

Bald Eagle Area SD

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
School District		110141003
Address 1		
751 S Eagle Valley Rd		
Address 2		
City	State	Zip Code
Wingate	PA	16823
Chief School Administrator		Chief School Administrator Email
Mr Christopher R Santini		christopher.santini@beasd.net
Single Point of Contact Name		
Nevin Pighetti		
Single Point of Contact Email		
nevin.pighetti@beasd.net		
Single Point of Contact Phone Number		
8142805600		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Chris Santini	Administrator	Bald Eagle Area SD	christopher.santini@beasd.net
Nevin "Skip" Pighetti	Administrator	Bald Eagle Area SD	nevin.pighetti@beasd.net
Chad Packer	Administrator	Bald Eagle Area SD	chad.packer@beasd.net
Melissa Butterworth	Administrator	Bald Eagle Area SD	melissa.butterworth@beasd.net
Kathryn Burger	Staff Member	Bald Eagle Area SD	kathryn.burger@beasd.net
Tim Nilson	Board Member	Bald Eagle Area SD	timothy.nilson@beasd.net
Jason Penland	Board Member	Bald Eagle Area SD	jason.penland@beasd.net
Steve Stem	Community Member	Hope Foundation	eaglewhitetail@gmail.com
Don Crane	Community Member	Howard Christian Church	don@howardchristianchurch.org
Mel Curtis	Community Member	YMCA of Centre County	MCurtis@ymcaocc.net
Suzanne Rainy	Parent	PTO President Wingate Elem	srainy@kcsd.us
Gina Pighetti	Community Member	Retired member of the community	gpighetti@gmail.com
Criag Livergood	Parent	Bald Eagle Area SD	clivergood@cpi.edu
Steve Thompson	Parent	Bald Eagle Area SD	steven.thompson@beasd.net
John Tobias	Administrator	Bald Eagle Area SD	john.tobias@beasd.net
Carlie Close	Student	Bald Eagle Area SD	carlie.close@beasd.net
Ashton Romine	Parent	PTO Member Mtop Elementary	alromine@gmail.com
Tina Greene	Board Member	Bald Eagle Area SD	tina.greene@beasd.net

LEA Profile

The Bald Eagle Area School District is located in northern Centre County, extending north to the western branch of the Susquehanna River. Established in 1952, it is the largest of the four school districts situated entirely within the county. The district encompasses 342.6 square miles of scenic hills, rolling farmland, and 80,000 acres of state forest. It includes the boroughs of Howard, Milesburg, Port Matilda, Snow Shoe, and Unionville, as well as the townships of Boggs, Burnside, Howard, Huston, Snow Shoe, Union, and Worth. The district serves a population of 16,156 residents across approximately 5,768 housing units.

At Bald Eagle Area, innovation and excellence in education are at the heart of everything we do. Our dedicated staff, top-tier facilities, and commitment to student success set us apart—even with the lowest tax base in Centre County. Our students consistently stand out, earning praise from visiting educators, substitute teachers, and local employers for their work ethic, kindness, and professionalism. The sense of belonging and collaboration among our students, families, staff, and local businesses is what truly defines the "BEA Family"—a community where everyone plays a vital role in fostering a supportive and thriving educational environment.

Mission and Vision

Mission

Inspiring every student, every day-with meaningful learning and enriching experiences.

Vision

Vision: Develop accountable, respectful, and self-disciplined students and alumni, Provide holistic support to all students and families, preparing them for lifelong success, Inspire students to contribute meaningfully to their community and society, Establish Bald Eagle Area as the school of choice for excellence, opportunity, and community engagement,

Educational Values

Students

Commitment to learning Collaboration with peers and community Come in daily with a positive mindset Be Respectful, Responsible Kind and Safe

Staff

The staff of the Bald Eagle Area School District model accountability, respect, and self-discipline, setting a positive example for students. We inspire purposeful engagement by fostering curiosity, creativity, and a lifelong love of learning. We are committed to excellence in teaching and service through the use of research-based practices and high expectations that prepare students for lifelong success. Through collaboration with colleagues, families, and community partners, we build a culture of excellence, inclusivity, and opportunity that makes Bald Eagle Area the school of choice.

Administration

Committed to leadership that is student-centered, collaborative, and providing the best for all the stakeholders. Focused on academic, social, and emotional growth of every student Ensuring equity and access to high-quality learning opportunities. Lead and support rigorous, research-based instructional practices that inspire critical thinking, creativity, continuously use data and evidence to inform decisions Build trusting relationships with colleagues, families, and community partners through open communication, shared decision-making, and collective responsibility for student success.

Parents

Partnering with teachers, administration, staff Being present and involved in school activities, K-12 Foster collaborative relationships and open communication with the school to support their children

Community

Partner with the Bald Eagle Area School District to support the success and well-being of every student. Commit to open communication, collaboration, and shared responsibility in helping shape the district's future. Work together with the district to inspire curiosity, creativity, and a lifelong love of learning in every child.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA achievement at Howard Elementary is meeting the state interim target of 71.5%.	Howard Elementary has departmentalized 3-5 during the 2018-19 school year. The same teacher teaches ELA for grades 3-5.
Howard Elementary has achieved the statewide goal for math of 81.1% in academic achievement	Howard Elementary has departmentalized 3-5 during the 2018-19 school year. The same teacher teaches Math for grades 3-5.
ELA academic growth at Port Matilda Elementary & Mountaintop are achieving the statewide goal of 70%.	These buildings just departmentalized to be similar to Howard Elementary.
PME & Mountaintop are meeting the interim targets for math in academic achievement	These buildings just departmentalized to be similar to Howard Elementary.
Bald Eagle Area MS/HS ELA academic growth in Science is meeting the state interim goal of 70% growth.	

Challenges

Indicator	Comments/Notable Observations
Math 6-8 proficient/advanced in the all student group.	Academic achievement (Proficient/Advanced in grades 6-8 is 36.3% in 2022-23 39.2% in 2023-24 44.4% in 2024-25
All student group in ELA at Wingate Elementary has a negative trend line since over the past three years in the proficient/advanced.	Past three year scores: 2022-23: 38.9% 2023-24: 37.5% 2024-25: 33.5% The administration team recognized that students are scoring poorly on TDA questions and that is an emphasis in 2025026
English Language Arts (ELA) for middle school grades 6-8	Past three years scores shows a downward trend line in ELA scores 2022-23: 51.4% 2023-24: 50.9% 2024-25: 49.9%

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	Comments/Notable Observations
Math	Slow progress after a low of 20.4% in 2022-23 for the number of proficient/advanced 2022-23: 20.4% 2023-

Grade Level(s) and/or Student Group(s) Grades 6-8/Economically Disadvantaged	24: 22.2% 2024-2025: 29.9%
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Science Grade Level(s) and/or Student Group(s) Grades 6-8/White subgroup	Comments/Notable Observations Students in the white subgroup increased the number of proficient/advanced over the past three years 2022-23: 61.2% 2023-24: 63.4% 2024-2025: Waiver Participation

Challenges

Indicator English Language Arts Grade Level(s) and/or Student Group(s) Grades 6-8/Economically Disadvantaged	Comments/Notable Observations The past four year scores in the all student group in grades 6-8 are: Grades 6-8 Economically Disadvantaged 2022 (57.7%), 42.9% 2023 (51.4%), 37.9% 2024 (50.9%) 34.3% 2025 (49.3%) 33.1% The administration team recognized that students are a scoring poorly on TDA questions and that is an emphasis in 2025 - 2026
Indicator English Language Arts Grade Level(s) and/or Student Group(s) Grade 3-5 Economically Disadvantaged	Comments/Notable Observations Wingate is the only building with a consistent score for economically disadvantaged for the past three years. other elementary buildings had insufficient data. The scores at Wingate are: 2022-23: 25.9% 2023-24: 29.0% 2024-2025: 21.2%
Indicator English Language Arts Grade Level(s) and/or Student Group(s) Students with Disabilities Grades 3-8	Comments/Notable Observations Students with disabilities scores for the past 3 years: Elementary 2022-23: 16.7% 2023-24: 19.2% 2024-2025: 10.0% Middle school 6-8 2022-23: 14.1% 2023-24: 17.4% 2024-2025: 13.2% Students with disabilities has not grown above 20% in the past 6 years.
Indicator	Comments/Notable Observations

English Language Arts Grade Level(s) and/or Student Group(s) White Students Group/ 6-8 grade	Number of white students declined over the past three years that were proficient/advanced in ELA 2022-23: 51.3% 2023-24: 50.7% 2024-2025: 49.3%
Indicator Attendance Grade Level(s) and/or Student Group(s) 6-8/Economically Disadvantaged	Comments/Notable Observations The economic disadvantaged attendance rate is below 70% for the past 2 out of 3 years. 2022-23: 72.2% 2023-24: 67.4% 2024-2025: 67.7%

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Howard Elementary has achieved the statewide goal for math of 81.1% in academic achievement for Proficient/Advanced.
ELA academic growth at Port Matilda Elementary & Mountaintop are achieving the statewide goal of 70% growth.
Math in grades 6-8/Economically Disadvantaged, Slow progress after a low of 20.4% in 2022-23 for the number of proficient/advanced 2022-23: 20.4% 2023-24: 22.2% 2024-2025: 29.9%
Grades 6-8/White subgroup; Students in the white subgroup increased the number of proficient/advanced over the past three years 2022-23: 61.2% 2023-24: 63.4% 2024-2025: Waiver Participation

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

All student group in ELA at Wingate Elementary has a negative trend line over the past three years in the proficient/advanced. Past three year scores: 2022-23: 38.9% 2023-24: 37.5% 2024-25: 33.5% The administration team recognized that students are a scoring poorly on TDA questions and that is an emphasis in 2025-26
Students with disabilities scores for the past 3 years in ELA have declined: Elementary 2022-23: 16.7% 2023-24: 19.2% 2024-2025: 10.0% Middle school 6-8 2022-23: 14.1% 2023-24: 17.4% 2024-2025: 13.2% Students with disabilities has not grown above 20% in the past 6 years.
Number of white students declined over the past three years that were proficient/advanced in ELA 2022-23: 51.3% 2023-24: 50.7% 2024-

2025: 49.3%
The economic disadvantaged attendance rate is below 70% for the past 2 out of 3 years. 2022-23: 72.2% 2023-24: 67.4% 2024-2025: 67.7%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Aimswab Data 6-8th grade ELA	Aimswab benchmark data demonstrates increase in school wide performance. 89% of 6th grade students have met the benchmark during the school year 81% of 7th grade students have met the benchmark during the school year 74% of 8th grade students have met the benchmark during the school year
CDT Data Elementary ELA scores 2024-25	Howard Elementary 60% Green/Blue Mountaintop Elementary: 70% Green/Blue Port Matilda Elementary: 62% Green/Blue Wingate Elementary: 44% Green/Blue Wingate scores are lower in part due to the special education and poverty rate of the building.
Aimswab Data Wingate Elementary ELA	Aimswab: ELA 2024-25 Aimswab Data: End of Year students at a Tier 1 level. K: 70% 1: 45% 2: 75% 3: 80% 4: 88% 5: 79% Aimswab scores are very good, the tier transition triangles show good growth through the school year. There is a trend in first grade each year of poor performance. We focused on Wingate since the enrollment population exceeds all other buildings combined and would have the biggest impact on district initiatives.

English Language Arts Summary

Strengths

Aimswab Data 6-8th grade ELA, Aimswab benchmark data demonstrates increase in school wide performance. 89% of 6th grade students have met the benchmark during the school year 81% of 7th grade students have met the benchmark during the school year 74% of 8th grade students have met the benchmark during the school year
Aimswab Data Wingate Elementary ELA, Aimswab: ELA 2024-25 Aimswab Data: End of Year students at a Tier 1 level. K: 70% 1: 45% 2: 75% 3: 80% 4: 88% 5: 79% Aimswab scores are very good, the tier transition triangles show good growth through the school year. There is a trend in first grade each year of poor performance. We focused on Wingate since the enrollment population exceeds all other buildings combined and would have the biggest impact on district initiatives.

Challenges

CDT Data Elementary ELA scores 2024-25, Howard Elementary 60% Green/Blue Mountaintop Elementary: 70% Green/Blue Port Matilda Elementary: 62% Green/Blue Wingate Elementary: 44% Green/Blue Wingate scores are lower in part due to the special education and poverty rate of the building.
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Mathematics

Data	Comments/Notable Observations
Aimswab grades 6-	Aimswab data in Mathematics for each grade level in the middle school 94% of 6th grade students have met the

9 math	benchmark during the school year 85% of 7th grade students have met the benchmark during the school year 78% of 8th grade students have met the benchmark during the school year
CDT Data Elementary Math	CDT Math Data: Howard Elementary 60% Green/Blue Mountaintop Elementary: 58% Green/Blue Port Matilda Elementary: 51% Green/Blue Wingate Elementary: 25% Green/Blue Wingate scores are lower in part due to the special education and poverty rate of the building.
Aimsweb Data Wingate Elementary	Tier Transition report 2023-24 (tier 1) K: 96% 1: 78% 2: 80% 3: 96% 4: 92% 5: 85% Overall 88% of students in grades K-5 were Tier 1 in math. We focused on Wingate since the enrollment population exceeds all other buildings combined and would have the biggest impact on district initiatives.
CDT Data Math Middle School	Middle School has 30% green or blue on the CDT from the 2024-25 school year in math. Aligning closely with PSSA performance.

Mathematics Summary

Strengths

Aimsweb grades 6-9 math, 94% of 6th grade students have met the benchmark during the school year 85% of 7th grade students have met the benchmark during the school year 78% of 8th grade students have met the benchmark during the school year
Aimsweb Data Wingate Elementary, Tier Transition report 2023-24 (tier 1) K: 96% 1: 78% 2: 80% 3: 96% 4: 92% 5: 85% Overall 88% of students in grades K-5 were Tier 1 in math. We focused on Wingate since the enrollment population exceeds all other buildings combined and would have the biggest impact on district initiatives.

Challenges

CDT Data Elementary Math, Howard Elementary 60% Green/Blue Mountaintop Elementary: 58% Green/Blue Port Matilda Elementary: 51% Green/Blue Wingate Elementary: 25% Green/Blue Wingate scores are lower in part due to the special education and poverty rate of the building.
CDT Data Math Middle School, Middle School has 30% green or blue on the CDT from the 2024-25 school year. Aligning closely with PSSA performance.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA, Keystone	Middle/High school averaged 64.5% on the 2024-25 PSSA & Keystone assessment for Science while the economically disadvantaged student group averaged 48.8%.
CDT Biology	CDT Biology the students had 48% in the green/blue at the end of the year.

Science, Technology, and Engineering Education Summary

Strengths

PSSA, Keystone,Middle/High school averaged 64.5% on the 2024-25 PSSA & Keystone assessment.

Challenges

PSSA, Keystone, Economically Disadvantaged student group averaged 48.8%.
CDT Biology, 48% were in the green/blue at the end of the year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark High School 100%	All students 6-12 had the recommended number of artifacts.
Career Standards Benchmark High School 100%	All students K-5 had the recommended number of artifacts.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Course enrollment numbers for CIP Code 0.1000	Increase participation of non-traditional students in the Agriculture career pathway.
Creation of new CTE programs	The district has the ability to increase the number of CTE programs offered at the home school. that are not offered at the consortium with bellefonte and Penns Valley at CPI.

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Commonwealth University

Agreement Type

Dual Credit

Program/Course Area

General Education 100 Level Courses, Based on Student Interest

Uploaded Files

Bald Eagle Area School District_Commonwealth University Early College MOU (1).pdf

Partnering Institution

Messiah University

Agreement Type

Dual Credit

Program/Course Area

General Education 100 Level Courses, Based on Student Interest

Uploaded Files

Dual Enrollment Agreement - Bald Eagle Area School District and Messiah University.pdf

Partnering Institution

SUNY Cobleskill

Agreement Type

Dual Credit

Program/Course Area

General Education 100 Level Courses, Based on Student Interest

Uploaded Files

SUNY Cobleskill Articulation Agreement.pdf

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Career Standards Benchmark High School 100%, Middle/High School

Career Standards Benchmark High School 100%, Elementary

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Increase participation of non-traditional students in the Agriculture career pathway.

The district has the ability to increase the number of CTE programs offered at the home school. that are not offered at the consortium with bellefonte and Penns Valley at CPI.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Math PSSA	Students with disabilities increased there score from 2023-24 to 2024-2025 by 6% from 63%-69% in the Math PSSA scores in grades 6-8.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Attendance data	The economic disadvantaged attendance rate is below 70% for the past 2 out of 3 years at the middle/high school. 2022-23: 72.2% 2023-24: 67.4% 2024-2025: 67.7%
PSSA Math Scores	Math in grades 6-8/Economically Disadvantaged, Slow progress after a low of 20.4% in 2022-23 for the number of proficient/advanced 2022-23: 20.4% 2023-24: 22.2% 2024-2025: 29.9%
ELA Data PSSA	The economic disadvantaged population has score low on achievement data on PSSA's for the past three years. It is trending in the wrong direction. 2022-23: 37.9% 2023-24: 34.3% 2024-2025: 33.1%

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
White	Number of white students declined over the past three years that were proficient/advanced in ELA 2022-23: 51.3% 2023-24: 50.7% 2024-2025: 49.3%
White	Number of white students that demonstrated growth from 2023-2024 to 2024 -2025 was 14.2%.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Number of white students that demonstrated growth from 2023-2024 to 2024 -2025 was 14.2%.
Math in grades 6-8/Economically Disadvantaged, have had slow progress after a low of 20.4% in 2022-23 for the number of proficient/advanced on the PSSA Assessment 2022-23: 20.4% 2023-24: 22.2% 2024-2025: 29.9%

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The economic disadvantaged attendance rate is below 70% for the past 2 out of 3 years at the middle/high school. 2022-23: 72.2% 2023-24: 67.4% 2024-2025: 67.7%
The economic disadvantaged population has score low on achievement data on PSSA's for the past three years. It is trending in the wrong direction. 2022-23: 37.9% 2023-24: 34.3% 2024-2025: 33.1%

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Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	N/A
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	N/A
English Language Development Programs	

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities *
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers *

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Ensure effective, standards-aligned curriculum and assessment
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Howard Elementary has achieved the statewide goal for math of 81.1% in academic achievement for Proficient/Advanced.	False
ELA academic growth at Port Matilda Elementary & Mountaintop are achieving the statewide goal of 70% growth.	True
Math in grades 6-8/Economically Disadvantaged, Slow progress after a low of 20.4% in 2022-23 for the number of proficient/advanced 2022-23: 20.4% 2023-24: 22.2% 2024-2025: 29.9%	False
Grades 6-8/White subgroup; Students in the white subgroup increased the number of proficient/advanced over the past three years 2022-23: 61.2% 2023-24: 63.4% 2024-2025: Waiver Participation	False
Aimswab Data 6-8th grade ELA, Aimswab benchmark data demonstrates increase in school wide performance. 89% of 6th grade students have met the benchmark during the school year 81% of 7th grade students have met the benchmark during the school year 74% of 8th grade students have met the benchmark during the school year	True
Aimswab Data Wingate Elementary ELA, Aimswab: ELA 2024-25 Aimswab Data: End of Year students at a Tier 1 level. K: 70% 1: 45% 2: 75% 3: 80% 4: 88% 5: 79% Aimswab scores are very good, the tier transition triangles show good growth through the school year. There is a trend in first grade each year of poor performance. We focused on Wingate since the enrollment population exceeds all other buildings combined and would have the biggest impact on district initiatives.	True
Aimswab grades 6-9 math, 94% of 6th grade students have met the benchmark during the school year 85% of 7th grade students have met the benchmark during the school year 78% of 8th grade students have met the benchmark during the school year	True
Aimswab Data Wingate Elementary, Tier Transition report 2023-24 (tier 1) K: 96% 1: 78% 2: 80% 3: 96% 4: 92% 5: 85% Overall 88% of students in grades K-5 were Tier 1 in math. We focused on Wingate since the enrollment population exceeds all other buildings combined and would have the biggest impact on district initiatives.	False
PSSA, Keystone, Middle/High school averaged 64.5% on the 2024-25 PSSA & Keystone assessment.	False
Career Standards Benchmark High School 100%, Middle/High School	False
Career Standards Benchmark High School 100%, Elementary	False

Number of white students that demonstrated growth from 2023-2024 to 2024 -2025 was 14.2%.	False
Math in grades 6-8/Economically Disadvantaged, have had slow progress after a low of 20.4% in 2022-23 for the number of proficient/advanced on the PSSA Assessment 2022-23: 20.4% 2023-24: 22.2% 2024-2025: 29.9%	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	True
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities *	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers *	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
All student group in ELA at Wingate Elementary has a negative trend line over the past three years in the proficient/advanced. Past three year scores: 2022-23: 38.9% 2023-24: 37.5% 2024-25: 33.5% The administration team recognized that students are a scoring poorly on TDA questions and that is an emphasis in 2025-26	True
Students with disabilities scores for the past 3 years in ELA have declined: Elementary 2022-23: 16.7% 2023-24: 19.2% 2024-2025: 10.0% Middle school 6-8 2022-23: 14.1% 2023-24: 17.4% 2024-2025: 13.2% Students with disabilities has not grown above 20% in the past 6 years.	True
Number of white students declined over the past three years that were proficient/advanced in ELA 2022-23: 51.3% 2023-24: 50.7% 2024-2025: 49.3%	False
The economic disadvantaged attendance rate is below 70% for the past 2 out of 3 years. 2022-23: 72.2% 2023-24: 67.4% 2024-2025: 67.7%	True
CDT Data Elementary ELA scores 2024-25, Howard Elementary 60% Green/Blue Mountaintop Elementary: 70% Green/Blue Port Matilda Elementary: 62% Green/Blue Wingate Elementary: 44% Green/Blue Wingate scores are lower in part due to the special education and poverty rate of the building.	False
CDT Data Elementary Math, Howard Elementary 60% Green/Blue Mountaintop Elementary: 58% Green/Blue Port Matilda Elementary: 51% Green/Blue Wingate Elementary: 25% Green/Blue Wingate scores are lower in part due to the special education and poverty rate of the building.	False
CDT Data Math Middle School, Middle School has 30% green or blue on the CDT from the 2024-25 school year. Aligning closely with PSSA performance.	False

PSSA, Keystone, Economically Disadvantaged student group averaged 48.8%.	True
CDT Biology, 48% were in the green/blue at the end of the year.	False
The economic disadvantaged attendance rate is below 70% for the past 2 out of 3 years at the middle/high school. 2022-23: 72.2% 2023-24: 67.4% 2024-2025: 67.7%	True
The economic disadvantaged population has score low on achievement data on PSSA's for the past three years. It is trending in the wrong direction. 2022-23: 37.9% 2023-24: 34.3% 2024-2025: 33.1%	True
Ensure effective, standards-aligned curriculum and assessment	True
Increase participation of non-traditional students in the Agriculture career pathway.	False
The district has the ability to increase the number of CTE programs offered at the home school. that are not offered at the consortium with bellefonte and Penns Valley at CPI.	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Best practices in creating and sustaining curriculum maps and common assessments to provide goals for our teachers and students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All student group in ELA at Wingate Elementary has a negative trend line over the past three years in the proficient/advanced. Past three year scores: 2022-23: 38.9% 2023-24: 37.5% 2024-25: 33.5% The administration team recognized that students are a scoring poorly on TDA questions and that is an emphasis in 2025-26	Alignment of curriculum maps to support teachers . Need of a formal process to review alignment in all curricular areas to the standards annually. Quality professional development in alignment with goals and initiatives.	True
Students with disabilities scores for the past 3 years in ELA have declined: Elementary 2022-23: 16.7% 2023-24: 19.2% 2024-2025: 10.0% Middle school 6-8 2022-23: 14.1% 2023-24: 17.4% 2024-2025: 13.2% Students with disabilities has not grown above 20% in the past 6 years.		False
The economic disadvantaged attendance rate is below 70% for the past 2 out of 3 years. 2022-23: 72.2% 2023-24: 67.4% 2024-2025: 67.7%		False
PSSA, Keystone, Economically Disadvantaged student group averaged 48.8%.		False
The economic disadvantaged attendance rate is below 70% for the past 2 out of 3 years at the middle/high school. 2022-23: 72.2% 2023-24: 67.4% 2024-2025: 67.7%		False
The economic disadvantaged population has score low on achievement data on PSSA's for the past three years. It is trending in the wrong direction. 2022-23: 37.9% 2023-24: 34.3% 2024-2025: 33.1%		False
Ensure effective, standards-aligned curriculum and assessment	Update curriculum maps by intentional professional development	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Providing the support and training to empower building principals to be instructional leaders. This would include training on best practices for observations, walkthroughs	True

	that enhance teaching through quality feedback. Being consistent with interim benchmarks that are used to consistently monitor progress (e.g., at least 2 walkthroughs for each teacher once a month), and identify and prioritize professional development opportunities for their staff.	
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Analyzing Strengths

Analyzing Strengths	Discussion Points
ELA academic growth at Port Matilda Elementary & Mountaintop are achieving the statewide goal of 70% growth.	
Aimswab Data 6-8th grade ELA, Aimswab benchmark data demonstrates increase in school wide performance. 89% of 6th grade students have met the benchmark during the school year 81% of 7th grade students have met the benchmark during the school year 74% of 8th grade students have met the benchmark during the school year	Leverage the use of Aimswab as a screener to provide instructional support for students in our MTSS protocol.
Aimswab Data Wingate Elementary ELA, Aimswab: ELA 2024-25 Aimswab Data: End of Year students at a Tier 1 level. K: 70% 1: 45% 2: 75% 3: 80% 4: 88% 5: 79% Aimswab scores are very good, the tier transition triangles show good growth through the school year. There is a trend in first grade each year of poor performance. We focused on Wingate since the enrollment population exceeds all other buildings combined and would have the biggest impact on district initiatives.	Leverage the use of Aimswab as a screener to provide instructional support for students in our MTSS protocol.
Aimswab grades 6-9 math, 94% of 6th grade students have met the benchmark during the school year 85% of 7th grade students have met the benchmark during the school year 78% of 8th grade students have met the benchmark during the school year	
Math in grades 6-8/Economically Disadvantaged, have had slow progress after a low of 20.4% in 2022-23 for the number of proficient/advanced on the PSSA Assessment 2022-23: 20.4% 2023-24: 22.2% 2024-2025: 29.9%	The use of PSSA, CDT and Firefly data to help enhance instruction and monitor student learning.
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Create content specific committees to review and recommend evidence based programs and instructional strategies that align to the state standards to provide rigorous content for students.
Support the development and professional learning of central office and	Ensure that funding sources exist to provide necessary

school-based staff in alignment with district and school mission, vision, goals, and priorities *	materials, resources, and professional development are thoughtfully provided for successful implementation and core program continued development with fidelity.
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	ELA achievement data for the All Student Group at Wingate Elementary indicates a consistent decline in the percentage of students scoring Proficient or Advanced over the past three years, decreasing from 38.9% in 2022–23 to 37.5% in 2023–24 and 33.5% in 2024–25. To address this trend, Wingate Elementary will prioritize strengthening high-quality, standards-aligned Tier 1 ELA instruction through the implementation of consistent instructional practices, supported by structured professional learning, collaborative data analysis, and ongoing instructional support. The school will use utilize data to inform instructional adjustments, and ensure fidelity of implementation across classrooms. These efforts will increase instructional coherence, support teacher effectiveness, and improve student access to rigorous literacy instruction, resulting in improved ELA outcomes for all learners.
	The district will prioritize building the capacity of central office and school administrators as instructional leaders to ensure consistent, high-quality teaching and learning. This will be accomplished through the implementation of research-based instructional leadership practices, including focused classroom observations, actionable feedback aligned to district priorities, and the use of student achievement data to inform instructional support. The district will strengthen systems for monitoring instruction, such as common walkthrough tools and data review protocols, and establish collaborative leadership structures that support calibration, reflection, and continuous improvement. Ongoing professional learning for administrators will ensure alignment of supervision practices across schools, resulting in improved instructional coherence, increased teacher support, and equitable access to effective instruction for all students.

Goal Setting

Priority: ELA achievement data for the All Student Group at Wingate Elementary indicates a consistent decline in the percentage of students scoring Proficient or Advanced over the past three years, decreasing from 38.9% in 2022–23 to 37.5% in 2023–24 and 33.5% in 2024–25. To address this trend, Wingate Elementary will prioritize strengthening high-quality, standards-aligned Tier 1 ELA instruction through the implementation of consistent instructional practices, supported by structured professional learning, collaborative data analysis, and ongoing instructional support. The school will use utilize data to inform instructional adjustments, and ensure fidelity of implementation across classrooms. These efforts will increase instructional coherence, support teacher effectiveness, and improve student access to rigorous literacy instruction, resulting in improved ELA outcomes for all learners.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028-29 school year, BEASD will increase the percentage of students scoring Proficient or Advanced on the ELA state assessment by 12 Percent. This will be done by continuous improvement of instruction and learning-focused professional development with an emphasis on evidence based instructional strategies.		
Measurable Goal Nickname (35 Character Max)		
ELA Growth		
Target Year 1	Target Year 2	Target Year 3
Increase the students scoring proficient /advanced by 4% district wide from the 2025-26 state assessment.	Increase the students scoring proficient /advanced by 4% district wide from the 2026-27 state assessment.	By the end of the 2028-29 school year, BEASD will increase the percentage of students scoring Proficient or Advanced on the ELA state assessment by 12 Percent. This will be done by continuous improvement of instruction and learning-focused professional development with an emphasis on evidence based instructional strategies.

Priority: The district will prioritize building the capacity of central office and school administrators as instructional leaders to ensure consistent, high-quality teaching and learning. This will be accomplished through the implementation of research-based instructional leadership practices, including focused classroom observations, actionable feedback aligned to district priorities, and the use of student achievement data to inform instructional support. The district will strengthen systems for monitoring instruction, such as common walkthrough tools and data review protocols, and establish collaborative leadership structures that support calibration, reflection, and continuous improvement. Ongoing professional learning for administrators will ensure alignment of supervision practices across schools, resulting in improved instructional coherence, increased teacher support, and equitable access to effective instruction for all students.

Outcome Category		
Essential Practices 2: Empower Leadership		
Measurable Goal Statement (Smart Goal)		
The Bald Eagle Area School District will increase the instructional leadership capacity of building and central office administrators by implementing consistent and intentional support systems. Administrators will participate in ongoing, job-embedded professional learning focused on instructional leadership, conduct regular classroom observations using a common walkthrough tool, created by the administrators. They will provide timely, actionable feedback aligned to district instructional priorities. Progress will be measured by 100% administrator participation in instructional leadership professional learning, evidence of quarterly instructional walkthrough data reviews, and documented feedback cycles for teachers. Success will be demonstrated by increased consistency of instructional practices across classrooms, improved teacher perception of instructional support as measured by annual surveys, and measurable improvement in student achievement trends in targeted content areas over the three-year period.		
Measurable Goal Nickname (35 Character Max)		
Project "LEAD" Leading Effectively with Accountability & Development		
Target Year 1	Target Year 2	Target Year 3
By the end of Year 1, building and central office administrators will collaboratively design and implement a common instructional walkthrough tool aligned to district instructional priorities and administrator professional development. All administrators will participate in job-embedded professional learning focused on using the tool to observe instruction, identify evidence of effective practice, and connect	Administrators will consistently implement the walkthrough tool to conduct regular classroom observations, engage in quarterly analysis of walkthrough data, and deliver timely, actionable feedback aligned to instructional priorities. Ongoing curricular support and alignment will be sustained to ensure teachers are effectively supported in their instructional practice.	The Bald Eagle Area School District will increase the instructional leadership capacity of building and central office administrators by implementing consistent and intentional support systems. Administrators will participate in ongoing, job-embedded professional learning focused on instructional leadership, conduct regular classroom observations using a common walkthrough tool, created by the

observations to targeted feedback and coaching.		administrators. They will provide timely, actionable feedback aligned to district instructional priorities. Progress will be measured by 100% administrator participation in instructional leadership professional learning, evidence of quarterly instructional walkthrough data reviews, and documented feedback cycles for teachers. Success will be demonstrated by increased consistency of instructional practices across classrooms, improved teacher perception of instructional support as measured by annual surveys, and measurable improvement in student achievement trends in targeted content areas over the three-year period.
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Action Plan

Measurable Goals

ELA Growth	Project "LEAD" Leading Effectively with Accountability & Development
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Action Plan For: Learning Focused

Measurable Goals:
- The Bald Eagle Area School District will increase the instructional leadership capacity of building and central office administrators by implementing consistent and intentional support systems. Administrators will participate in ongoing, job-embedded professional learning focused on instructional leadership, conduct regular classroom observations using a common walkthrough tool, created by the administrators. They will provide timely, actionable feedback aligned to district instructional priorities. Progress will be measured by 100% administrator participation in instructional leadership professional learning, evidence of quarterly instructional walkthrough data reviews, and documented feedback cycles for teachers. Success will be demonstrated by increased consistency of instructional practices across classrooms, improved teacher perception of instructional support as measured by annual surveys, and measurable improvement in student achievement trends in targeted content areas over the three-year period. - By the end of the 2028-29 school year, BEASD will increase the percentage of students scoring Proficient or Advanced on the ELA state assessment by 12 Percent. This will be done by continuous improvement of instruction and learning-focused professional development with an emphasis on evidence based instructional strategies.

Action Step		Anticipated Start Date	Anticipated Completion Date
BEASD will engage in an ongoing cycle of instructional improvement by aligning the ELA curriculum to the standards. This will be done through job embedded professional development lead by the building and district leaders.		2026-08-17	2029-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent	Evidence based instructional Strategies, CIU10,	Yes	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date
BEASD will use the Empower Leadership Framework to build building principals' capacity as instructional leaders by strengthening their ability to support standards-aligned instruction, monitor	2026-07-06	2029-05-31

curriculum and assessment practices, lead data-informed decision-making, and facilitate professional learning focused on improving student outcomes. Through structured professional learning, coaching, and collaborative leadership practices, principals will develop the skills necessary to lead continuous instructional improvement within their buildings.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent	PDE Empower LEadership Framework, CIU 10, Conferences & Workshops	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased skills and strategies for teachers across content areas to improve overall performance on assessments for students at BEASD.	Weekly walkthrough by administration, Post PD Surveys & Annual Surveys

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Learning Focused	BEASD will engage in an ongoing cycle of instructional improvement by aligning the ELA curriculum to the standards. This will be done through job embedded professional development lead by the building and district leaders.
Learning Focused	BEASD will use the Empower Leadership Framework to build building principals' capacity as instructional leaders by strengthening their ability to support standards-aligned instruction, monitor curriculum and assessment practices, lead data-informed decision-making, and facilitate professional learning focused on improving student outcomes. Through structured professional learning, coaching, and collaborative leadership practices, principals will develop the skills necessary to lead continuous instructional improvement within their buildings.

Pathways to Student Engagement

Action Step		
BEASD will engage in an ongoing cycle of instructional improvement by aligning the ELA curriculum to the standards. This will be done through job embedded professional development lead by the building and district leaders.		
Audience		
K-12 Teachers and district and building leaders		
Topics to be Included		
Curriculum Alignment, instructional strategies & assessments		
Evidence of Learning		
Updated Curriculum Maps with common assessments		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent	2026-07-01	2029-05-31

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Ongoing
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Communications

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
BEASD will engage in an ongoing cycle of instructional improvement by aligning the ELA curriculum to the standards. This will be done through job embedded professional development lead by the building and district leaders.	Bald Eagle Area School District Stakeholders	School improvement efforts and achievements in ELA	Superintendent & Principals	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Posting on district website	Ongoing
Newsletter	2 x per year
Other	Social Media Posts ongoing

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date