

## **BELLWOOD-ANTIS SD**

300 Martin Street

Comprehensive Plan | 2022 - 2025

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### **MISSION STATEMENT**

Empower students by creating environments that: 1. Foster healthy relationships 2. Require respect for self and others 3. Ensure relevant and challenging learning 4. Promote critical thinking 5. Encourage student ownership of learning

### **VISION STATEMENT**

The Bellwood - Antis School District creates a learner-centered environment and engages students in meaningful interdisciplinary experiences that cultivate the development of future ready citizens.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Students will develop 1. Intellectual Skills: critical and analytical thinking, resourcefulness, technological savvy, problem-solving ability, effective communication skills including listening, conflict resolution, creativity, and cyber safety. 2. Emotional Skills: collaborative, personable, ability to communicate disagreement respectfully, open-mindedness, sensitivity, empathy, cultural, diversity, disability awareness and sensitivity, self-advocacy, independence, social etiquette, civic/democratic responsibility. 3. Social Skills: independence, emotional IQ including flexibility, self-awareness, self-care, values, needs, coping skills, accurate self-reflection, resiliency, awareness of others and their emotions, motivation, pride, and respect for self and others.

### **STAFF**

Students will nurture: 1. Intellectual Skills: critical and analytical thinking, resourcefulness, technological savvy, problem-solving ability, effective communication skills including listening, conflict resolution, creativity, and cyber safety. 2. Emotional Skills: collaborative, personable, ability to communicate disagreement respectfully, open-mindedness, sensitivity, empathy, cultural, diversity, disability awareness and sensitivity, self-advocacy, independence, social etiquette, civic/democratic responsibility. 3. Social Skills: independence, emotional IQ including flexibility, self-awareness, self-care, values, needs, coping skills, accurate self-reflection, resiliency, awareness of others and their emotions, motivation, pride, and respect for self and others.

### **ADMINISTRATION**

Administration will evaluate: 1. Intellectual Skills: critical and analytical thinking, resourcefulness, technological savvy, problem-solving ability, effective communication skills including listening, conflict resolution, creativity, and cyber safety. 2. Emotional Skills: collaborative, personable, ability to communicate disagreement respectfully, open-mindedness, sensitivity, empathy, cultural, diversity, disability awareness and sensitivity, self-advocacy, independence, social etiquette, civic/democratic responsibility. 3. Social Skills: independence, emotional IQ including flexibility, self-awareness, self-care, values, needs, coping skills, accurate self-reflection, resiliency, awareness of others and their emotions, motivation, pride, and respect for self and others.

## **PARENTS**

Parents will have a voice in the promotion of: 1. Intellectual Skills: critical and analytical thinking, resourcefulness, technological savvy, problem-solving ability, effective communication skills including listening, conflict resolution, creativity, and cyber safety. 2. Emotional Skills: collaborative, personable, ability to communicate disagreement respectfully, open-mindedness, sensitivity, empathy, cultural, diversity, disability awareness and sensitivity, self-advocacy, independence, social etiquette, civic/democratic responsibility. 3. Social Skills: independence, emotional IQ including flexibility, self-awareness, self-care, values, needs, coping skills, accurate self-reflection, resiliency, awareness of others and their emotions, motivation, pride, and respect for self and others.

## **COMMUNITY**

Community values will be reflected in: 1. Intellectual Skills: critical and analytical thinking, resourcefulness, technological savvy, problem-solving ability, effective communication skills including listening, conflict resolution, creativity, and cyber safety. 2. Emotional Skills: collaborative, personable, ability to communicate disagreement respectfully, open-mindedness, sensitivity, empathy, cultural, diversity, disability awareness and sensitivity, self-advocacy, independence, social etiquette, civic/democratic responsibility. 3. Social Skills: independence, emotional IQ including flexibility, self-awareness, self-care, values, needs, coping skills, accurate self-reflection, resiliency, awareness of others and their emotions, motivation, pride, and respect for self and others.

## **OTHER (OPTIONAL)**



## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Myers Elementary will increase ELA and Mathematics performance through professional development in best practices and the use of standards based resources.	Essential Practices 1: Focus on Continuous Improvement of Instruction
With the increasing need and progression of technologies, BASD will continue to train staff on various best practices. Also with the increase in social media practices, BASD will provide digital citizenship lessons to ensure students are aware of safe and appropriate web activities.	Professional learning
Due to the dramatic decrease in certificated teachers and the somewhat rural location of our school district which makes recruitment of high quality candidates difficult, BASD needs to better market the strengths of the district, enhance already meaningful induction and retention programs, and foster a culture of the School Board and community to support educators in our community.	School climate and culture

## ACTION PLAN AND STEPS

<b>Evidence-based Strategy</b>
Full implementation of K-4 Reading and Mathematics Roadmaps with new integrated curricula resources
<b>Measurable Goals</b>

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

PSSA Deficits

Myers Elementary Staff will address PSSA deficits through the process of developing a new scope and sequence for ELA and Mathematics, and supplementing with research based curriculum resources and will show an increase in state standard scores.

**Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Myers third and fourth grade teachers will implement PSSA based strategies and standards when instructing students.

2022-08-22 -  
2025-06-30

Principal

New curriculum -Big Ideas, SAS Portal, Roadmaps, scope and sequence, TDA guidelines, math open ended practices, PSSA practice manual. Our Federal Funding will be used to address PSSA deficits through purchasing research based intervention materials for ELA (3rd grade phonics supplement), math intervention (ex. Spring Math intervention materials) and also provide meaningful professional development opportunities to support teacher growth in implementing the PA Core Standards particularly with TDA and Math open-ended responses.

**Anticipated Outcome**

Students will complete the baseline assessment on September 12th-16th, 2022.

**Monitoring/Evaluation**

eachers will use the assessment data to drive instruction, intervention, and the development of their scope and sequences for ELA and mathematics



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Myers Elementary Staff will address PSSA deficits through the process of developing a new scope and sequence for ELA and Mathematics, and supplementing with research based curriculum resources and will show an increase in state standard scores. (PSSA Deficits)	Full implementation of K-4 Reading and Mathematics Roadmaps with new integrated curricula resources	Myers third and fourth grade teachers will implement PSSA based strategies and standards when instructing students.	08/22/2022 - 06/30/2025



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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Myers Elementary Staff will address PSSA deficits through the process of developing a new scope and sequence for ELA and Mathematics, and supplementing with research based curriculum resources and will show an increase in state standard scores. (PSSA Deficits)	Full implementation of K-4 Reading and Mathematics Roadmaps with new integrated curricula resources	Myers third and fourth grade teachers will implement PSSA based strategies and standards when instructing students.	08/22/2022 - 06/30/2025

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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.

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School Board Minutes or Affirmation Statement

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

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Chief School Administrator

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Bellwood-Antis School District recognizes the need to coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities such as the K-12 curriculum alignment which provides a clear scope and sequence for curricula taught. The support of educational technology also nurtures the curriculum development with the acquisition of iPads for all students and staff.

BASD K-12 students complete a robust Career Readiness Program that reflects opportunities and prepares students for global professions.

Data analysis has allowed BASD faculty to review and analyze data to improve instruction via curriculum revision and modification of instructional techniques.

BAHS- 65% of all tested students scored proficient or advanced

BAMS - PSSA results indicate BAMS students exceed PA averages in ELA, mathematics, and science.

Myers Elementary School - All Student Group Met ELA Interim Goal/Improvement Target at 66.8%

### Challenges

Based on assessment data from the Brightbytes Survey, the Bellwood-Antis School District has identified the need to provide more professional development in educational technology such as digital citizenship.

Based on the limited number of qualified candidates, the Bellwood - Antis School District strives to recruit and retain high quality educators.

Grades 4 and 8 will focus trainings and professional development on the PA Core standards in Science.

BASD faces the challenge of the constant monitoring required of data to make appropriate and timely modifications.

BASD faces the challenge of creating local assessments that are closely aligned with PA Academic Standards and BASD curricula goals.

BAHS ELA PVAAS results indicate that student growth is lacking. Even though proficiency is above the state average, our high school students are not showing growth compared to their previous performances on ELA exams.

## Strengths

Myers Elementary School - All Student Group Met the Standard Demonstrating Growth in ELA 74%.

Seventy-five percentage of BAHS students take the Algebra I Keystone in grade 9 and 10. Although our proficiency rate is not as high as we would like, our PVAAS growth is excellent.

Myers Elementary School - All Student Group Met Mathematics Interim Goal/Improvement Target at 48.9%

BAHS students achieve higher than the state average of Proficiency in Biology Keystone. Additionally, our students growth rate is on pace.

Myers Elementary School - All Student Group Met Science/Biology Interim Goal/Improvement Target at 78.5%

BAHS students excel in graduation rate, and career readiness.

## Challenges

BAMS students score lower, relatively, in mathematics.

Myers Elementary School - Students with Disabilities Group Did Not Meet ELA Interim Goal/Improvement Target at 21.9%

We continue to strive to get all students to the level of proficiency.

Myers Elementary School - All Student Group Did Not Meet the Standard Demonstrating Growth Target. 50%

BAHS Science Department continues to adapt and update Biology Curriculum to meet the state standards.

Myers Elementary School - All Student Group Did Not Meet the Science/Biology Standard Demonstrating Growth Target . 51%

Literature Keystone performance has high levels of proficiency, but not many scoring advanced. This creates a deficiency in the high school's overall PVAAS scores in Literature, as the students are not showing adequate growth.

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## Most Notable Observations/Patterns

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

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Based on assessment data from the Brightbytes Survey, the Bellwood-Antis School District has identified the need to provide more professional development in educational technology such as digital citizenship.

Based on the limited number of qualified candidates, the Bellwood - Antis School District strives to recruit and retain high quality educators.

Myers Elementary School - Students with Disabilities Group Did Not Meet ELA Interim Goal/Improvement Target at 21.9%

Implementation of researched based resources to support the instruction in ELA

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## ADDENDUM B: ACTION PLAN

### Action Plan: Full implementation of K-4 Reading and Mathematics Roadmaps with new integrated curricula resources

Action Steps	Anticipated Start/Completion Date
Myers third and fourth grade teachers will implement PSSA based strategies and standards when instructing students.	08/22/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
eachers will use the assessment data to drive instruction, intervention, and the development of their scope and sequences for ELA and mathematics	Students will complete the baseline assessment on September 12th-16th, 2022.

Material/Resources/Supports Needed	PD Step	Comm Step
New curriculum -Big Ideas, SAS Portal, Roadmaps, scope and sequence, TDA guidelines, math open ended practices, PSSA practice manual. Our Federal Funding will be used to address PSSA deficits through purchasing research based intervention materials for ELA (3rd grade phonics supplement), math intervention (ex. Spring Math intervention materials) and also provide meaningful professional development opportunities to support teacher growth in implementing the PA Core Standards particularly with TDA and Math open-ended responses.	yes	yes

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Myers Elementary Staff will address PSSA deficits through the process of developing a new scope and sequence for ELA and Mathematics, and supplementing with research based curriculum resources and will show an increase in state standard scores. (PSSA Deficits)	Full implementation of K-4 Reading and Mathematics Roadmaps with new integrated curricula resources	Myers third and fourth grade teachers will implement PSSA based strategies and standards when instructing students.	08/22/2022 - 06/30/2025

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Implementation of PSSA standards and objectives into ELA and Mathematics scope and sequence	K-4 regular and special education teachers also Math intervention teachers	PSSA ELA and mathematics standards, TDA and open ended questions
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be using assessments that reflect the strategies discussed in the PLC.	08/22/2022 - 06/03/2024	Principal
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students	
3c: Engaging Students in Learning		
1c: Setting Instructional Outcomes		
1a: Demonstrating Knowledge of Content and Pedagogy		
1d: Demonstrating Knowledge of Resources		
1f: Designing Student Assessments		
3d: Using Assessment in Instruction		

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Myers Elementary Staff will address PSSA deficits through the process of developing a new scope and sequence for ELA and Mathematics, and supplementing with research based curriculum resources and will show an increase in state standard scores. (PSSA Deficits)	Full implementation of K-4 Reading and Mathematics Roadmaps with new integrated curricula resources	Myers third and fourth grade teachers will implement PSSA based strategies and standards when instructing students.	2022-08-22 - 2025-06-30

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## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Parent Mailings of building data	Parents, teachers, support staff	PSSA data and the curricula resources that support the data
Anticipated Timeframe	Frequency	Delivery Method
11/01/2022 - 11/03/2025	Yearly mailing of PSSA Data and parent newsletters to discuss curricula resources and best practices.	Letter
Lead Person/Position		
Principal		

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## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

