollout - January 2024
- Additional pieces to be added on a continuous basis
- Public website design to include sharing PA standards, curriculum summaries, and learning targets
- Internal website design to include warehousing of resources, professional learning tools and schedules

Comprehensive plan communications

- School board presentation
- Public notification of plan review
- Public notification of plan approval
- Curriculum and professional learning updates
- Instructional leadership work



BASD Office of Teaching and Learning Course Curriculum Summary

Course Name:	ENGLISH/LANGUAGE ARTS 1	Course Number:	NA
Grade(s):	1	Length of Course:	1 year
Course Description:	<p>In first grade, students move toward independence as readers. They learn and apply more advanced phonological and phonics skills as they fluently read a variety of grade-level appropriate literary and informational texts. As they engage with texts, they expand their knowledge and use of vocabulary. They demonstrate their understanding of the details and central message in texts through activities such as retelling literature in sequence, explaining similarities and differences between texts, and asking or answering questions. First grade students also write for a variety of purposes. They write to inform, to support an opinion, and to describe an experience. As they write, they organize their content, include a sense of closure, and use a variety of words and phrases. They master grade level conventions of language and use complete sentences when writing and speaking. First grade students also listen critically and pose clarifying questions. BASD uses the Balanced Literacy Approach to best address the needs of all students. This approach involves mini-lessons about key reading skills, frequent and in-depth discussions, exposure to high quality literature and non-fiction texts, and the reading of books at each student's own level.</p>		
Pre- Requisite Courses:	NA	Required State Assessments:	NA

ELA Year at a Glance

Approximate Time Frame	Topics	Approximate Time Frame	Topics
September	Launching the Year - Reading and Writing Workshop	February	Informational Text; Opinion Writing
October	Launching Unit - Variety of Genres Poetry Unit ; Narrative Writing	March	Multiple Genres of Text; Informative Writing
November	Literature Text; Narrative Writing	April	Multiple Genres of Text; Informative Writing
December	Literature Text; Narrative Writing	May	Multiple Genres of Text; Informative Writing
January	Informational Text; Opinion Writing	June	

PA Grade/Subject Area Standards: [PA Department of Education ELA Standards](#)

Core Resources:

Schoolwide Fundamentals Unlimited
Being a Writer
Heggerty Phonemic Awareness
BASD Phonics
Various Age Appropriate Shared Reading Texts, Mentor Texts, and Independent Reading Texts

Elementary ELA Sample Curriculum Summary

Secondary Math Sample Curriculum Summary

[BASD Curriculum and Academic Programming Presentation from 11/10/2022](#)

Clarity

Transparency

Consistency



Follow Up Steps

- OTL and District Leadership took stakeholders' input and entered it within the Action Planning template of the Comprehensive Plan.
- Draft of the Comprehensive Plan is shared this evening with the board for your feedback as well as posted for a 28-day public review.
- Input is reviewed by district leadership and the plan is revised as needed.
- At a board meeting on October 24, 2023, final version of the Comprehensive Plan will be presented for board approval.
- OTL and District Leadership will upload the Affirmation Statement Document(s) from the Board of School Directors meeting to FRCPP by October 30, 2023.



THANK YOU!