

BERWICK AREA SD

500 Line St

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The Berwick Area School District's mission is to provide quality education for all students. Our goal is to provide a learning environment that builds skills and fosters critical and independent thinking. The district embraces and supports the diverse context of family, community, and cultural structure in order to maximize each student's potential in an ever-changing society.

VISION STATEMENT

The Berwick Area School District will be a research-based, data-driven, student-centered district that prepares students to be contributing and productive members of our ever-changing society.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The Berwick Area students are expected to work to the best of their ability and show mutual respect to everyone within their learning environment and community. Students are encouraged to explore all academic, extracurricular, athletic, and social opportunities provided by the district.

STAFF

The Berwick Area staff members are expected to meet the academic needs of their students. Instructors are provided relevant professional development opportunities. Staff members will analyze student data and performance goals to guide instructional decisions for all students.

ADMINISTRATION

The Berwick Area administrative team is expected to place the academic, physical, and social needs of the students first. Administrators must work with teachers, parents, and students to foster a safe and healthy learning environment.

PARENTS

The Berwick Area parents/guardians are encouraged to participate in their child's education. This may involve but is not limited to the following; parent/teacher conferences, PTA meetings, volunteering within the school, participating in school board meetings, and requesting information pertaining to the curriculum.

COMMUNITY

The Berwick Area community members are encouraged to participate in the decision making of the district. This may involve but is not limited to the following; board meetings, local advisory committees, occupational advisory committees, and volunteering for district events.

STEERING COMMITTEE

Name	Position	Building/Group
Wendy Kupsky	Administrator	Berwick Area SD
Robert Croop	Administrator	Berwick Area SD
Amy Melchiorre	Administrator	Berwick Area SD
Pamela Hegland	Administrator	Berwick Area SD
Sandra Slavick	Board Member	Berwick Area SD
Brenda Post	Board Member	Berwick Area SD
Greg Michael	Administrator	Berwick Area SD
David Robbins	Administrator	Berwick Area SD
Wendy Daily	Administrator	Berwick Area SD
Patrick Sharkey	Administrator	Berwick Area SD
Jill Shipmam	Administrator	Berwick Area SD
Krista Kukuolo	Parent	Berwick Area SD
Melissa Spaide	Parent	Berwick Area SD

Name	Position	Building/Group
Ayrin Shortlidge	Community Member	United Way
Kathy Jarski	Community Member	First Keystone Community Bank
Greysen Kupsy	Student	Berwick Area SD
Addison Post	Student	Berwick Area SD
Cara Dunn	Staff Member	Berwick Area SD
Sue Eisenhauer	Staff Member	Berwick Area SD
Carol Bodwalk	Board Member	Berwick Area SD

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
High School administration and staff will continue to work with the LAC and OAC participants to improve and develop CTE/career pathway courses for all students interested. The courses will help towards providing appropriate educational outcomes for all students.	Career Standards Benchmark
District administration will make the iReady math implementation and analysis a priority. Professional development days will be utilized to support both professional training and follow up data meetings opportunities for teachers and administration.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
NOCTI Scores, project based learning	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Berwick Area Senior High School CTE/Career Pathways	The Berwick Area School District will offer at least 5 CTE/career pathways for all interested students. All CTE programs will be supported by the district's LAC and corresponding OAC participants. All courses will be developed and staffed by the district and approved by the state.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Receive state approval for additional CTE programs	2022-06-06 - 2022-07-29	Gregory Michael/HS Principal of Operations	State CTE application LAC meeting OAC meeting Board approval
Develop courses to meet required task grid criteria for each CTE	2022-07-11 - 2024-08-30	Gregory Michael/HS Principal of Operations	OAC input curriculum writing with teachers and administration purchase of appropriate resources and textbooks
Ensure proper staffing is available for each CTE/career pathway course offered	2022-06-09 - 2024-08-09	Wendy Kupsky/Superintendent	Board approval

Anticipated Outcome

The Berwick Area School District will develop CTE/career pathway courses to meet the needs of interested high school students.

Monitoring/Evaluation

NOCTI student test scores

Evidence-based Strategy

MTSS, scaffolding, journaling

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math PSSA (3-8) Local
assessment K-2

Data Source Future Ready PA Index: Students proficient and advanced math PSSA Scores will increase by 25%
in grades 3-8 by the end of the 2025 school term.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administrative and professional development of the iReady math program.	2022-06-03 - 2023-06-09	Amy Melchiorre / Director of Curriculum and Instruction K-8	All iReady materials and resources K-8 iReady professional development delivered by iReady trained professionals
Implementation of the iReady math program K-8	2022-08-02 - 2023-06-10	Amy Melchiorre / Director of Curriculum and Instruction K-8	All iReady resources and materials K-8
Evaluation of 2022-2023, 2023-2024, 2024-2025 math PSSA and PVAAS data 3-8	2023-07-10 - 2025-08-31	Amy Melchiorre / Director of Curriculum and Instruction K-8	PA Future Ready Index PSSA data PVAAS data

Anticipated Outcome

Grade level PSSA scores will increase 25% by 2025 grades 3-8

Monitoring/Evaluation

PSSA Testing 3-8 Teacher assessment K-2 iReady diagnostic testing

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

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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

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The Berwick Area School District has received ESSER funds to help improve curriculum throughout the district.

The Berwick Area School District has a strong special education department.

The Berwick Area School District has one teacher designated to the ELL program.

Along with the biannual 339 meetings, all school counselors meet monthly to discuss student needs and share ideas.

All students are one-to-one grade K-12

Along with eight school counselors the district also has employed a prevention specialist and an additional licensed school counselor School based behavioral health team has been developed at West Berwick Elementary School

Partner with local businesses, community organizations, and other agencies to meet the needs of the district

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

Challenges

A large percentage of students are economically disadvantaged throughout the district.

The Hispanic subgroup is the lowest performing math subgroup in the middle school

One teacher servicing all ELL students

Continuation of one-to-one after all ESSER funds are spent

Incorporate ELL professional development for all staff members

Ensure effective, standards-aligned curriculum and assessment

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

High School ELA PVAAS scores are below state average

Middle School ELA PVAAS scores are below state average

Middle School proficient or advanced is well below state average and has been below state average for several years.

Strengths

Middle School students are testing approximately 35% higher in ELA than Math

High School students are testing approximately 10% higher in ELA than Math

All three elementary schools are testing higher in ELA than Math

The board of education has adopted a new curriculum for grades K-8 for the 2022-2023 school year. IReady Math

iReady Math will provide professional development for all teachers and administrators K-8

High School curriculum is aligned to standards.

The majority of elementary students are proficient or advanced in Science.

Addition of 2 new CTE courses for the 2022-2023 school term;
Rehabilitation Aide & COMMUNICATIONS
TECHNOLOGIES/TECHNICIANS & SUPPORT SERVICES

Adoption of new Social Studies curriculum for grades 5-8 for the 2022-2023 school term.

Smart Futures program to collect career readiness data

Challenges

Teachers will require professional development for implementing the iReady math program; K-8. Following implementation, administration and teachers will analyze data to monitor the effectiveness of the new program and make appropriate changes as necessary.

High School will need to look into curriculum and remediation strategies.

PVAAS growth standard not being met in grades 4-8

Middle School students are well below state average.

2021-2022 student data unknown at this point.

State change in curriculum occurring in 2022

Continued improvements to current CTE/career pathway courses and the adoption and implementation of additional CTE/career pathway courses deemed appropriate by the district.

Implementation of new Social Studies curriculum grades 5-8.

The district must not solely rely on the Smart Futures program to deliver career readiness opportunities. Additional resources and opportunities must be provided in all grades K-12.

Most Notable Observations/Patterns

Elementary and Middle School Curriculum updates High School CTE course development Increased resources and supports for ELL students Continued writing and storing of district curricula Implementation of best practices for instructional strategies Utilization of student data to drive instruction

Challenges

Discussion Point

Priority for Planning

Middle School proficient or advanced is well below state average and has been below state average for several years.

Teachers will require professional development for implementing the iReady math program; K-8. Following implementation, administration and teachers will analyze data to monitor the effectiveness of the new program and make appropriate changes as necessary.

Math scores have been declining throughout grades 3-8. The board of education adopted a new math series, iReady, for grades K-8. Proper implementation will be crucial to the success of the program.

High School will need to look into curriculum and remediation strategies.

Continued improvements to current CTE/career pathway courses and the adoption and implementation of additional CTE/career pathway courses deemed appropriate by the

The district continues to provide appropriate courses for all high school students. It has been determined that increasing desired CTE / career

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

district.

pathway programs will greatly benefit a targeted section of high school students.

Implementation of new Social Studies curriculum grades 5-8.

A large percentage of students are economically disadvantaged throughout the district.

The Hispanic subgroup is the lowest performing math subgroup in the middle school

One teacher servicing all ELL students

With the increase of students from multiple cultures, the district administration believes an increase in ELL services is crucial to meeting the needs of all students moving forward.

PVAAS growth standard not being met in grades 4-8

The district must not solely rely on the Smart Futures program to deliver career readiness opportunities. Additional resources and opportunities must be provided in all grades K-12.

ADDENDUM B: ACTION PLAN

Action Plan: NOCTI Scores, project based learning

Action Steps	Anticipated Start/Completion Date
Receive state approval for additional CTE programs	06/06/2022 - 07/29/2022

Monitoring/Evaluation	Anticipated Output
NOCTI student test scores	The Berwick Area School District will develop CTE/career pathway courses to meet the needs of interested high school students.

Material/Resources/Supports Needed	PD Step	Comm Step
State CTE application LAC meeting OAC meeting Board approval	no	no



Action Steps**Anticipated Start/Completion Date**

Develop courses to meet required task grid criteria for each CTE

07/11/2022 - 08/30/2024

Monitoring/Evaluation**Anticipated Output**

NOCTI student test scores

The Berwick Area School District will develop CTE/career pathway courses to meet the needs of interested high school students.

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

OAC input curriculum writing with teachers and administration purchase of appropriate resources and textbooks

yes

yes



Action Steps**Anticipated Start/Completion Date**

Ensure proper staffing is available for each CTE/career pathway course offered

06/09/2022 - 08/09/2024

Monitoring/Evaluation**Anticipated Output**

NOCTI student test scores

The Berwick Area School District will develop CTE/career pathway courses to meet the needs of interested high school students.

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

Board approval

yes

yes

Action Plan: MTSS, scaffolding, journaling

Action Steps**Anticipated Start/Completion Date**

Administrative and professional development of the iReady math program.

06/03/2022 - 06/09/2023

Monitoring/Evaluation**Anticipated Output**

PSSA Testing 3-8 Teacher assessment K-2 iReady diagnostic testing

Grade level PSSA scores will increase 25% by 2025 grades 3-8

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

All iReady materials and resources K-8 iReady professional development delivered by iReady trained professionals

yes

yes



Action Steps**Anticipated Start/Completion Date**

Implementation of the iReady math program K-8

08/02/2022 - 06/10/2023

Monitoring/Evaluation**Anticipated Output**

PSSA Testing 3-8 Teacher assessment K-2 iReady diagnostic testing

Grade level PSSA scores will increase 25% by 2025 grades 3-8

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

All iReady resources and materials K-8

no

no



Action Steps**Anticipated Start/Completion Date**

Evaluation of 2022-2023, 2023-2024, 20024-2025
math PSSA and PVAAS data 3-8

07/10/2023 - 08/31/2025

Monitoring/Evaluation**Anticipated Output**

PSSA Testing 3-8 Teacher assessment K-2 iReady
diagnostic testing

Grade level PSSA scores will increase 25% by 2025 grades 3-8

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

PA Future Ready Index PSSA data PVAAS data

yes

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
iReady math professional development	K-8 administration & K-8 math teachers	Implementation of iReady math Specific topics have been chosen by the iReady math professional development team. This professional development team will lead each session. This professional development is part of the contract signed by the district.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Principal evaluations Principals will monitor teacher lessons to evaluate knowledge and competency of teacher led iReady math lessons; K-8.	05/27/2022 - 08/09/2023	Amy Melchiorre / Nescopeck Principal Jill Shipman / West Berwick Principal Patrick Sharkey / Salem Principal Wendy Daily / 5-6 Middle School Principal David Robbins / 7 -8 Middle School Principal

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

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The Berwick Area School District will offer at least 5 CTE/career pathways for all interested students. All CTE programs will be supported by the district's LAC and corresponding OAC participants. All courses will be developed and staffed by the district and approved by the state. (Berwick Area Senior High School CTE/Career Pathways)	NOCTI Scores, project based learning	Develop courses to meet required task grid criteria for each CTE	2022-07-11 - 2024-08-30
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COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
iReady Data Analysis	Administration and math teaching staff K-8	PSSA student data PVAAS student data iReady diagnostic testing
Anticipated Timeframe	Frequency	Delivery Method
08/09/2023 - 08/09/2025	Each building will conduct grade level data meeting at least twice a year.	Other
Lead Person/Position	Amy Melchiorre / Director of Curriculum and Instruction K-8	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Public Academic Committee Meeting	Overview of Comprehensive Plan	Public Meeting	Administration Board Members	Summer 2022
Administrative Meetings	Data related to the comprehensive plan	In person meeting	administration	2021-2022 school term
Local Advisory Committee	CTE/career pathways	in person meeting	administration, guidance, teachers, local business owners, community members	winter 2022

