

BLOOMSBURG AREA SD

728 E 5th St

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

The mission of the Bloomsburg Area School District is to prepare its students to become contributing, responsible citizens and life-long learners with the ability to adapt and to succeed in a competitive world.

VISION STATEMENT

The Bloomsburg Area School District will provide students with meaningful and rigorous lessons and assessments that focus on and promote this connection of standards-mastery, strategies for critical thinking, problem-solving, and acquisition of foundational skills, allowing students to apply what they have learned in order to succeed.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

In order for students to achieve Success and Connection, we must build respect and rapport within the school community. In essence, if we can capture our kids' hearts, we can teach their minds.

STAFF

In order for staff to achieve our mission, we must build collective capacity among personnel. By providing the resources necessary for the work of supporting our kids and then providing the opportunity to work together, the District can ensure that staff feel successful and connected to something larger than themselves also.

ADMINISTRATION

Administrators must work together to create the conditions for students, faculty and staff to feel success and connection.

PARENTS

Family engagement is a key source of feedback and support of our District's efforts. By engaging families with our educational system, we can work cooperatively to ensure that our kids achieve the District's mission.

COMMUNITY

Partnerships within our local community are necessary to ensure that our kids are prepared for college, career, and community following graduation from the BASD.

STEERING COMMITTEE

Name	Position	Building/Group
Denise Baney	Parent/Early Childhood Leader	W.W. Evans/Susquehanna Child Development
Adriene Mael	Community Leader	United Way
Jen Jones	Mental Health Provider	CMSU
Martha Sheehe	Community Leader	Bloomsburg Food Cupboard
Michelle Prybyla	Parent/Administrator	Bloomsburg Middle School
Brandee Faust	Staff Member	Bloomsburg Area School District
Jerome Manley	Administrator	Bloomsburg High School
Jason Moser	Administrator	Bloomsburg Area School District
Leo Yodock	Board Member	Bloomsburg Area School District
Stephanie Andreacci	Board Member	Bloomsburg Area School District
Jonathan Cleaver	Administrator	Bloomsburg Area School District

Name

Position

Building/Group

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Improvement in district math proficiency is necessary to provide our students with the opportunity to engage with post-secondary coursework.	Mathematics English Language Arts
Coordination of student support services ensures that they enhance regular grade-level instruction rather than replacing it.	Essential Practices 3: Provide Student-Centered Support Systems
A viable written curriculum is necessary to support student learning and close achievement gaps.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy	
RTIi System	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Growth	Increase in Math proficiency district-wide (K-8) by 10%.
ELA Growth	Increase ELA proficiency in K-8 by 5%

Goal Nickname	Measurable Goal Statement (Smart Goal)		
Math Growth	Decrease of 5% of students below grade level in district-wide Math.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop a schedule that allows for dedicated interventionists for grades K-8; use of Title I funding in order to help offset accrued personnel costs necessary for the human resources	2020-08-24 - 2021-08-31	Building Principals	Human Resources
Provide all teachers with professional development on Tier I, Tier II and Tier III data collection	2022-08-18 - 2022-11-30	Building Principals	Norm-Referenced diagnostics and CDT data
Utilize data collection and analysis to schedule students and teachers for targeted intervention times	2022-08-18 - 2023-02-28	Director of Curriculum, Building Principals	Norm-Referenced diagnostics and CDT data
Provide all teachers with resources to provide Tier II and Tier III interventions	2022-08-18 - 2022-10-28	Director of Curriculum	Guaranteed and Viable curriculum with a component that allows for aligning intervention resources with student needs
Anticipated Outcome			
Child study meetings that identify students needing interventions			

Monitoring/Evaluation

Building principals will attend meetings and ensure that data is being used to discuss students who need interventions and how they will be serviced.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase in Math proficiency district-wide (K-8) by 10%. (Math Growth)	RTIi	Provide all	08/18/2022
Increase ELA proficiency in K-8 by 5% (ELA Growth)	System	teachers with professional	-
Decrease of 5% of students below grade level in district-wide Math. (Math Growth)		development on Tier I, Tier II and Tier III data collection	11/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase in Math proficiency district-wide (K-8) by 10%. (Math Growth)	RTIi System	Utilize data	08/18/2022
Increase ELA proficiency in K-8 by 5% (ELA Growth)		collection and analysis to	-
Decrease of 5% of students below grade level in district-wide Math. (Math Growth)		schedule students and teachers for targeted intervention times	02/28/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase in Math proficiency district-wide (K-8) by 10%. (Math Growth)	RTIi	Provide all	08/18/2022
Increase ELA proficiency in K-8 by 5% (ELA Growth)	System	teachers with resources to	-
Decrease of 5% of students below grade level in district-wide Math. (Math Growth)		provide Tier II and Tier III interventions	10/28/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase in Math proficiency district-wide (K-8) by 10%. (Math Growth)	RTIi	Provide all	08/18/2022
Increase ELA proficiency in K-8 by 5% (ELA Growth)	System	teachers with professional development on	- 11/30/2022
Decrease of 5% of students below grade level in district-wide Math. (Math Growth)		Tier I, Tier II and Tier III data collection	

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase in Math proficiency district-wide (K-8) by 10%. (Math Growth)	RTIi	Utilize data	08/18/2022
Increase ELA proficiency in K-8 by 5% (ELA Growth)	System	collection and analysis to	-
Decrease of 5% of students below grade level in district-wide Math. (Math Growth)		schedule students and teachers for targeted intervention times	02/28/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase in Math proficiency district-wide (K-8) by 10%. (Math Growth)	RTIi	Provide all	08/18/2022
Increase ELA proficiency in K-8 by 5% (ELA Growth)	System	teachers with resources to	- 10/28/2022
Decrease of 5% of students below grade level in district-wide Math. (Math Growth)		provide Tier II and Tier III interventions	

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

Jonathan Cleaver

2022-08-22

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

3rd Grade Proficiency rate is high (73%) district-wide.

Proficiency rate across the district has consistently been above the state average.

Every grade showed growth on PVAAS data in 2021, with 8th Grade consistently showing strong growth.

High proficiency in 4th grade

High percentage of students meeting career benchmarks

Diversified Occupations program offers an important path for students

Insert information here

Overall, our ELA results are strong across grade levels and subgroups of students.

We have shown strong growth in Mathematics in recent years when compared to years prior.

Foster a vision and culture of high expectations for success for all

Challenges

ELA growth in grades 4, 5 and 7

ELA Proficiency increase

Increase growth in 6th Grade

Increase Proficiency in Mathematics across the district

Increase in proficiency of 8th grade science

We do not have standardized measures that evaluate the success of the business program as of yet

Relatively low number of students in Diversified Occupations program

Insert information here

A robust intervention plan and system at the primary grades would likely yield highly positive long-term results.

We need a strong, focused plan for addressing the pattern of low performance in 6th grade mathematics as this is a linchpin for the rest of students' academic careers.

Strengths

students, educators, and families *

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 *

District Attendance Average

District ELA Proficiency

Career Standards Benchmarks

Challenges

Ensure effective, standards-aligned curriculum and assessment *

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

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district *

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

Improve and Sustain District Math Proficiency

Improve Math Proficiency in Grade 6

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Improve and Sustain District Math Proficiency	If we can support our students in developing Math proficiency in earlier grades, they will be much more likely to be successful in the future.	
Ensure effective, standards-aligned curriculum and assessment *	A well-aligned curriculum and assessment plan will ensure equity to all students to receive grade-level content in an efficient delivery.	
Coordinate and monitor supports aligned with students' and families' needs *	By identifying and then ensuring that students receive the necessary supports to be successful, we will be preparing all students for academic growth.	
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district *	The District recognizes its responsibility in communicating with families not only about their children's academic and emotional growth, but also in providing resources to help families support this endeavor.	
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities *	All District employees need to be supported in their professional growth in order to provide the best educational experience for our students.	
Improve Math Proficiency in Grade 6	As 6th Grade is a transitional year in our District, it is a critically vital year to ensure our students are prepared to meet the state's rigorous standards in Mathematics.	

ADDENDUM B: ACTION PLAN

Action Plan: RTIi System

Action Steps	Anticipated Start/Completion Date
Develop a schedule that allows for dedicated interventionists for grades K-8; use of Title I funding in order to help offset accrued personnel costs necessary for the human resources	08/24/2020 - 08/31/2021

Monitoring/Evaluation	Anticipated Output
Building principals will attend meetings and ensure that data is being used to discuss students who need interventions and how they will be serviced.	Child study meetings that identify students needing interventions

Material/Resources/Supports Needed	PD Step	Comm Step
Human Resources	no	no

Action Steps**Anticipated Start/Completion Date**

Provide all teachers with professional development on Tier I, Tier II and Tier III data collection

08/18/2022 - 11/30/2022

Monitoring/Evaluation**Anticipated Output**

Building principals will attend meetings and ensure that data is being used to discuss students who need interventions and how they will be serviced.

Child study meetings that identify students needing interventions

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

Norm-Referenced diagnostics and CDT data

yes

yes



Action Steps**Anticipated Start/Completion Date**

Utilize data collection and analysis to schedule students and teachers for targeted intervention times

08/18/2022 - 02/28/2023

Monitoring/Evaluation**Anticipated Output**

Building principals will attend meetings and ensure that data is being used to discuss students who need interventions and how they will be serviced.

Child study meetings that identify students needing interventions

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

Norm-Referenced diagnostics and CDT data

yes

yes



Action Steps**Anticipated Start/Completion Date**

Provide all teachers with resources to provide Tier II and Tier III interventions

08/18/2022 - 10/28/2022

Monitoring/Evaluation**Anticipated Output**

Building principals will attend meetings and ensure that data is being used to discuss students who need interventions and how they will be serviced.

Child study meetings that identify students needing interventions

Material/Resources/Supports Needed

**PD
Step**

**Comm
Step**

Guaranteed and Viable curriculum with a component that allows for aligning intervention resources with student needs

yes

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase in Math proficiency district-wide (K-8) by 10%. (Math Growth)	RTIi System	Provide all teachers with professional development on Tier I, Tier II and Tier III data collection	08/18/2022
Increase ELA proficiency in K-8 by 5% (ELA Growth)			-
Decrease of 5% of students below grade level in district-wide Math. (Math Growth)			11/30/2022
Increase in Math proficiency district-wide (K-8) by 10%. (Math Growth)	RTIi System	Utilize data collection and analysis to schedule students and teachers for targeted intervention times	08/18/2022
Increase ELA proficiency in K-8 by 5% (ELA Growth)			-
Decrease of 5% of students below grade level in district-wide Math. (Math Growth)			02/28/2023
Increase in Math proficiency district-wide (K-8) by 10%. (Math Growth)	RTIi System	Provide all teachers with resources to provide Tier II and Tier III interventions	08/18/2022
Increase ELA proficiency in K-8 by 5% (ELA Growth)			-
Decrease of 5% of students below grade level in district-wide Math. (Math Growth)			10/28/2022

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
RTIi	K-8 Math and ELA Teachers	Use of norm-referenced and criterion-referenced data
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Growth and achievement data results	08/21/2022 - 01/04/2023	Director of Curriculum and Instruction; Building Principals
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Language and Literacy Acquisition for All Students	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase in Math proficiency district-wide (K-8) by 10%. (Math Growth)	RTIi System	Provide all teachers with professional development on Tier I, Tier II and Tier III data collection	2022-08-18
Increase ELA proficiency in K-8 by 5% (ELA Growth)			- 2022-11-30
Decrease of 5% of students below grade level in district-wide Math. (Math Growth)			
Increase in Math proficiency district-wide (K-8) by 10%. (Math Growth)	RTIi System	Utilize data collection and analysis to schedule students and teachers for targeted intervention times	2022-08-18
Increase ELA proficiency in K-8 by 5% (ELA Growth)			- 2023-02-28
Decrease of 5% of students below grade level in district-wide Math. (Math Growth)			
Increase in Math proficiency district-wide (K-8) by 10%. (Math Growth)	RTIi System	Provide all teachers with resources to provide Tier II and Tier III interventions	2022-08-18
Increase ELA proficiency in K-8 by 5% (ELA Growth)			- 2022-10-28
Decrease of 5% of students below grade level in district-wide Math. (Math Growth)			

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Community RTIi Engagement	Parents	How RTIi System works
Anticipated Timeframe	Frequency	Delivery Method
08/30/2022 - 03/30/2023	Three times per year	Letter
Lead Person/Position		
Building Principals		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

