Charleroi SD

District Level Plan Comprehensive plan

07/01/2017 - 06/30/2020

District Profile

Demographics

125 Fecsen Drive
Charleroi, PA 15022
(724)483-3509
Superintendent: Edward Zelich
Director of Special Education: Elaina Zitney

Planning Process

The components of the comprehensive plan were developed by a number of different focus groups and committees. There was a recent change in Superintendents, therefore the district administration met bi-weekly as a group in the summer and fall of 2014 to develop the district profile and assist with needs analysis and goal setting. Additional sub committees worked on the core foundations, instructional strategies, assessments and professional educational services. Furthermore, district administrators collaborated with Intermediate Unit #1 educational leaders as they analyzed data and formed a comprehensive plan.Committee input from all district levels was accepted throughout all different levels of this process.

Comprehensive planning is a continuous process used to ensure that all students are achieving at high levels. High performing schools with varied demographic conditions have shown that they share common characteristics. Research also reveals that nine characteristics are strongly correlated to high performing schools. As our district went through the Comprehensive panning process, we continuously looked for the presence of these researched based characteristics which include;

1. **Clear and Shared Focus** - Everybody knows what they are going and why. The vision is shared - everybody is involved and all understand their role in achieving this vision. The vision is developed from common beliefs and values, which helps create a consistent focus.

2. **High Standards and Expectations** - Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

3. Effective District Leadership - Effective leadership is required to implement change processes within the district. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the school community. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

4. High Levels of Collaboration and Communication - There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

5. Curriculum, Instruction and Assessment Aligned Standards - Curriculum is aligned with local, state and national standards. Research-based materials and teaching and learning strategies are implement. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

6. Frequent Monitoring of Teaching and Learning - Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessments are used to improve student performance and also to improve the instructional program.

7. Focused Professional Development - Professional development for all educators is aligned with the school's common focus, objectives and high expectations. It is ongoing and based on high need areas.

8. Supportive Learning Environment - The school has a safe, civil, healthy and intellectually stimulating learning enviornment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning enviroments increase student contact with teachers.

9. High Levels of Community and Parent Involvement - There is a sense that all stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community all play a vital role in this effort.

Finally, concerns were discussed and solutions were implemented based on the input of teachers, administrators, parents, and personnel from outside agencies. The development of the plan is a reflection of the direction that has been established by the district as a result of these meetings and discussions based on current research and best practices. There has been input from all constituency groups and school personnel on the development and implementation of the District Level Plan.

Mission Statement

The Charleroi Area School District pledges to provide a safe and nurturing environment where staff works collaboratively with parents and the community to educate all students to succeed and contribute responsibly in a global community.

Vision Statement

The Charleroi Area School District is committed to welcoming a variety of learners into our school community in order to celebrate diversitiy, promote acceptance, and provide encouragement to them as they scaffold their way to success.

Shared Values

We believe that:

- All people want to learn; all people can learn. Every individual has a unique combination of abilities and attributes that when recognized, nurtured and challenged promote the realization of potential.

- Learning is a lifelong process.

- Young people are valued, contributing members of society.

- Communities that invest in youth prosper.

- Respect for self and others promote a sense of community and environments conducive to learning.

- Knowledge, competence and interpersonal skills are critical for success.

- Quality is achievable in all aspects of the educational process.

- Education is a partnership between family, school and community.

Educational Community

The Charleroi Area School District is comprised of the boroughs of Charleroi, Dunlevy, North Charleroi, Speers, Stockdale, Twilight and Fallowfield Township.

The residents enjoy the luxury of direct access to the interstate system via 1-70 and PA Turnpike 43 within the boundaries of the district.

The district is 25 miles South of Pittsburgh and encompasses approximately 26 square miles.

Numerous opportunities are available for students both during the school day and after school hours. Our school district meets the needs of many students through the arts, gifted education, and special education programs. We also provide an entertainment venue for residents. Large numbers of residents attend school events such as athletic competitions, music concerts, and theatrical presentations. All of our schools are located on our main campus.

Community and organizational groups characterize Charleroi School district as a terrific educational organization with great teachers and administrators, strong communication between parents and teachers, and a high level of parent involvement.

Our school district is one of 25 public school districts that comprise Intermediate Unit #1 in Washington, Greene, and Fayette Counties. There is a cohesive working relationship among member districts with Superintendents, Curriculum Coordinators, Special Education Directors, and Principals from various districts meeting on a monthly basis with counterparts to collaborate, share best practices, and problem solve.

Enrollment and Facilities

Our school system includes Charleroi Elementary School housing our K-5 student population, Charleroi Middle School with grades 6-8 and Charleroi High School for our students in grades 9-12. Approximately 50% of our students qualify for free and reduced meals.

Current enrollment for the 2014-2015 school year is 690 students at Charleroi Elementary, 410 students at our Middle School and 512 students at our High school.

Planning Committee

Name	Role
Nick Arico	High School Teacher - Regular Education
Katie Barbero	Middle School Teacher - Regular Education
Adam Brewer	Administrator
Carole Chalfant	Parent
Tina Coldren	High School Teacher - Special Education
Dana Corrin	High School Teacher - Special Education
Gina Cotton	Ed Specialist - School Counselor
Abby Hayden	High School Teacher - Special Education
Kathy Hega	Elementary School Teacher - Special Education
Jamie Iacovino	Parent

Howard Johnson	Middle School Teacher - Regular Education
Kevin Lee	Business Representative
Shannon Manion	Parent
Patti Mason	Administrator
Michele McKita	Community Representative
Marymargret Naylor	Elementary School Teacher - Special Education
Steve Shields	Administrator
Dennis Stitch	Parent
Christina Teaters	High School Teacher - Special Education
Mary Tickner	Administrator
Barb Todaro	High School Teacher - Special Education
Slyvia Whiten	Community Representative
Brenda Wineland	Ed Specialist - Nutrition Service Specialist
Crystal Zahand	Parent
David Zahand	Business Representative
Ed Zelich	Administrator
Elaina Zitney	Special Education Director/Specialist

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

In the areas of English and Math developing was checked due to the transition from the PA Standards to the PA Common Core. In the other areas of concern we are in the process of developing an updated framework to improve these areas.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing

PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

In the areas of English and Math developing was checked due to the transition from the PA Standards to the PA Common Core. In the other areas of concern we are in the process of developing an updated framework to improve these areas.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Developing
Civics and Government	Accomplished	Developing
PA Core Standards: English Language Arts	Accomplished	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Developing
Economics	Developing	Developing
Environment and Ecology	Accomplished	Developing
Family and Consumer Sciences	Accomplished	Developing
Geography	Accomplished	Developing
Health, Safety and Physical Education	Accomplished	Developing
History	Accomplished	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Developing
Alternate Academic Content Standards for Reading	Accomplished	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Developing

Interpersonal Skills	Accomplished	Developing
School Climate	Developing	Developing
World Language	Accomplished	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

In the areas of English and Math developing was checked due to the transition from the PA Standards to the PA Common Core. In the other areas of concern we are in the process of developing an updated framework to improve these areas.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

In the areas of English and Math developing was checked due to the transition from the PA Standards for the PA Common Core. In the other areas of concern we are in the process of developing an updated framework to improve these areas.

Adaptations

Elementary Education-Primary Level
- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects

- PA Core Standards: Mathematics
- Health, Safety and Physical Education

Elementary Education-Intermediate Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Middle Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

High School Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Charleroi Area School District implements a professional development plan which has been the focus of in-service time. A curriculum mapping initiative was implemented during the past two years. Recently, the entire district has been evaluating PA Common Core Math and Reading curricula by department K-12 for alignment, redundancies, and omissions relative to the PA Academic Standards. Additionally, assessment information was used to help guide conversations regarding curriculum adjustments. Professional development time is built into the school calendar each year. The 2014-2015 school year will be devoted to curriculum development and the integration of the PA Common Core Standards for each course offered to students.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

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Reading curricula by department K-12 for alignment, redundancies, and omissions relative to the PA Academic Standards. Additionally, assessment information was used to help guide conversations regarding curriculum adjustments. Professional development time is built into the school calendar each year. The 2014-2015 school year will be devoted to curriculum development and the integration of the PA Common Core Standards for each course offered to students.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Charleroi Area School District implements a professional development plan which has been the focus of in-service time. A curriculum mapping initiative was implemented during the past two years. Recently, the entire district has been evaluating PA Common Core Math and Reading curricula by department K-12 for alignment, redundancies, and omissions relative to the PA Academic Standards. Additionally, assessment information was used to help guide conversations regarding curriculum adjustments. Professional development time is built into the school calendar each year. The 2014-15 school year will be devoted to curriculum development and the integration of the PA Common Core Standards for each course offered to students.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished

The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Charleroi Area School District implements a professional development plan which has been the focus of in-service time. A curriculum mapping initiative was implemented during the past two years. Recently, the entire district has been evaluating PA Common Core Math and Reading curricula by department K-12 for alignment, redundancies, and omissions relative to the PA Academic Standards. Additionally, assessment information was used to help guide conversations regarding curriculum adjustments. Professional development time is built into the school calendar each year. The 2014-2015 school year will be devoted to curriculum development and the integration of the PA Common Core Standards for each course offered to students.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

All students are exposed to state standards regardless of time spent within their regular classroom or time spent in a special education classroom. A co-teaching model is employed in the Charleroi Area School District to ensure high instructional expectations are delivered and maintained. The individualized education plan identifies modifications and accommodations for students on an as needed basis. Learning goals are identified prior to each lesson based on the common core.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

    Regular Lesson Plan Review

- Administrators
- Building Supervisors

Provide brief explanation of LEA's process for incorporating selected strategies.

Consistency for each course/grade level is important. Our district utilizes an electronic curriculum mapping tool (On Hands Schools) which has curriculum units developed. These units serve as a guide for all teachers, and more importantly, ensures that all students are receiving similar content by course/grade level. Lesson plans are also reviewed by building principals on a weekly basis. Observations are conducted on every staff member twice a year and instructional walkthroughs occur on a regular basis. Instructional team leaders meet with their departments//grade level on a consistent basis to evaluate student growth and share best practices.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Charleroi Area School District administrators recognize the importance of visibility in classrooms to emphasize instructional expertise. Principals conduct formal and walkthrough observations consistently throughout the school year. In partnership with the University of Pittsburgh Tri-State Study Council, the administrators have identified an effective walkthrough observation form. This form is based upon Charlotte Danielson's four domains of effective teaching. In the past year, our administrators have participated in trainings at Intermediate Unit 1 to learn the new Teacher Effectiveness Model and Teacher Observation form.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

Differentiated instruction is being conducted throughout the elementary building. Students are instructed through a combination of whole group instruction and small group instruction based on individual level of need. Additionally, push in and pull out programs are utilized in cooperation with the Title I Reading Specialists and Special Education teachers. The school district also promotes a technology-infused curriculum and strives to bring opportunities to students in real world settings. To that end, classrooms are equipped with technology as funding opportunities become available.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

Differentiated instruction is being conducted throughout the elementary building. Students are instructed through a combination of whole group instruction and small group instruction based on individual level of need. Additionally, push in and pull out programs are utilized in cooperation with the Title I Reading Specialists and Special Education teachers. The school district also promotes a technology-infused curriculum and strives to bring opportunities to students in real world settings. To that end, classrooms are equipped with technology as funding opportunities become available.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

Differentiated instruction is being conducted throughout the Middle School building. Students are instructed through a combination of whole group instruction and small group instruction based on individual level of need. Additionally, push in and pull out programs are utilized in cooperation with the Special Education teachers. The school district also promotes a technology-infused curriculum and strives to bring opportunities to students in real world settings. To that end, classrooms are equipped with technology as funding opportunities become available.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation

Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

Differentiated instruction is being conducted throughout the high school building. Students in the high school are instructed through a combination of whole group instruction and small group instruction based on individual level of need. Additionally, push in and pull out programs are utilized in cooperation with the Special Education teachers. The school district also promotes a technology-infused curriculum and strives to bring opportunities to students in real world settings. To that end, classrooms are equipped with technology as funding opportunities become available. Additionally, the school has a unique life skills program to meet students' needs.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Our district only hires teachers who are certified in the area in which they are assigned. If necessary, reassignments within certification areas but across grade levels and buildings may be done to ensure appropriate placement of effective teachers with students who are struggling to succeed.

Assessments

Local Graduation Requirements

Course Completion	SY 17/18	SY 18/19	SY 19/20
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			

Minimum % Grade Required for Credit (Numerical Answer)			

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in § 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X				
Civics and Government		X				
PA Core Standards: English Language Arts		X		X		
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X		X		
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and		X				

Engineering Education						
World Language		X				

Methods and Measures

Summative Assessments

No methods or measures have been identified for Summative Assessments

Benchmark Assessments

No methods or measures have been identified for Benchmark Assessments

Formative Assessments

No methods or measures have been identified for Formative Assessments

Diagnostic Assessments

No methods or measures have been identified for Diagnostic Assessments

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review				
Building Supervisor Review				
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review				X

Provide brief explanation of your process for reviewing assessments.

Assessments are curriculum based and developed by classroom instructors. They are reviewed and collaboratively designed by course and grade level but may not be an exact duplication depending on the material and curriculum covered. The building administrators, as the instructional leaders, are responsible for reviewing materials, curriculum, and assessments utilized in the classrooms.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

A majority of assessments in the school district are locally created assessments. They are a joint effort by teachers in a grade level or at a course level using, at times, purchased curriculum materials and teacher created assessments. This can be cross building (i.e.

Algebra I taught in the middle school and high school). Teachers utilize the curriculum map as a starting guide for developing an assessment. The standards addressed in a unit are first analyzed. Secondly, the specific content and skills taught in the unit are identified. Through that process, teachers create an assessment that fits the needs of the unit and address the standards. The validation process is a check and balance approach using data from the assessment to see if it measures what the students were actually taught in the unit as well as using PSSA data to determine the level of need which may need to be targeted and redeveloped.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

The school district has purchased an online system for collection and reporting of data and are in the process of implementing the product to create a systematic and cyclic process of curriculum, data analysis and assessment creation. At the district and building levels, administrators analyze PSSA results using the raw data and PVAAS at the district and building levels. They then disseminate results to multiple groups (teams of teachers or department heads) for use at the classroom level, mainly at the beginning and end of the school year to make decisions on remedial intervention needs. At the elementary level, the 4-Sight assessment is used to gather the five components of reading and math data, which is processed and reviewed four times per year. Other assessment data is kept on a district-wide via On Hands Schools and can be accessed by any teacher.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Students in REading and Math at the high school and middle school levels have access to a daily period of remediation that is specifically targeted to standards in which they are not proficient. They only access this remediation if assessment shows they are needy and stay in remediation until such time as they demonstrate proficiency in that particular standard. At the elementary level, students may be grouped into skill levels for remediation and either helped within the classroom itself, or pulled out of the classroom for special intervention.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to	X	X	X	X

	EEP	EEI	ML	HS
student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.				
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Assessment data are used at all levels to positively impact teaching and learning. Using multiple data sources, teachers identify areas of weakness and strengths and plan accordingly to fill the gaps in student learning and achievement. Data sources include teacher created benchmarks, gifted screening, formative assessments, PSSA tests, Keystone assessments, DIBELS, Terra Nova and In-View assessments. The data helps our staff make informed decisions so that they can target specific skill deficits. Instructional strategies are strategically employed to facilitate student learning.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

We strive to disseminate information in a way that strategically reaches all of our stakeholders in the community. At the district level, newsletters, district webpage, and the

Blackboard Connect instant phone messaging system are utilized as a communication tool. At the building levels, parent meetings, letters, school reports, etc. are employed to reach our stakeholders.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

We believe we are successful at targeting multiple modes of communication as we successfully reach all members of our community. A summary of PSSA and Keystone results will be printed in our district newsletter and a link to our public district website is available for all stakeholders to review.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Charleroi Area School District works to maintain and enhance student achievement by providing Title I programs, RTII groups, tutoring, peer tutoring, co-teaching classes, and student assistance programs.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans			X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X

Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

This narrative is empty.

Identifying and Programming for Gifted Students

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

1. A student is referred for gifted through either the parent, teacher, or guidance counselor for an initial screening. A letter is sent to the parent/guardian explaining this screening and evaluation process, indicating that following the screening, a consent to evaluate would be necessary to continue the process with further evaluation. For screening, a checklist is sent to the parent and to the teacher(s) to complete. The Guidance Counselor administers the Naglieri Nonverbal Ability Test (NNAT) and then adds the scores of the parent and teacher checklists along with the student's grades to obtain a score total. The results indicate whether the student should be assessed further for giftedness.
If additional assessment is warranted, the Program Director sends the appropriate letter and consent to the parent, along with the procedural safeguards notice. Once returned, a packet is completed by the Guidance Counselor including: permission to evaluate form, principal report, guidance counselor report, nurse report, and prescreening data. This packet is completed and returned to the Program Director. The packet is reviewed and forwarded to the School Psychologist so that the evaluation can be completed. The Gifted teacher completes classroom observation and screening data matrix numbers 1-3 and forwards to the Program Director.
The school psychologist completes the Gifted Written Report (GWR) using the packet of information, guidance counselor packet of information, and school psychologist evaluation. The school psychologist completes the total screening score sheet. All information is then forwarded to the Program Director, who then forwards to the gifted teacher and also to the parent. The gifted teacher schedules the GMDE meeting, and if the recommendation is for regular education, a Notice of Recommended Assignment (NORA) is issued to the parent. If the recommendation is for gifted education, the gifted teacher will schedule and complete a Gifted Individualized Education Plan (GIEP).
The district takes into consideration standardized testing, local assessment data, IQ and achievement and the screening tools to determine the students' giftedness.
2. The Charleroi Area School District offers a continuum of gifted services by having a gifted support teacher at each building level. Students have opportunity within their daily and/or weekly schedules to meet with the gifted support teachers to work on their individualized strengths. The district offers students who qualify the opportunity for enrichment and acceleration in their coursework. In addition, there are many services provided at each level including academic league, mock trials,

All district recommendations regarding eligibility under Chapter 16 Regulations of the Pennsylvania State Board of Education are made to the building principal. When the district or a parent initiates a request for evaluation, the following screening procedures begin: The gifted teacher will respond by explaining the gifted screening procedures to the parent. A Screening Profile will be completed by the gifted teacher. The Screening Profile includes Ability Measure, listing date of testing, type of testing and IQ Score (Full Scale), achievement testing in the areas of Total Language, Total Reading, Total Math and the National Percentile and Performance Level achieved in each area. PSSA test results in Math and Reading along with the National Percentile and Performance Level will be included in the Screening Profile. Scholastic Achievement listing grades in the most recent semester or final year average in the following subjects: Math, Reading, Language Arts, English and Science will be reviewed. The gifted teacher will distribute and collect the Teacher Rating Scale from all teachers in contact with the student. The gifted teacher, guidance counselor and building principal will meet to discuss the results of the screening process with the parent. At that meeting, a determination will be made to refer the student for formal psychological evaluation, adaptations should be made in the regular education program to enrich the curriculum for the student. After the formal evaluation is completed, the gifted multidisciplinary team (GMDT) will meet to determine the student's eligibility for gifted support and the need of specially designed instruction. Due process will continue with the referral to the GIEP team. The parent has the right to refuse the recommendation described above and to request that the district proceed immediately to a formal evaluation to determine the student's possible eligibility for special education services. When the parent makes such a request, the district will proceed with a multidisciplinary evaluation. In instances where the district believes that there is no evidence to justify the student's need for an evaluation, the district may refuse to conduct the evaluation, informing the parents of their right to a due process hearing to contest the district's decision. In such instances the district will issue a Notice of Recommended Assignment (NORA). The multidisciplinary evaluation team will make recommendations to the Gifted Individualized Education Plan (GIEP) team regarding the student's eligibility for special education services under Chapter 16 of the Regulations of the Pennsylvania State Board of Education. The Gifted Individualized Education Plan (GIEP) team will make the final decision regarding the student's eligibility and need for services.   When a student is identified as having a superior ability, it is appropriate for the classroom teacher(s), parents and other school personnel to determine the type of curriculum adjustments that are necessary to enrich the curriculum for the student. If, following a multidisciplinary evaluation, a Gifted Individualized Education Plan (GIEP) team determines that a student is eligible for and in need of specially designed instruction, the team will develop a Gifted Individualized Education Plan (GIEP) that reflects the special education, related services and adaptations to regular education that are appropriate for the student.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Positive behavior systems are established at each level. At the elementary level, there is a strong emphasis on school climate with a positive behavior system in place. Character education is a focus at the middle school. A teen outreach coordinator provides support for students in the high school.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X

Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

Positive behavior systems are established at each level. At the elementary level, there is a strong emphasis on school climate with a positive behavior system in place. Character education is a focus at the middle school. A teen outreach coordinator provides support for students in the high school.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

Positive behavior systems are established at each level. At the elementary level, there is a strong emphasis on school climate with a positive system in place. Character education is a focus at the middle school. A teen outreach coordinator provides support for students in the high school.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of	X	X	X	X

Directors				
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Communication is a top priority in our school district. IEP, Student Assistance, and Outreach teams function collaboratively in an effort to remove as many barriers as possible

in the effort to achieve student success.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The district shares child find information with the community in the district newsletter each year and with local preschool programs. There is little to no contact with programs specifically for infants and toddlers, unless they also provide services for students that are three years of age or older. The district distributes information to local preschools about readiness for kindergarten. The district participates in transition meetings with Intermediate Unit #1. During this process additional information is shared about readiness skills, kindergarten skills, school activities and programs. The district is very involved in transition of early intervention students to district programs. The district meets individually with families to discuss each child, explain the transition process, and present the permission to reevaluate to the student for school age programs when necessary. District staff complete the evaluation, including observations whenever possible in the child's classroom or preschool setting, along with parent and teacher input to determine appropriate educational placement. It is the goal of the district to have all reevaluations for early intervention students transitioning to school age programs, along with the IEP meeting before the new school year begins, in order to address each student's individual needs in the most appropriate way. Early intervention students are also invited to kindergarten registration which allows the general education teachers to meet the new students. IEPs are shared with all teachers who will be working with the students identified with special needs.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.

3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

We understand the importance of transitions, especially the preschool to kindergarten transition. Our school district collaborates with local preschool directors, teachers at Head Start, and local private preschool providers. Kindergarten registration and a screening is held in the early spring to gather student data necessary for the child to be successful. Kindergarten teachers and district specialists screen students for kindergarten readiness. Parents and teachers work together to ensure that there is a smooth transition into the school district for both the student and their families.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Charleroi Area School District uses various funding sources to purchase necessary books and resources for teachers and students. A significant leveled library is available to meet instructional reading levels. Textbook decisions are coordinated to provide a seamless transition between reading levels. Building principals prepare building level budgets so that sufficient instructional materials are available. The Title I budget supplements local and state funding sources to provide additional materials and resources which otherwise would be unattainable.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing

A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Charleroi Area School District uses various funding sources to purchase necessary books and resources for teachers and students. A significant leveled library is available to meet instructional reading levels. Textbook decisions are coordinated to provide a seamless transition between reading levels. Building principals prepare building level budgets so that sufficient instructional materials are available. The Title I budget supplements local and state funding sources to provide additional materials and resources which otherwise would be unattainable.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Teachers are continually reevaluating the effectiveness of their teaching materials and reviewing students' success.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing

Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
Early Childhood Education: Infant-Toddler→Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

SAS materials and resources will be used as the district continues to plan for full implementation of the PA Core Standards and curriculum development. To assist in this process, the district has planned professional development opportunities to ensure that all staff are trained and able to access, utilize, and implement the SAS site and its components.

History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

SAS materials and resources will be used as the district continues to plan for full implementation of the PA Core Standards and curriculum development. To assist in this process, the district has planned professional development opportunities to ensure that all staff are trained and able to access, utilize, and implement the SAS site and its components.

High School Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

SAS materials and resources will be used as the district continues to plan for full implementation of the PA Core Standards and curriculum development. To assist in this

process, the district has planned professional development opportunities to ensure that all staff are trained and able to access, utilize, and implement the SAS site and its components.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.		X		X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.			X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X		

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

Over the past year, the district has maintained a narrow focus on professional development activities designed to improve teaching and learning. Specifically, professional development activities, repeatedly reinforced effective lesson design,delivery, formative assessment/feedback, and PDE SAS training. Teachers received training and

implementation support via large and small group training sessions, coaching, modeling and individual conferences. The advent of the Act 82 Educator Effectiveness System strengthened linkages between the LEA's professional development focus and supervisory practices. Performance expectations that had been established through professional development activities were reinforced by administrators through lesson plan reviews, walkthrough observations and formal assessments. The Danielson model competencies were perfectly correlated with he performance expectations established through professional development activities. Also, the Standards Aligned System became populated with a wide array of resources and courses aligned to the Danielson competencies to support struggling teachers.

Other topics addressed through professional development activities were either needs-based or driven by PDE initiatives. Teachers received training relative to differentiated instruction relative to students with diverse learning needs; teaching reading through the content area instruction; the Educator Effectiveness System; the School Performance Profile; and Student Learning Objectives. Administrators function as instructional leaders and have a high level of participation in professional development activities. They regularly utilize collaboration and common prep time at the building levels to conduct data analysis activities with other teachers, who in turn adjust instruction accordingly.

Administrators participate in the Pennsylvania Inspired Leadership program and/or PIL approved courses which address the PA School Leadership Core and Corollary Standards. As needed, the LEA will bring Intermediate Unit #1 and/or external consultants in to further educate the administrative team on PDE Initiatives (e.g., educator effectiveness, SLO's) and/or strategies for effective leadership. The district also supports continuing professional education for administrators by permitting their participation in workshops and professional conferences; supporting their involvement with professional organizations; permitting administrators to visit high performing school districts; and encouraging collaboration with other district and school leaders.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

There is a need to capitalize upon the following professional development topics for teachers, counselors and education specialists:

1. Fostering strong family-school-community partnerships. Although several outreach initiatives and activities are in place for strengthening family-school-partnerships, the LEA has not dedicated professional development time to educating school personnel on how to build stronger family engagement.
2. Content knowledge enhancement in educators' area of certification/assignment. Although some teachers participate in professional development activities designed to enhance content knowledge in their areas of certification, they do so electively, through participation in (NASA, MSP)
3. Meeting the needs of gifted learners in general education settings. Although he district has addressed differentiation for students with Diverse learning needs, the training sessions have focused primarily on how to modify curriculum, instruction, and assessment for at risk learners and or students with disabilities. Gifted support teachers will need to consult more often with general education teachers to offer suggestions or share strategies for meeting the needs of gifted learners in their classrooms, however, differentiation for gifted learners has not been adequately addressed through professional development activities.

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

The following are used to ensure a successful professional development plan for our district. Follow-up surveys from our professional development days. Administrators leading data meetings to develop instructional strategies to ensure student success. Walkthroughs used to assess instructional practices. PVAAS utilized to further algin curricular areas such as math and reading. Writing workshops, faculty meetings, in-service days, and curricular discussions always follow up in-service days. Alignment to the PA Common Core Standards and Keystones requiring professional development in Understanding By Design curriculum writing.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

The LEA hosts a variety of K-12 professional development activities, which fall into one or more of the following categories;
1. Those driven by PDE initiatives
2. Educator Effectiveness, School Performance Profile, Student Learning Objectives
3. Those that are aligned with district goals and priorities
4. Effective lesson design/delivery, formative assessment/feedback, cognitive engagement, student and teacher defense (A.L.I.C.E.)
5. Those that are needs-based, driven by teacher and or/student data

Likewise, there is a need to schedule professional development sessions for the LEA's

district and building administrators to:
1. Establish performance expectations relative to the Principal Effectiveness System
2. Provide a forum for collaboration on procedures, policy, and operations
3. Strengthen relationships amongst team members
4. Build a collegial support system that helps administrators to systematically support and assist one another in a reciprocal manner.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Provide brief explanation of your process for ensuring these selected characteristics.

Our school district provides two Inductee/mentor training days in August prior to the beginning of the school year. Building level principals conduct monthly inductee meetings mentors and new inductees.
There are scheduled bi-weekly grade level/department/faculty meetings to assist new inductees. Building level principals and mentors observe the inductee periodically throughout the year. Teachers keep a portfolio of their experiences gained throughout the school year. New inductees receive two years of training through Intermediate Unit #1.
 There are approximately 3 to 6 meetings per year to assist the new teachers during their transition into their new career.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

Mentors, administrators and inductees meet monthly to discuss and review scheduling procedures, teaching strategies, and to answer inductee's questions. A district-wide initial meeting at the beginning of the year is facilitated by the central office. At this meeting we provide guidelines for the induction process which are in line with the PA State requirements for new teacher induction. New inductees are required to take induction classes at Intermediate Unit 1.

Provide brief explanation for strategies not selected and you plan to address their incorporation.

Provide coverage so mentors can observe inductees regularly. Portfolio needs to be a part of the new teacher effectiveness system. Inductees could observe exemplary lessons taught by their peers.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.

- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

Mentors are selected on a pre-selected criteria. Administrators make the final determination regarding the assignment of mentor responsibilities with approval from the board of directors.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	X	X	X	
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X	X	X	X	X	
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

Topics are introduced by the administrators at the beginning of induction program. Mentor teachers continue the discussion throughout the school year.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Both the building principals and the Director of Curriculum are important in monitoring the progress of the inductees. With quarterly observations by the principals and quarterly meetings with the Director of Curriculum, the needs of individual new teachers are monitored and adjusted accordingly. At the end of the school year each inductee and mentor will complete an evaluation form, which will provide information regarding the strengths and weaknesses of the Induction Program. Currently, the District Professional Development Committee is evaluating the existing program, to determine what improvements can be made so as to best meet the needs of future inductees and their mentors.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students
Total students identified: **335**

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

The Charleroi Area School District believes that students are entitled to a free and appropriate education and that all students must be placed in the least restrictive environment. The model that the District is using when there is a learning discrepancy noticed by the parent, teacher or an administrator, first the district implements a 60 day child study. During this time, different strategies are implemented and data is collected to determine if the child continues to need an evaluation. If it is determined that the child

need an evalaution then the school psychologist uses the **discrepancy model**
. There is constant communication between the district and parents at each level during this process, collaboration is a key component in the discrepancy model.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: http://penndata.hbg.psu.edu/BSEReports

The disability categories in autism, emotional disturbance and specific learning disability are disproportionate to the state percentages. This is due largely in part to the regions socio-economic culture that is prevalent in the Mid-Mon Valley. The district has acknowledged this culture and has hired through the Intermediate Unit a home and school visitor to investigate the problems that are occurring within our school district. The Charleroi Area School District also employs a social worker who works along side the home school visitor and outside agencies to assist in meeting the needs of the emotional disturbed students. In addition the district receives numerous transfer students that are already identified through their previous districts as a student with autism, emotional disturbance and specific learning disability. When necessary, the district evaluates/reevaluates those students entering the district with existing IEP's. The district has 19 Highly Qualified Special Education Teachers as well as 6 Intermediate Unit 1 Classrooms with Highly Qualified Teachers to meet the needs of all special education students.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

When students are in Foster Care or A Group Home the Charleroi Area School District reimburses the district where they reside. The only barier that the district sees is that the separation of family and home often leads to a decrease in academics and creates discipline problems. The district ensures FAPE to these students through assigning a Special Education Teacher to manage their IEP and implement it per the students' individual needs.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

When a student is appointed to the judicial system or institution it is the responsitiblity of the courts to notify the district where the student is placed so that the district will send appropriate records. In addition the school district in which the institution is located always sends an invoice for educational services provided which is paid promptly by our district Business Manager.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

One of the major goals of the at Charleroi Area School District is that a all students are placed in the appropriate least restrictive environment. Accommodations and modifications of regular education curriculum are completed through a 60 day child study, if a discrepancy in learning is noted, the discrepancy model is followed to ensure that students receive a Free and Appropriate Education (FAPE) in the Least Restrictive Environment that will meet their educational and/or behavioral needs. There is constant communication and collaboration between district and parents to ensure that the child needs are being met. Consistent progress monitoring is completed so that the district and parent have the latest records in order ensure the child best educational placement. Time lines for all IEP's and evaluations are met and data is collected to ensure that the needs of the child are continuously being met. Recently, the district has eliminated the use of the evaluation Waiver and instituted a system to ensure that all student are evaluated in two or three years respectively. Supplementary aids and services and other supports are provided in general education classes, other education-related settings, to enable children with disabilities to be educated with non-disabled children to the maximin extent appropriate in order to provide Free and Appropriate Education (FAPE) - some examples include: Close

proximity, extended time, small group adaptations for test, assistive technology. The supplementary aids and services to all students who need them and are designed to proved meaningful educational benefit they are provided in a manor that avoids stigmatizing students.

Successful programs and agency supports implemented within the Charleroi Area School District include Social Work services, including a home and school visitor, Community Mental Health Agency support through SPHS, 21st Century after school program, an Alternative Education Program; Charleroi Learning Center, Charleroi Cyber School, Community Based Vocational Training, transition planning and programming, School Psychologist, Try Again Homes, CYS and Washington County Juvenile probation.

The Indicator 5 SPP targets were not met for students receiving 80% or more of their instruction within the general education setting and in other settings, and for students receiving instruction in the general education setting less than 40%. Charleroi Area School District has developed an improvement plan to address this targeted area. The information is below.

Corrective Action: 1. Charleroi Area staff and administration will be trained on the differentiation of instruction and how to plan and teach to meet the needs of all students in their classrooms. 2. Every attempt will be made during the IEP meetings to promote the least restrictive environment for all of our parents, guardians and students and parents future goals.

Evidence of Change: 1. Increase in the use of differentiated instruction strategies and noted the walk through and evaluations. 2 Greater use of main streaming in non-core areas. Use of mentors in order to support positive self-esteem and relationship buildings.

Resources: PATTAN, IU #1 Staff, weekly meetings with Administration, and Principal supervision and evaluation.

2009-2010   CASD Rate - 16.7%   State Rate - 10.5%   SPP Rate - 9.1%   Did not meet target

2010-2011 CASD Rate - 18.1%   State Rate - 9.6%   SPP Rate - 8.0% Did not meet target

2011-2012 - CASD Rate - 18.2%   State Rate 9.2%   SPP Rate - not provided

In order to meet the requirements of LRE the district offers adaptations of curriculum specific to the childs needs listed in the IEP, One on one classroom aides, tutoring through after school homework clubs and 21st Century programs, individualized specially designed instruction and working collaboratively with the parents/care givers to provide support in the home through social work services and alternative scheduling. Students who are placed out of district are only moved after the home district has exhausted the options previously listed and information is gathered determining that the out of district placement is the most appropriate for FAPE. If and out of district placement is determined, the placement is reviewed regularly with the goal of that student returning to their home school after demonstrating progress in the completion of the IEP goals. The priority is always to meet

the educational, behavioral and emotional needs of the student in the least restrictive environment.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

The Charleroi Area School District has updated and approved the district policy for Behavioral Support services in 2012. The policy meets the state requirements for providing behavioral supports for students with disabilities throughout the district and in out of district placements. The Charleroi Area School District has implemented the following positive behavior supports in our schools Olweus bulling program and is implemented in Elementary Center and Middle School Teachers are trained yearly on anti bullying techniques that are use in the classrooms and as part of disciplinary process in these two buildings students have also been trained in regards to recognizing the dangers of bullying and ways to not be the silent majority, but to stand up for the victim in cases of bullying. In all three district buildings High School, Middle School and Elementary Center we have implement a Student Assistance Program (SAP) that works with teachers administration social workers and members of outside agencies to focus on students that have drug and alcohol and social and behavior problems that affect their earing and achievement. Interested teachers are trained yearly to qualified as members of the SAP program. District wide training has been completed in the following areas : Functional Behavioral Assessment, Non violent crisis prevention intervention (NCI).
In the case of behaviors that may require immediate intervention the following de-escalation techniques are to be used: Proximity, positive reinforcement, token economy systems, peer supports, instructional and behavioral aides, and counseling.
The district has two full time Social Workers on staff one is used in the classrooms and one focuses primarily in the home.
The district also has the services of a Licensed Psychiatrist who comes to the district once a month, and has intensive interagency services from Licensed Counselors from Southwest PA Health Services (SPHS).

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to

determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.

2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.

3. Discuss any expansion of the continuum of services planned during the life of this plan.

Within the Charleroi Area School District there is a continuum of services from itinerant through full time depending on the level of need, all types of support are available within the school district. Out of district placements include Western Pa School For the Blind, Transformation Learning, I U #1 Campus at Clark, I U # 1 Campus at Laboratory, Mon - Valley School, Wesley Spectrum, Wesley Academy, NHS Autistic school and AGAPE. For credit recovery and changing the needs of secondary students the Charleroi Area School District is offering a cyber learning opportunity. When the district identifies a student requiring intensive interagency coordination they submit a TAP report to the Department and identify the student as a Codero class member. If the IEP Team agrees that the student be placed on instruction conducted in the home as a short-term placement, the district electronically reports the student to the PA Department of Education (PDE) within five (5) days of the placement. The district uses the web-based reporting system, *Special Education Students at Home Reporting System*. The district supplies PDE with information about the student, his/her disability, the type of program or placement required, and the anticipated length and reason for the placement. The district provides weekly reports to the Department and also notifies them when this short-term placement has concluded.
When the district submits the above report to the Department, the student's case may be referred to the Regional Interagency Coordinator (RIC). the RIC, in consultation with the IUI Interagency Coordinator, makes an initial determination regarding whether the student requires intensive interagency coordination or if he/she can be served by another portion of the special education system, such as the Office for Dispute Resolution or the Division of Compliance Monitoring and Planning.
If the student requires intensive interagency coordination to access an appropriate educational placement, the RIC in consultation with the IU I Interagency Coordinator, will assess the matter and determine the barrier preventing the student from receiving the agreed-upon placement. If necessary to resolve the matter, the RIC will promptly schedule a meeting of the local interagency team. If the student's placement is not resolved with 30 calendar days by the local interagency team, the RIC will forward a report to the Director of the Bureau of Special Education for appropriate intervention with other state agencies based on the presenting issues.
If the district has a student who, because of a severe medical condition or mobility impairment, is unable to leave home to attend school and the IEP team decides that instruction conducted in the home is a free appropriate public education for this student, the district reports the student electronically to the Department using the system mentioned above. The IEP Team meets every three (3) months to review the special

education and related services and decides in the placement in the home is still appropriate. Updated reports are submitted to the Department.

Occasionally, a student with special needs may require homebound instruction due to a temporary excusal from compulsory attendance in the same manner as a non-disabled student. The district reports to the Department all students with special needs who are placed on homebound instruction even though this is not a special education placement option. When a student with special needs no longer requires homebound instruction, the district submits a report to the Department the date that the student returned to school.

At Charleroi Area School District, in order to ensue Free Appropriate Public Education (FAPE) the district has made the following changes: 1. Hired a home school visitor/social worker in order to meet the needs of the students and to provide a continuum of services by working collaboratively with parents 2. The district is going to open and alternative education center in order to educate students who are currently in approved private schools thought the county 3. The district will expand the autistic support by instituting an autistic support classroom and sensory room in the middle school.

The district has has tremendous success instituting and operating programs within the district based on the individual childs exceptionality.

Much of the success of these programs is due to the collaboration among parents, social work members of outside agencies and a dedicated school district staff.

Beginning in 2013-2014 the district will be adding a new Administrator position as the Special Education Director.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

We believe that our four main areas of strengths at Charleroi Area School District

A. Commitment to our students and their educational needs

b. Professional development for our staff

c. Training for our parents/guardians and community members

d. We look at each child as an individual and adapting their educational program

The district will continue to offer a continuum of services based on the child individual needs. The classes at all levels include learning support, emotional support, autistic support, life skills support, and multiple disability support; related services including Speech & Language, Occupational Therapy and Physical Therapy are included for all students that qualify, as well as hearing and vision.

Professional development training for our staff include meetings held at least once a month including current research and best practices available and up to date resources issues and concern in classrooms this is done in small groups and by building level. We have also had training in curricula areas that address state and local testing requirements. We have also

had training to address autism, behavior support, Functional Behavior
Assessment, Deescalation, confidentiality, HIPPA, mandated reporting, and manifestation
determination.

The district has conducted and will continue to conduct monthly parent training that focus
on understanding the IEP, autistic support, accommodations, evaluation and re-
evaluations, understanding individual child schedule and process, after school
programs, supplemental aids and services, transition/graduation as well as any topics of
interest collected from a survey of parent interests.

Examples of how the district can adapt to meet needs of individual students: participate in
athletics and extra curricular activities, use of the vocational technical classes for kinestetic
instruction, community based instruction, job shadowing, community based OVR,
employment opportunities, assistance with resume writing, job shadowing and
employment skills and citizen based skills. Support in helping students qualify for the
military through credit recovery offered by the district cyber school and project based
assessments, assistance with child care concerns, differentiated/modified schedules and
alternative schooling for those that need extra assistance.

During the past school year special education teachers engaged in weekly or monthly
meetings. These meetings serve to strenghthen the continuum of services and teachers
depth of knowledge regarding students progress. Being a close net communtiy Charleroi

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Intermediate Unit 1 Educational Campus at Laboratory	Special Education Centers	Multiple Disabilty Support	1
Transformation Learning	Approved Private Schools	Emotional Support	2
Wesley Spectrum Highland Services/Caste Drive, Pgh.	Approved Private Schools	Therapeutic Emotional Support	1
Wesley Highland Academy/Upper St. Clair	Approved Private Schools	Partial Placement/Therapeutic Emotional Support	1
NHS Ellsworth	Approved Private Schools	Autistic Support	2
Mon Valley School	Special Education Centers	Multiple Disabilities Support	1
Western Pa School For The Blind	Approved Private Schools	Vision	1

Special Education Program Profile

Program Position #1

   Operator: School District

    PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Elementary Center - Naylor	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	53	1
Justification: This is a related service provider only, students meet in small groups within their same age peers							

Program Position #2

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Middle School High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 18	38	1
Justification: This is a related service provider only, students meet in small groups within their same age peers							

Program Position #3

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	5 to 11	12	1
Justification: This is a LSS program covering grades K-5							

Program Position #4

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Center	An	A building in	Supplemental	Autistic	5 to 11	4	0.5

	Elementary School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support			

Justification: This is an AS program covering grades K-5							
Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 11	4	0.5

Justification: This is an AS program covering grades K-5							

Program Position #5

        Operator: School District

        PROGRAM DETAILS

            Type:

            Implementation Date:

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School - Todaro	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	2	0.1

Program Position #6

        Operator: School District

        PROGRAM DETAILS

            Type:

            Implementation Date:

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Center - Hite	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	8	0.2
Elementary Center - Hite	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	12	0.8

Program Position #7

        Operator: School District

        PROGRAM DETAILS

            Type:

            Implementation Date:

segment

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Center - Sparinga	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	6	0.2
Elementary Center - Sparinga	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	13	0.8

Program Position #8
Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Center -Hega	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	4	0.2
Elementary Center - Hega	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	14	0.8

Program Position #9
Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School - Walsh	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	16	0.5
Middle School - Walsh	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	9	0.5

Program Position #10
        Operator: School District
        PROGRAM DETAILS
            Type:
            Implementation Date:
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School - Behrendt	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	10	0.2
Middle School - Behrendt	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	8	0.4
Elementary Center - Behrendt	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	8	0.4

Program Position #11
        Operator: School District
        PROGRAM DETAILS
            Type:
            Implementation Date:
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School - Coldren	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	12	0.25
Middle School - Coldren	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	5	0.25

Program Position #12
        Operator: School District
        PROGRAM DETAILS
            Type:
            Implementation Date:
        PROGRAM SEGMENTS

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE

		Type		Type	Range		
Middle School - Miller	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	7	0.3
Middle School - Miller	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	6	0.3

Program Position #13
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School - Corrin	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	12	0.25
High School - Corrin	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	5	0.25

Program Position #14
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School - Teaters	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	10	0.2
High School - Teaters	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	1	0.25

Program Position #15
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*

Implementation Date:
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School - Barbero	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	12	0.25
High School - Barbero	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	5	0.25

Program Position #16
        Operator: School District
        PROGRAM DETAILS
            Type:
            Implementation Date:
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School - Morich	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	12	0.25
High School - Morich	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	5	0.25

Program Position #17
        Operator: School District
        PROGRAM DETAILS
            Type:
            Implementation Date:
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School/High School - Hayden	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 19	20	1
Justification: This a junior/senior high school program age waviers are signed.							

Program Position #18
        Operator: School District
        PROGRAM DETAILS

Type:
Implementation Date:
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School - Arnowitz	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 19	25	0.5
Justification: This is a junior/senior high school program age waivers are signed							
Middle School/High School - Arnowitz	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 19	10	0.5
Justification: This is a junior/senior high school program age waivers are signed							

Program Position #19
Operator: Intermediate Unit
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	1	0.2
Charleroi Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	11 to 15	5	0.8

Program Position #20
Operator: Intermediate Unit
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	15	1

Program Position #21
> *Operator:* Intermediate Unit
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 15	2	0.2
Charleroi Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	11 to 15	4	0.8

Program Position #22
> *Operator:* Intermediate Unit
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	7 to 7	1	0.02
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	11 to 13	2	0.04

Program Position #23
> *Operator:* Intermediate Unit
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 15	2	0.04

Program Position #24
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Class
>> *Implementation Date:* August 26, 2013
>> *Average square feet in regular classrooms:* 725 sq. ft.
>> *Square footage of this classroom:* 725 sq. ft. (25 feet long x 29 feet wide)
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Area School District Middle School - Miller	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 15	2	0.2
Charleroi Area Middle School-Miller	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	11 to 15	6	0.8

Program Position #25
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* August 25, 2014
>> *Average square feet in regular classrooms:* 800 sq. ft.
>> *Square footage of this classroom:* 702 sq. ft. (26 feet long x 27 feet wide)
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	5 to 10	10	1
Justification: The students in this classroom are Intellectually Disabled, and is a low incidence disability category for this district. There are not enough students to warrant 2 separate classes to remain within the age range.							

Program Position #26
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* August 25, 2014
>> *Average square feet in regular classrooms:* 800 sq. ft.
>> *Square footage of this classroom:* 650 sq. ft. (26 feet long x 25 feet wide)
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Middle School-Hayden	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	5	0.5
Charleroi Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 15	5	0.5

Program Position #27
>>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:* ClassandPosition
>>> *Implementation Date:* August 25, 2014
>>> *Average square feet in regular classrooms:* 800 sq. ft.
>>> *Square footage of this classroom:* 800 sq. ft. (25 feet long x 32 feet wide)
>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	11 to 14	4	0.5
Charleroi Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	4	0.5

Program Position #28
>>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:*
>>> *Implementation Date:*
>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Elementary Center-Behrendt	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	16	0.85
Charleroi Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 9	2	0.15

Program Position #29

        Operator: School District

        PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: August 25, 2014

            Average square feet in regular classrooms: 800 sq. ft.

            Square footage of this classroom: 400 sq. ft. (25 feet long x 16 feet wide)

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	11 to 14	5	1

Program Position #30

        Operator: School District

        PROGRAM DETAILS

            Type:

            Implementation Date:

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi High School-Morich	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 17	12	1

Program Position #31

        Operator: School District

        PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: October 6, 2014

            Average square feet in regular classrooms: 800 sq. ft.

            Square footage of this classroom: 380 sq. ft. (19 feet long x 20 feet wide)

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	10	0.85
Charleroi Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	2	0.15

Special Education Support Services

Support Service	Location	Teacher FTE
Intermediate Unit 1 - Assistive Technology -AAC	Charleroi Elementary Center	0.15
Intermediate Unit 1 Assistive Technology - Vision	Charleroi Elementary Center	0.01
Intermediate Unit 1 Assistive Technology - AAC/Writing	Charleroi Elementary Center	0.01
Intermediate Unit 1 - Interpreter	Charleroi Middle School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Social Worker/In home school visitor	Intermediate Unit	5 Days
Psychologist	Intermediate Unit	5 Days

Needs Assessment

Record School Patterns

Question:
After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:
This question has not been answered.

District Accomplishments

Accomplishment #1:
Fourth grade Reading PSSA scores **increased** 17% from 2013 to 2014 to a proficiency/advanced pass rate of 78.4%.

Accomplishment #2:
For Math in 2013, each performance level group in fifth grade **met or exceeded** the standard for Pa academic growth. (Below Basic 1.8 {8} G, Basic 6.5 {17} B, Proficient 8.8 {35} B, Advanced 7.5 {41} B)

Accomplishment #3:
For Reading in 2013, each performance level group in fifth grade **met or exceeded** the standard for Pa academic growth. (Below Basic 5.2 {15} B, Basic 6.0 {18} B, Proficient 3.9 {51} B, Advanced -2.0 {18} G)

Accomplishment #4:
The Spring 2014 Pittsburgh Business Times Report recognized the Charleroi Area School District as having the **largest year to year imrpovement** in the "**Overachiever Rank**" (includes economic factors) moving from 84th to 76th in the region.

Accomplishment #5:
The Spring 2014 Pittsburgh Business Times Report ranks 105 school districts in the Pittsburgh Metro Area. This publication recognized the rankings based upon 3 years of PA System of School Assessment Data, using a proprietary formula. The Charleroi Area School Districts "**Overall Rank**" jumped 56 spots from 103rd to 47th. This was the **largest improvement** overall in the seven county region of the Pittsburgh Metropolitan Area.

Accomplishment #6:

The **Charleroi Area Middle School** has been designated a "Schools to Watch: Educational Setting." This "Schools to Watch" program seeks to recognize a small number of diverse, high-performing, growth-oriented middle grades schools to demonstrate what all middle grades schools are capable of achieving.

Pennsylvania Don Eichhron Schools recognizes Charleroi Area Middle Schoo as a setting that demonstrates:

- **Academic Excellence**-High-performing schools with middle grades are academically excellent. They challenge all students to use their minds well.

- **Developmetnal Responsives**-High-performing schools with middle grades are sensitive to the unique developmetnal challenges of early adolescence.

- **Social Equity**-High-performance schools with middle grades are socially equitable, democratic and fair. They provide every student with high-quality teachers, resources, learning opportunities, and supports. They keep positive options open for all students.

In conclusion, Charleroi Area Middle School is recognized as a high-performing school that establishes excellent foundational norms, sturctures, and organizational arrangements to support student success.

Accomplishment #7:

For Spring 2014 Algebra Keystone Exams, the proficiency growth rate for Module 1 for all Algebra testers increased by 6.7%.

Accomplishment #8:

for the Spring 2014 Literature Keystone Exams, the proficiency rates increased for both the first time testers and the retesters.

Accomplishment #9:

for the 2014 11th grade attribution scores, Algebra I and Literature had significant evidence that the school exceeded the standard for PA academic growth and Biology had moderate evidence that the school exceeded the standard for academic growth.

Accomplishment #10:

Unexcused absences, tardies, and discipline referrals have reduced from the 2012-2013 school year to the 2013-2014 school year.

District Concerns

Concern #1:

Algebra Keystone exams overall proficiency rate for 1st time testers was at 11%.

Concern #2:

Middle school math proficiency scores have decreased; Increase in percent of below basic students;

Concern #3:

The PVAAS growth model showed a -1.8 for math proficiency and -5.2 for math advanced students in 4th grade.

Concern #4:

Third grade PSSA Reading scores dropped 9.5% from 2013 to 2014 to a pass rate of 69.7%.

Concern #5:

Math PSSA scores for grades 3-5 overall went down 3.5% from 2013 to 2014.

Concern #6:

There is a need in the Charleroi Area School District to improve communication across all levels/factions of the district.

Concern #7:

There is a need in the Charleroi Area School District to improve technology (integration and infrastructure to keep pace with emerging technolgical advancements).

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #10)* Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Algebra Keystone exams overall proficiency rate for 1st time testers was at 11%.

Middle school math proficiency scores have decreased; Increase in percent of below basic students;

The PVAAS growth model showed a -1.8 for math proficiency and -5.2 for math advanced students in 4th grade.

Third grade PSSA Reading scores dropped 9.5% from 2013 to 2014 to a pass rate of 69.7%.

Math PSSA scores for grades 3-5 overall went down 3.5% from 2013 to 2014.

There is a need in the Charleroi Area School District to improve technology (integration and infrastructure to keep pace with emerging technolgical advancements).

Systemic Challenge #2 *(Guiding Question #1)* Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

Algebra Keystone exams overall proficiency rate for 1st time testers was at 11%.

Middle school math proficiency scores have decreased; Increase in percent of below basic students;

The PVAAS growth model showed a -1.8 for math proficiency and -5.2 for math advanced students in 4th grade.

Third grade PSSA Reading scores dropped 9.5% from 2013 to 2014 to a pass rate of 69.7%.

Math PSSA scores for grades 3-5 overall went down 3.5% from 2013 to 2014.

Systemic Challenge #3 *(Guiding Question #3)* Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

Algebra Keystone exams overall proficiency rate for 1st time testers was at 11%.

Middle school math proficiency scores have decreased; Increase in percent of below basic students;

The PVAAS growth model showed a -1.8 for math proficiency and -5.2 for math advanced students in 4th grade.

Third grade PSSA Reading scores dropped 9.5% from 2013 to 2014 to a pass rate of 69.7%.

Math PSSA scores for grades 3-5 overall went down 3.5% from 2013 to 2014.

Systemic Challenge #4 *(Guiding Question #2)* Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

Algebra Keystone exams overall proficiency rate for 1st time testers was at 11%.

Middle school math proficiency scores have decreased; Increase in percent of below basic students;

Third grade PSSA Reading scores dropped 9.5% from 2013 to 2014 to a pass rate of 69.7%.

Math PSSA scores for grades 3-5 overall went down 3.5% from 2013 to 2014.

Systemic Challenge #5 *(Guiding Question #4)* Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

The PVAAS growth model showed a -1.8 for math proficiency and -5.2 for math advanced students in 4th grade.

Systemic Challenge #6 *(Guiding Question #7)* Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

Middle school math proficiency scores have decreased; Increase in percent of below basic students;

The PVAAS growth model showed a -1.8 for math proficiency and -5.2 for math advanced students in 4th grade.

Math PSSA scores for grades 3-5 overall went down 3.5% from 2013 to 2014.

Systemic Challenge #7 *(Guiding Question #5)* Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

Middle school math proficiency scores have decreased; Increase in percent of below basic students;

Third grade PSSA Reading scores dropped 9.5% from 2013 to 2014 to a pass rate of 69.7%.

Math PSSA scores for grades 3-5 overall went down 3.5% from 2013 to 2014.

There is a need in the Charleroi Area School District to improve technology (integration and infrastructure to keep pace with emerging technolgical advancements).

Systemic Challenge #8 *(Guiding Question #6)* Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Systemic Challenge #9 *(Guiding Question #9)* Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

> **Aligned Concerns:**

> > There is a need in the Charleroi Area School District to improve communication across all levels/factions of the district.

> > There is a need in the Charleroi Area School District to improve technology (integration and infrastructure to keep pace with emerging technolgical advancements).

Systemic Challenge #10 *(Guiding Question #12)* Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Systemic Challenge #11 *(Guiding Question #13)* Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA, Keystones, other assessment/data sources

Specific Targets: %,   numerical, time frame

Strategies:

Establish a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity.

Description:

Professional development will be focused on SAS components that relate to curriculum, instruction and assessment.

Professional development planning will continually support strategic implementation of SAS components with fidelity.

Professional Development will allow teachers and administrators to more effectively implement and monitor all aspects of the SAS elements.

Evidence of effectiveness:

2% annual increase of students proficient/Advanced Assessments including PSSA assessment, Keystone, Classroom Diagnostic Tools, and DIBELS student achievement data from April 2014 to June 2017.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Focused professional development on data tools and resources.

Description:

District Leadership Teams meet collaboratively to establish and implement a planned transition from PA Academic Standards to PA Core Standards.

SAS Alignment: Assessment, Curriculum Framework, Instruction

Teacher training on elements of PA SAS framework that will be utilized to monitor student achievement.

Description:

A 3 year professional education plan will be developed, implemented and monitored utilizing the PA standards aligned system framework. This long term plan was based upon the results of district wide needs assessment survey. Results of this district wide survey indicates that the elements of the SAS framework (curriculum, assessment, standards, and materials and resources) are the #1 priority.

Student achievement is positively impacted by the connectedness and integration of the major components of the SAS framework.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Create and implement a system for continuous revision of the curriculum identified for implementation to ensure total instructional alignment (vertical K-12)

Description:

Best practice involves adopoting a curriculum mapping tool (On Hand Schools) which enables the development, integration, and connectiveness of all of the Standards Aligned System elements related to curriculum, assessments and instruction.

The curriculum mapping process will work in concert with the professional development plan as prescribed by the professional development committee and district administration.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Needs assessment survey

Description:

A professional development needs assessment electronic survey was administered to all teachers and administrators in the district.

The survey initially established the major defined professional development needs at the district level. On a continuous and on- going basis, each professional development activity will survey staff to determine the effectiveness of the current training and provide the opportunity to express future professional development needs.

Survey results are the evidence that this step has been implemented and will have positive impact on instruction and student achievement.

Start Date: 8/27/2014   **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Teacher training on elements of PA SAS framework that will be utilized to monitor student achievement.
- Create and implement a system for continuous revision of the curriculum identified for implementation to ensure total instructional alignment (vertical K-12)

Develop a district wide long term professional development plan in conjunction with local professional development consultants and approved providers

Description:

We will form a professional development steering committee and schedule meetings to create the professional development plan

Evidence of participation will include sign in sheets and meeting calendar.

Start Date: 10/31/2014   **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Teacher training on elements of PA SAS framework that will be utilized to monitor student achievement.
- Create and implement a system for continuous revision of the curriculum identified for implementation to ensure total instructional alignment (vertical K-12)

 Building principals will schedule and monitor student achievement and have monthly data conversations with all classroom teachers to drive instuction according to students needs.

Description:

Indicator of Implementation: Monthly Department meetings with agendas and sign-in sheets

Start Date: 8/1/2013   **End Date:** 6/30/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Teacher training on elements of PA SAS framework that will be utilized to monitor student achievement.
- Create and implement a system for continuous revision of the curriculum identified for implementation to ensure total instructional alignment (vertical K-12)

All teachers fully participate in the curriculum review process.

Description:

Enable special education, reading support, and itinerant area teachers to participate fully in the curriculum review process collaboratively with general education colleagues.

Start Date: 7/1/2015   **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Establish a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity.
- Focused professional development on data tools and resources.
- Teacher training on elements of PA SAS framework that will be utilized to monitor student achievement.
- Create and implement a system for continuous revision of the curriculum identified for implementation to ensure total instructional alignment (vertical K-12)

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.	Strategy #1: Teacher training on elements of PA SAS framework that will be utilized to monitor student achievement. Strategy #2: Create and implement a system for continuous revision of the curriculum identified for implementation to ensure total instructional alignment (vertical K-12)

Start	End	Title	Description
8/1/2013	6/30/2017	Building principals will schedule and monitor student achievement and have monthly data conversations with all classroom teachers to drive instuction according to students needs.	Indicator of Implementation: Monthly Department meetings with agendas and sign-in sheets

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals	1.0	10	10	School District	School Entity	No

Knowledge	Data Results
Supportive Research	Data Review

Designed to Accomplish

For classroom teachers, school   Enhances the educator's content knowledge in the area of the educator's

counselors and education specialists:

certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists Related Service Personnel	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Joint planning period activities	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of written reports summarizing instructional activity

LEA Goals Addressed:	**#1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.**	**Strategy #1: Establish a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity.** **Strategy #2: Focused professional development on data tools and resources.** **Strategy #3: Teacher training on elements of PA SAS framework that will be utilized to monitor student achievement.** **Strategy #4: Create and implement a system for continuous revision of the curriculum identified for implementation to ensure total instructional alignment (vertical K-12)**

Start	End	Title	Description
7/1/2015	6/30/2017	All teachers fully participate in the curriculum review process.	Enable special education, reading support, and itinerant area teachers to participate fully in the curriculum review process collaboratively with general

education colleagues.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals	6	4	12	intermediate unit	IU	Yes

Knowledge   Enhances educators content knowledge and empoerws educators to work collaboratively

Supportive Research   provides the knowledge and skills to plan strategically

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

         Enhances the educator's content knowledge in the area of the educator's certification or assignment.

         Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

         Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

         Provides leaders with the ability to access and use appropriate data to inform decision-making.

         Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format   LEA Whole Group Presentation
Series of Workshops

Participant Roles	Classroom teachers	**Grade Levels**	Elementary - Primary (preK - grade 1)

	Principals / Asst. Principals Other educational specialists		Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum or 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer