Clairton City SD

District Level Plan

07/01/2017 - 06/30/2020

District Profile

Demographics

502 Mitchell Ave
Clairton, PA 15025
(412)233-7090
Superintendent: Ginny Hunt
Director of Special Education: Crystal Vogtsberger

Planning Process

The Clairton City School District functions with a collaborative leadership format. The Elementary and Middle/High School each have a School Improvement Team with representatives from the teaching staff, administration and community. The District has created a District-wide Instructional Leadership Team (DILT) with representatives from both schools, administration, parents and the community. This Leadership Team is charged with creating, implementing and evaluating the Comprehensive Plan. In 2012, both the elementary and middle/high school created a school-level plan with direction and support from the Allegheny IU and Dr. Linda Nelson, a former Distinguished Educator. The planning process for the District-level Comprehensive Plan began in January of 2013 with the creation of the District-wide Instructional Leadership Team. Bonnie Dyer, a representative from Allegheny Intermediate Unit, attended the meeting and reviewed the planning process with the entire team. Each team member began to work on the planning processs. Dr. Ginny Hunt, the Director of Curriculum and Federal Programs worked collaboratively with the District Instructional Leadership Team to develop the Comprehensive Plan. In 2014-15, Debra Maurizio, then the Director of Curriculum and Federal programs met with the DILT to monitor implementation of the plan. In the summer of 2015, all district administrators attended training at AIU to review the process in developing a new three year Comprehensive Plan for CCSD. Throughout 2015-2016 school year a collaborative team of educators and parents developed the next three year (2016 - 2019) Comprehensive Plan. Several meetings were held to review the prior plan, collect and analyze student data, administer school climate, professional development and curriculum surveys, to complete a comprehensive needs assessment. Several sub-commitees worked on various parts of the plan updating the core foundations including the induction plan. Finally action plans with implementation steps were developed for the next three years. The District Leadership Team will meet regularly to monitor the implementation of the new District Comprehensive Improvement Plan.

Mission Statement

The Clairton City School District strives to empower our school community to increase academic achievement so that each child can become a life-long learner and compete in the global marketplace.

Vision Statement

Clairton City School District sees each child as an eager learner, led by teachers who can inspire each child to go beyond the challenges of the curriculum. School Directors and Administrators who consider each child in their decisions, parents who encourage each child to succeed, and a community that welcomes each child as a future leader.

Shared Values

The Clairton Clairton City School District believes that...

- education is the foundation for a democratic society

- all children can learn, in their own way, in their own time

- students, family, school and community all share in the responsibility for education

- direct parental involvement is an essential component of a successful educational process

- the school must develop strategies to enable parents to help their children

- a safe and caring school climate is essential for learning

- high expectations are correlated to high achievement

- schools and parents must encourage students' regular daily attendance

- recognizing and respecting the diversity of all people enriches the school community

- the professional staff should be involved in the decision-making processes related to instructional strategies

- pride and tradition should be used to motivate students to excel in all aspects of school life

- the Board of School Directors should be diversified, responsible and dedicated team, working to provide a rigorous and complete program for all students

- Strong bonds and connections between the school district and local pre-schools make a positive impact on students as they transition into kindergarten

Educational Community

The City of Clairton is located in the southern portion of Allegheny County, approximately 15 miles from the City of Pittsburgh. The school district is situated in the center which is 2.9 square miles in size with a

population of 8,500. The district is adjacent to Routes 43 and 51, which provide access to communities from Pittsburgh to Uniontown.

The Clairton City School District is comprised of one elementary school and one high school, all located in a single facility named the Clairton Education Center. The school population is comprised of 800 students, 16 paraprofessionals and 75 professionals. Average class sizes are created so that there are less than 20 students for each teacher whenever possible.

The community has old roots, with some family names extending back to the early 1900's. The community was founded during this period of time to support the newly created steel industry. A technologically efficient metallurgical coke-making facility now replaces the old steel mills. This plant is the largest facility of its kind in the northern hemisphere. In addition, the community offers low - income affordable housing and, therefore, is attractive to younger families. The community was devastated by the down-turn of the domestic steel industry in the 1980's. A national report, The Fault Line, lists Clairton as #4 nationally out of 50 poverty segregated districts that border wealthier districts. It is one of the poorest school districts in Allegheny County.

It is an exciting period in the rebirth of the area. This revitalization is a testimony to the resiliency of a generation of proud people coupled with the energy of the newer residents. All believe that it is the beginning of a new era for the community.

Planning Committee

Name	Role
Ginny Hunt	Administrator : Professional Education Special Education
Debra Maurizio	Administrator
Thomas McCloskey	Administrator : Professional Education
Gloria James	Board Member : Professional Education
Deborah Marshall	Building Principal
Paula Calabrese	Business Representative : Professional Education
Roger Tachoir	Business Representative : Professional Education
Janella Hamlin	Community Representative : Professional Education
Donna Hudson	Community Representative : Professional Education
Cassidy Pytash	Ed Specialist - Home and School Visitor : Professional Education
Shannon Turcotte	Ed Specialist - Other : Special Education
Maureen Shaw	Ed Specialist - School Counselor : Professional Education
Kimberly Koebler	Ed Specialist - School Psychologist : Special Education

Cheryl Bowser	Elementary School Teacher - Regular Education : Professional Education
Stacie Conley Baur	Elementary School Teacher - Regular Education : Professional Education
Sally Kunkel	Elementary School Teacher - Regular Education : Professional Education
Heather Cusick	Elementary School Teacher - Special Education : Special Education
Joel Panach	High School Teacher - Regular Education : Professional Education
Katie Romea	High School Teacher - Regular Education
Andrea Morobitto	High School Teacher - Special Education : Professional Education
Kristen Sirbaugh	High School Teacher - Special Education : Special Education
Jennifer Wardropper	High School Teacher - Special Education : Special Education
Kevin Manko	Middle School Teacher - Regular Education
Maria Suss	Middle School Teacher - Regular Education : Professional Education Special Education
Carrie Auld	Middle School Teacher - Special Education : Professional Education
Amy Bittner	Middle School Teacher - Special Education : Special Education
Monica Johns	Parent : Special Education
Kathy Moore	Parent : Professional Education
Heather Styles	Parent : Professional Education
Crystal Vogtsberger	Special Education Director/Specialist : Special Education
Aaron Maricic	Technology Coordinator : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Needs Improvement	Needs Improvement
Career Education and Work	Developing	Developing
Civics and Government	Developing	Needs Improvement
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	Needs Improvement	Needs Improvement
Environment and Ecology	Needs Improvement	Needs Improvement
Family and Consumer Sciences	Needs Improvement	Needs Improvement
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	Accomplished
Alternate Academic Content Standards for Reading	Developing	Accomplished
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	Developing	Developing

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

Arts and Humanities - Mapping NI:
We are in the beginning stages although practicing how the arts and humanities can support instructional outcomes.
Arts and Humanities - Alignment NI:
Choose state standards and align to Common Core.
Career Education and Work - Mapping NI:
Identify grade level materials we already use and cross curricular connections. Review other school

maps. Schedule series of opportunities for exposure.
<u>Career Education and Work</u> - Alignment NE:
Align to national career education and work standards.
<u>Civics and Government </u>- Alignment NI:
Align to Common Core Standards more clearly.
<u>Economics </u>- Mapping NI:
Isolate lessons within existing materials.
<u>Economics</u> - Alignment NI:
Align to Common Core Standards and embed in LA/Math.
<u>Environment and Ecology </u>- Mapping NI:
Isolate lessons within existing materials.
<u>Environment and Ecology - </u>Alignment NI:
Align to Common Core Standards and embed in LA/Math.
<u>Family and Consumer Sciences </u>- Mapping NE:
Higher grade level.
Content is infused in other subject areas.
<u>Family and Consumer Sciences - </u>Alignment NE:
Higher grade level.
Content is infused in other subject areas.
<u>Alternate Academic Content Standards for Math </u>- Mapping & Alignment NE:
RtII Regular education standards are used for all students to maintain high expectations broken down for higher needs learners through RtII and self-contained classrooms.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Needs Improvement	Needs Improvement
Career Education and Work	Needs Improvement	Needs Improvement
Civics and Government	Developing	Needs Improvement
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	Needs Improvement	Needs Improvement
Environment and Ecology	Needs Improvement	Needs Improvement
Family and Consumer Sciences	Needs Improvement	Needs Improvement
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	Accomplished
Alternate Academic Content Standards for Reading	Developing	Accomplished

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":

Arts and Humanities - Mapping NI:
We are in the beginning stages although practicing how the arts and humanities can support instructional outcomes.
Arts and Humanities - Alignment NI:
National vs State? Choose one and then align to Common Core.
Career Education and Work - Mapping NI:
Identify grade level materials we already use and cross curricular connections. Review other school maps. Schedule series of opportunities for exposure.
Career Education and Work - Alignment NE:
Align to national career education and work standards.
Civics and Government - Alignment NI:
Align to Common Core Standards more clearly.
Economics - Mapping NI:
Isolate lessons within existing materials.
Economics - Alignment NI:
Align to Common Core Standards and embed in LA/Math.
Environment and Ecology - Mapping NI:
Isolate lessons within existing materials.
Environment and Ecology - Alignment NI:
Align to Common Core Standards and embed in LA/Math.
Family and Consumer Sciences - Mapping NE:
Higher grade level.
Content is infused in other subject areas.
Family and Consumer Sciences - Alignment NE:
Higher grade level.
Content is infused in other subject areas.
Alternate Academic Content Standards for Math - Mapping & Alignment NE:
RtII Regular education standards are used for all students to maintain high expectations broken down for higher needs learners through RtII and self-contained classrooms.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Accomplished
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Accomplished
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Accomplished
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	Not answered
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Needs Improvement	Needs Improvement
World Language	Accomplished	Developing

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

We are in the beginning stages of aligning ELA and Math to the new PA Common Core State Standards (PACC).
We have an Art curriculum but Humanities needs to be developed.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Needs Improvement	Needs Improvement
Career Education and Work	Developing	Developing
Civics and Government	Developing	Accomplished
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	Accomplished
Economics	Developing	Accomplished
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Developing	Accomplished
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Needs Improvement	Needs Improvement

School Climate	Needs Improvement	Needs Improvement
World Language	Needs Improvement	Developing

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

We have an Art curriculum but Humanities needs to be developed.

Adaptations

Elementary Education-Primary Level

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Elementary Education-Intermediate Level

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Middle Level

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects

High School Level

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects

Explanation for any standards checked:

Elementary teachers have worked the past summer to align the curriculum to the PSSA anchors and the PA Common Core State Standards in math and ELA. This is a work in progress and continues with the facilitation and support of OnHand Schools, a web based company that is assisting with the process.
Middle/High School teachers are working within their PLC to align curriculum to the Common Core State Standards in Science, Social Studies, Math and English Language Arts.
Social Studies teachers are meeting vertically with the MS/HS ELA teachers to align with the new PA Common Core English Language Arts Standards for Science and Social Studies. All teachers are studying the standards, reviewing current resources, examining common core aligned resources, and working towards the goal of mapping and aligning the curriculum.
Our Chapter 339 plan has been developed and includes carrer education for elementary, middle and high school students. Elementary and middle school students will work on new curriculum maps fro science and math during the summer months.

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
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:

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.
Focus on all forms of daily formative assessment and a plan for remediation/ intervention of individuals and groups.

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

No standards are checked " Needs Improvement" or "Non Existent."

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:

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinay studies are identified. Focus on all forms of daily assessment and a plan for remediation/intervention of individuals and groups.

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

No standards are checked "Needs Improvement" or "Non Existent."

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
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:

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified. Focus on all forms of daily assessment and a plan for remediation of individuals and groups.

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

No standards are checked "Needs Improvement or "Non Existent."

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
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:

Procedures for measurement of mastery of the objectives of a planned couse, instructional unit or interdisciplinary studies are identified. Focus on all forms of daily assessment and a plan for remediation of individuals and groups.

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

No standards have been identified as " Needs Improvement or Non Existent."

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.

Due to having such a wide array of learners at various levels, all instruction is carefully planned and differentiated. Learning styles, abilities/disabilities, motivation/frustration levels, and background knowledge are all important factors carefully taken into consideration when planning all lessons. There is an instructional anchor that all students must be able to meet and that guides instruction. The activities that lead to meeting that anchor vary greatly. Within a classroom, students are given many different opportunities/ways to demonstrate proficiency of a skill. It is important to remember that when students have a deficit at their instructional level, instruction begins in the area where they have success. By planning instruction that contains modifications and accommodations students begin at their level, have success and can move on and build on what they know. This does require careful planning, as the teacher must be well aware of the level at which the student is performing. By scaffolding and leading students through instruction this allows them to complete more rigorous standards aligned to the common core. Instruction precedes in the "I" do, meaning teacher led, followed by "We" do, meaning the teacher and student complete, until they are able to complete, "You do, students complete and function independently. Many students depending on their level of functioning will require many "I"dos and "We" dos before they can function on their own. In careful planning of instruction, students can be introduced gradually to a more rigorous standard, improving their functioning level, and attaining further skills which they otherwise may not be able to achieve. Due to the fact that all students must take the Keystone or PSSA, teachers expose ALL students to practice tests without modifications and accommodations prior to taking the actual test.

Instruction

Instructional Strategies
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching

Regular Lesson Plan Review
- Administrators
- Building Supervisors

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

Building principals check teacher lesson plans and conduct walk-through and classroom observations aligned to the Danielson Rubric (Teacher Effectiveness). Teachers meet twice weekly in a Professional Learning Community (PLC) model to examine data, modify instruction, design intervention and lessons, and create common assessments. At the elementary level all teachers have received training utilizing the same instructional materials (Example: Saxon Phonics - K-2) and implement the program with fidelity. Periodic classroom visits by the Director of Curriculum &

instruction are used to monitor the lessons accomplished. Minutes from PLC meetings document instructional conversations, challenges and successes. Vertical PLC team meetings are held with 7-12 grade teachers who also share instructional strategies as they implement the PLC model. Example: MS/HS principal conducting walk-throughs gathering data on formative assessment classroom strategies.

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

The Clairton City District is very small and sometimes a department at the middle school or high school level is just one teacher. Peer evaluation and coaching is just beginning to be implemented. The district cannot afford instructional coaches at every level. We are working with a company to create PACC aligned curriculum that will be accessible online. When this is accomplished curriculum will be more transparent and easily accessible The Director of Curriculum & Federal Programs is a certified Teacher Evaluator with a state license for inter-rater reliability from Teachscape. Performing classroom walkthroughs with principals as a strategy to monitor instruction that will be implemented.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

Implementation is greater than 50%.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district

	classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

Implementation is greater than 50%.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

Implementation is greater than 50%.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district

	classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

Implementation is greater than 50%.

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.

When teacher vacancies occur a posting on our District website and in the local newspaper advertises the potion and requirements. Often we review the PA educator web site to see if there are any candidates that meet our specifications. Applications, resumes and credentials are examined to determine the most highly qualified candidates. Our policy is NOT to interview anyone who does not possess the proper certification to teach the subject area being advertised. The student population at each grade level varies from 50 -80 students per level. Certified teachers teach proficiency classes at the MS/HS level.

Assessments

Local Graduation Requirements

Course Completion	SY 17/18	SY 18/19	SY 19/20
Total Courses	25.50	25.50	25.50
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	10.00	10.00	10.00
Electives	10.00	10.00	10.00
Minimum % Grade Required for Credit	60.00	60.00	60.00

(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:

    I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

    II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

    III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

    IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

    V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

    VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter

school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X				
Career Education and Work						
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	X			X	
PA Core Standards: Mathematics		X	X			
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences						
Geography		X				
Health, Safety and Physical Education	X	X				
History		X				
Science and Technology and Engineering Education		X				
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	X
Keystone Exams			X	X
AP Exams				X
Textbook Assessments				X
ACCESS for ELLs	X	X	X	X
PASA	X	X	X	X
PSAT				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
4 Sight		X	X	X
Dibels Next	X	X		

Study Island Benchmarks		X	X	X
GMADE	X			

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Classroom strategies include a wide variety of techniques: exit slips, thumbs up, think, pair share, quizes, etc.	X	X	X	X
Progress Monitoring	X	X	X	X
Works of art and music performances	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT		X	X	X
DIBELS- progress monitoring	X	X	X	
Early Childhood Screener	X			
Study Island		X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Teachers utilize assessments that are included in the curricular and instructional materials especially when the materials are aligned to state standards. Elementary teachers use assessments that have been developed by Storytown, and Saxon for ELA. As we work as a team to align our resources to the new PACC we will develop common assessments aligned to the standards. These assessments will become part of the curriculum. Teachers also peer review open-ended assessment questions and discuss instructional implications for student improvement. Training at PaTTAN was provided for teachers on crafting open-ended responses. Two MS/HS teachers trained the elementary teachers in the process.

Historically, teachers have created their own assessments but have come to realize the power of common assessments when monitoring learning. Often the rigor of the assessments that accompany the instructional materials does not match the rigor of the grade level standards or the PSSA

assessments.
A formalized method for reviewing assessments is a work in progress.

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.

Currently the Clairton City School District does not develop locally administered assessments but uses formative, diagnostic, and benchmark assessments developed by reputable companies.

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 District has employed a full time testing coordinator who is very familiar with summative (PSSA), Formative (4Sight) and Diagnostic (CDTs and DIBELS, AIMSWEB) testing, data, and results. Results are immediately posted on EdInsight.
EdInsight provides easily accessible data for teacher and administrative use. District and School - level summative data (PSSA) is shared with the faculty and staff at the beginning of the year during Teacher Professional Development Days.
Each teacher has access to all student data through EdInsight after testing. This includes, PSSA, 4sight, DIBELS, G-Made, Classroom Diagnostic Tools, etc. Data is discussed in the Professional Learning Community meetings throughout the school year and used to determine intervention needs as well as instructional modifications. Data charts student growth in fading and math. DIBELS data helps teachers design and diver RtII. Data is used to evaluate instruction and the effectiveness of curricular programs.

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.

Data is key to helping teachers target instructional gaps when working with struggling learners. In the primary grades the Dynamic Indicators of Early Literacy Skills (DIBELS) data is used to screen students who may be at-risk of developing reading difficulties. This screener is administered three times a year. Students are then given an informal diagnostic test to determine exactly what phonics skills need targeted in RtII intervention lessons. Teachers group students and implement targeted intervention lessons. Students continue to be progress monitored so that intervention may be immediate.
Students who have not demonstrated mastery on anchors in math or ELA are given a variety of assessments aligned to the standards. 4Sight testing results inform teachers of individual and class

weaknesses and strengths. Teachers may address the areas of concern by reteaching, retesting, intervention, assigning a student to after-school tutoring, summer school, etc. Additional time and instructional support is provided for struggling learners.

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
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
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.

Weekly PLC meetings are held for the purpose of examining student data, adjusting instruction/intervention to address student deficiencies and sharing best practice. The minutes from these meetings are documented. Teachers use data to drive instruction and intervention. Students are flexibly grouped for "targeted interventions" and achievement is progress monitored. At the MS/HS level instruction/intervention that targets specific anchors is designed after reviewing class and individual student data reports. Supplemental instruction to address keystone anchors in ELA, Biology and Algebra I is designed utilizing data reports that link students to anchors and objectives. Data conferences are held with students to ensure they know and understand areas of strength and concern. A wide variety of strategies are utilized that vary from Direct Instruction, Peer tutoring, technology based remediation programs that include Study Island and Success maker, My FoundationsLab, after-school tutoring, extended year and proficiency classes.

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

Students in the primary grades (K-2) are not given PSSA or summative assessments. However, the objectives and anchors are reported out using other benchmark or formative assessments.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & other Test-related Websites		X	X	X
Individual Meetings		X	X	X

Letters to Parents/Guardians		X	X	X
Local Media Reports		X	X	X
Website		X	X	X
Meetings with Community, Families and School Board		X	X	X
Mass Phone Calls/Emails/Letters				
Newsletters				
Press Releases				
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

Summative data reports are posted on the Clairton City District Website. There is a link that also directs viewers to the PDE & AYP websites. Individual student reports and letters are mailed to parents/guardians. A letter indicating the school and district AYP status is also sent to each parent/guardian. Meetings are scheduled and data is shared with the School Board, Parents and Community.

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

The LEA will review unselected strategies to determine appropriateness of the method.

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.

The Clairton City School District will continue to allocate resources, both human and financial to assist struggling schools. The District has submitted and received grants to help support improved student achievement. The Grable Grant provides funding ($110,000) over two years for teacher and administrator professional development. Teachers are studying the PA Common Core State standards and aligning the ELA and math curriculum to the new standards. This grant provides a facilitator who will lead the process as well as substitutes so that teachers can work together on the PACC alignment. This grant also provides training and facilitation for the MS/HS teachers to create assessment items for the ELA, Algebra I and Biology Keystone exams aligned to Webb's Depth of Knowledge. All MS/HS teachers participate and benefit from the assessment training. In addition, a university math professor is providing teacher math coaching for elementary grade levels that

involves engaging students in mathematical discussions. Teachers observe and reflect on how to question and engage students in higher-level math conversations, a requirement of PACC. Principals are engaged in implementing the Teacher Effectiveness Rubric and receiving support and coaching from experienced educators when the principal and coach conduct classroom observations together, compare data, and reflect.   The Race to the Top (RTTT) grant has provided training and support for the teachers, principals, and central office administrators on the Danielson Rubric. Administrators have been earning proficiency on the Teachscape inter-rater reliability instrument and piloting the process with teachers. Engaging students in learning is at the heart and soul of this new evaluation instrument. A 21st Century Grant has been secured to provide an extended day program for students in grade 4-8. Clairton students stay after school for three additional hours of tutoring, enrichment and field trips four days a week. All District teachers offer 60 minutes of after school tutoring weekly in the Clairton Achieves initiative. An RtII grant has provided middle school teachers funding and training to implement the RtII process at that level. Student achievement gains have been significant as the teachers continue to provide RtII.   Middle and high school Keystone test re-testers are provided with supplementary instruction prior to retesting. In addition, a grant from the Pittsburgh Foundation to upgrade our high school science lab was secured so that teachers can provide more labs for students. All of these grants were secured by central office administrators to provide the necessary resources to improve student achievement. District math teachers work collaboratively with the Math and Science Collaborative at AIU who provide content area math training for teachers in a variety of formats including coaching. The District has also trained teachers and provided time for teachers to meet utilizing the Professional Learning Community Model. This model for continuous school improvement requires that teachers analyze student data, adjust instruction, implement and evaluate. Teachers study the standards, create common assessments and learn together. The PLC model is new and will require ongoing training each year to refine implementation. Thus far, training is done at the district level. The elementary school has studied the alignment between the written, taught and tested curriculum and developed a list of instructional implications that if implemented consistently across grade levels would greatly improve student achievement. Aligning instruction that increases in rigor at each level is now the challenge that we will begin to address. In an effort to assist struggling students, teachers and administrators are engaged in an effort to personalize instruction for all students.The MS/HS principal greets students each morning and holds student data conferences, and a community nonprofit (The Consortium) is leading the cause training and providing support with numerous resources/programs to include instituting an advisory period. Parent Involvement, support and training is ongoing but also a challenge at Clairton City
Schools.

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
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	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				
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:

We had a resource officer but due to funding have lost that officier. We have in-house security in the buildings daily. We also have access to the Clairton City Police Juvenile unit on a daily basis.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

The Clairton City School District locates and identifies all students of school age who reside within the district who are thought to be gifted and in need of specially designed instruction. A letter explainng gifted services is sent home to every parent and distributed to all teachers. In addition, Clairton City School District's required Annual Notice dicusses services for school age students with disabilities or mental giftedness. This Annual Notice is on the Clairton City School Distict's website, located in the building office, student hankbook and distributed on Parent information Day.
As per Chapter 16 evaluations, if a parent requests an evaluation for gifted support services, the school district must complete an evaluation. If a parents makes an oral request, a Permission to evaluate will be sent to the parent. If parents make general inquiries about gifted support services, teh teacher wil contact the parents and discuss available services.
If a student's teacher believes that a student should be referred for a gifted evaluation, the teacher will refer the student to the Collaborative Intervention Team (CIT) meeting process in order to discuss the recommendation and current interventions and to determine if an evaluation is appropriate. The classroom teacher in conjuction with the gifted support teacher should complete the Clairton City School District's Gifted Referral form to bring to the CIT meeting. If the school team agrees that there is sufficient data to suggest that a full evaluation is necessary, the process for referral by school personnell will followed. A permission to evaluate will be sent to the parent.
Upon completion of the individual evalutaion, the school pscyologist will work with the Gifted Multidisciplinary Evaluation team (GMDE) to determine eligibility according to district guidelines. Teachers provide input through three input forms: Gifted Input Form, Confidential Teacher Data Form and Gifted Rating Scales. Parents are asked to provide input through completing a Parent Input Rating Scale. The GMDE Team will meet to discuss the evalutaion, which could include, but is not limited to: Individual IQ, Individual Achievement, Group Achievement, Gifted Characteristic Checklist, Parent rating Form, Rates of Acquisition and Retention Form and Teacher Input Form. As

part of the Gifted Rating Scale, the following will be considered: Intellectual Ability, Academic Ability, Creativity, Artistic Talent, Leadership and Motivation. A recommendation is made in the form of a Gifted Written Report (GWR) regarding eligibility and non-eligibility. GIEP meetings are scheduled in accordance with IEP/GIEP meeting procedures. For students recommended for the program, parents are offered a Gifted Multidisciplinary Evaluation (GMDE) team meeting by mailing an invitation with the GWR. If they do not wish to attend, the NORA (Notice of Recommended Assigment) is mailed to the parent. If they attend, the NORA is issued at the GMDE meeting by the LEA representative.

As per Chapter 16 regulations, parents may request one gifted evaluation per school year. Parents may also request that an independent evalutaion be considered, but may not seek a publicly funded independent evaluation per Chapter 16 regulations.

The multiple criteria that indicates a student may be mentaly gifted include:

- A year or more above grade achievement level in one or more subjects as measured by nationally normed and validated achievement tests.

- An observed or measured rate of acquisition/retention of new academic content or skills.

- Demonstrated achievement,performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio, or research, as well as criterion-referenced team judgement.

- Documented, observed, validated or assessed eviodence that intervening factors such as English as a second language (ESL) , learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation, are masking gifted abilities.

- Describe your gifted special education programs offered.

-

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

Each year parents and teachers are notified of the evaluation process for our gifted program. Referral forms are made available on the website and sent home annually to parents. They are accessible anytime when requested. Teachers may refer any student for evaluation for our gifted program by completing a gifted referral form. Parents may request in writing that their child be evaluated for this program. The school psycologist administers IQ and achievement assessments and secures parent and teacher input via checklists to complete a referral packet. A gifted multidisciplinary team will make the decision to qualify a student for the program.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

Refer to question 1.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

The Clairton City School District offers a variety of services for students with mental giftedness. Gifted education for each gifted student is based on the unique needs of the student, not solely on the student's classification. The gifted services enables them to participate in acceleration or enrichment programs, or both, as appropriate, and to receive services according to their intellectual and academic abilities and needs. The gifted support teacher collaborates with general education teachers to ensure that students are challenged in ways appropriate to their abilities while inside the regular classroom. Students are also offered pull-out (enrichment) classes along with the opportunity to participate in academic events offered in and around the city. This event allows students to not only collaborate with each other but to also compete in friendly events that focus on Math, Science, History, Technology and Creativity. Some of these possible services include, but are not limited to the activities listed below. We also offerd AP classes and dual enrollment courses at the high school level.

· Calcu-Solve
· Eco Challenge at Phipps Conservatory
· STEM activities
· Invention Convention
· Heinz History Bowls
· Kennywood Education Days
· Volunteer/Career Opportunities
· Peer Tutoring
· Creative writing projects
· Interest/Ability inventories
· Higher Level Math Projects
· STEAM Related Career Tours at Steel Center
· Hometown Hi-Q
· Jackie Robinson: Art, Essay and Poetry Contest
· MENSA Challenges: Online program to develop memory skills
· Job Shadowing opportunities
· Completion of college scholarships and applications
· Advocacy Skills
· Designed motorized KNEX items
· Origami Art
· Drawing

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
Career Development/Planning			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
Nutrition	X	X	X	X
Orientation/Transition		X	X	X
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Students have a variety of developmental services available beginning with the DART program that assesses students with special needs prior to their entry into kindergarten. Health screenings are done on a yearly basis. Most students in the district are in compliance with health requirements. Students who are not in compliance are informed in writing to the steps that must be taken to get into compliance. The Ronald McDonald Health Van is scheduled in the community each Monday during the year. Students have access to the van to get their immunizations and other health care needs met, as well as the S.M.I.L.E. dental program here in the school building.
The District has a School Wide Positive Behavior Plan. Under this umbrella of services is the High Mark Dignity and Respect program for the elementary school, Olweus Bullying Program for grades 6-12, Positive Action character education program grades 6-12, MAPS (My Action Plan for Success). Each year in May there is a health fair in the district sponsored in conjunction with Mon-Yough Mental Health Services and members of the SHIP. There is an RTII model for both academic and behavior. Emergency and Disaster Plans are in place and have been tested over the past year. In particular there was a disaster drill for how to deal with a shooter in the building. We will continue to train teachers, staff, students and the community at large on what to do when there is an emergency in the school or in the surrounding community.
Clairton offers a school-based behavior health program (implemented in 2015-) on campus. In collaboration with the Department of Human Resources and Wesley, we are able to offer services 24-7 for students and families needing assistance. Three behavior health specialists and two MHPs work exclusively with Clairton students and families who reqire Tier III intervention. Mon Yough, and Nissar continue to offer on campus services counseling and mental health services for designated students.

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:

Administration of medicines are done by the school nurse or a designee. Teachers do not give or handle medicines. There is a diagnostic plan in place to meet the educational, behavioral, and medical needs of our students. The elementary school uses the CIT which is a collaborative intervention team. Teachers meet as a grade level to discuss issues with students. Strategies are developed to address problems.   Assessment and progress monitoring is done as a grade level team. If there is a need to escalate the problem to the principal or the social workers, those things are addressed at that level. If academic, attendance, or behavioral problems persist, then there may be individual counseling, small group counseling, or character education classes to address the needs of the students. The Student Assistance Program is used in grades 7-12 to address the needs of the students in the Middle/High School area. The crisis response team is available to reach out to students when there is a personal or community crisis.   Referrals to special education or to outside agencies is done only after the district has exhausted all in house measures to handle academic, attendance, health, and mental health issues.

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:

In August of each year the district has an Information Day. At that time students are introduced any changes for the coming year, new students may register for school, and students may get paperwork necessary for physicals, lunch programs or referrals to other agencies. Parents of kindergarten or

new students may tour the building.

The district has a community liaison who works in conjunction with the Unity program. Each year there is a CommUnity day where the school, city leaders, chamber of commerce, churches, and other community organizations come together to celebrate the community. This one day affair takes place in September. The community liaison meets monthly with the Unity committee. The district also has a title I liaison to work with Title I programming. There are parent meetings and activities scheduled monthly,

Truancy Coordination is done in conjunction with Associate Principal of Discipline/Attendance, local magistrate and Children and Youth Services. Each student/parent is given the opportunity to complete a Truancy Elimination Plan and given the state guidelines on attendance and truancy. All agencies work together to make services available so that students can attend school or time daily. Truancy coordination does not take effect until a student had missed more than 7 days. Letters and warning are sent to parents when students are illegally absent. Each letter warns of the progression of consequences if a student does not regularly attend school. Students who are considered truant are brought before the magistrate under Pennsylvania's compulsory education laws.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	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 Directors	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

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

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

For the most part classroom teachers deliver the RtII intervention in the area of reading and math. In some situations the teachers group the students and deliver intervention according to student needs as indicated by diagnostic assessments. In elementary school a reading Title I reading tutor and Title II-A math tutor provides intervention. This person has access to all student data (DIBELS) 4Sight etc and participates in all training and Professional Development with staff. These tutors work with students in a variety of formats, either push- in or pull-out. They work with small groups of students within the classroom providing one on one support on the objective being taught or they pull small groups of students out and use data to drive the intervention. In all cases, conversations between the teacher and the interventionist are ongoing.

At the middle school level the reading teacher works with all content area teachers to differentiate and modify instruction. RtII is done within the school day utilizing Read 180, Read Naturally, and Directed Instruction strategies.

A high school interventionist in ELA meets regularly with the MS/HS Professional Learning Community twice weekly. This team works well together and utilizes individual student data regularly.

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

Clairton City Schools works well with the community and Head Start. We have chaired the Early Childhood Committee which comprises many private, and public preschool programs in our community. We provide after school programs for elementary and middle school students including dinner four days a week. Our after-school program supported by a 21st Century Grant provides math and reading tutoring, enrichment activities including field trips and child care for younger siblings who would normally watch their siblings and not be able to attend.   Transition activities are provided for pre-school students prior to attending kindergarten.

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.

The Clairton City School District has a Kindergarten Transition Plan that helps provide a smooth transition from preschool to kindergarten. This plan includes workshops for parents, story telling visits, Title I Parent and Community Advisory Council meetings, Parent Open House, Information Day, Year of the Child Parade, Move-up Day, and visits by kindergarten teachers to the preschool classroom for testing and screening. Early Childhood Network monthly meetings help to set the agenda for the Kindergarten Transition Plan.

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.

At the elementary level teachers have an abundance of curricular, instructional and supplementary resources for reading.They use Harcourt's Storytown Basal Reader as a primary resource but will use Journeys a more updated edition to PA core standards adoption in the 2016-17 school year and thereafter.   Saxon phonics is used to supplement the basal and provide RtII. Teachers use Foss & STC science kits to provide hands-on science instruction that engages children. Teachers have a primary resource GO Math at the elementary level and a new math text at the middle school level. Calendar Math is a supplemental program used in K-2 and Think Through Math is used in grades 5-8. As we transition and align curriculum we will begin to replace outdated materials. Supplemental materials will be purchased for writing, reading and science. Reading "texts" that match the rigor of the PACC exemplar texts have been purchased to assist in the transition to PACC. Various computer based programs supplement instruction. Some of these include Waterford
Early Learning, SuccessMaker and Study Island. Teachers utilize SmartBoards for interactive instruction and field trips to motivate student learners. Each year the district has a curriculum committee that reviews all textbooks and resources to determine a replacement schedule as funding permits. An after-school tutoring program as well as an extended year summer program is available to address the educational needs of students.

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

There were no identifed areas needing further explanation.

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	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.

At the elementary level teachers have an abundance of curricular, instructional and supplementary resources for reading with Harcourt's Storytown utilized as the basal reader. They use Foss and STC science kits to provide on-hands science instruction that engages children. They have a primary resource, Scott Foresman math adoption, but are in need of a more updated math adoption aligned to the Common Core state standards. As we transition and align curriculum we will begin to replace outdated materials. Supplemental materials will be purchased for writing, reading and science. Reading "texts" that match the rigor of the PACC exemplar texts have been purchased to assist in the transition to PACC. Software programs that help to differentiate instruction for struggling learners are also available. These include Study Island and Successmaker. PSSA test preparation materials include Coach books. Classroom computers and computer labs are utilized to differentiate and motivate student learners. Teachers utilize SmartBoards for interactive instruction. Each year the district has a curriculum committee that reviews all textbooks and resources and determines a replacement schedule as funding permits. We are in the process of aligning the resources to the

PACC. 21st Century grant provides for after-school tutoring, enrichment and field trips to differentiate and motivate students. An extended year program will also be provided to support the educational needs of students.

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

There were no identified areas needing further explanation.

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	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.

Middle school courses have at a minimum one primary resources (textbook or lab kits) used to deliver instruction. Teachers utilize supplemental resources from various avenues that include the internet, online resources such as Safari, etc. Supplemental readers, novels, supplemental programs, test preparation materials. Foss and STC kits aligned to the national science standards are the primary resources used in science to address PA science standards. Reading novels are used in reading and English classes. The Read 180 program is used as an RtII intervention, as is Read Naturally and Directed Instruction. Math teachers are currently teaching the PSSA standards utilizing a variety of resources. We are in the process of examining PACC aligned resources for math. A computer lab exists for class use and each classroom is equipped with computers and some have SmartBoards for interactive instruction. A computer lab is also available. A 21st Century grant provides for after-school tutoring, enrichment and field trips to differentiate and motivate students. Each year the district has a curriculum committee that reviews all textbooks and resources and determines a replacement schedule as funding permits. We are in the process of aligning the resources to the PACC. Our Cyber school provides online courses for students who desire this learning platform.

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

There were no identified areas needing further explanation.

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	Developing

available	
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.

Our high school classes are small in comparison to most inter-city high schools with anywhere from 40 - 80 students in a grade level. Because of the various courses and electives required for graduation, usually only one teacher teaches the course. That ensures equity and accessibility of resources and materials. We are in the process of aligning ELA, math and Biology to the PACC/Keystone anchors. New resources were secured for Biology including a grant to update the science labs. A variety of supplemental resources are made available that include online resources (through the AIU) field trips, classroom computers, computer lab, computer-based courses to use at home in Algebra I, a variety of test preparation materials to include Coach and Study Island.
 Resources are available to differentiate instruction including Scholastic's Read 180 Program, Direct Instruction, etc. The District Curriculum Committee regularly reviews textbooks and resources and makes recommendations for updating as funding becomes available. Two computer labs and a portable laptop cart as well as SmartBoards for interactive instruction are available to motivate students. Our Cyber school provides online courses for students who desire this learning platform.

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

There were no identified areas needing further explanation.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of

	district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms

	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

As we continue to develop common core aligned currciulum we crosscheck our efforts with the SAS resources. Additionally, SAS supports and provides materials for school/climate/culture. SAS also is utilzied to inform our counseling/social work programs, processes, and protocol.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable

Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

As we continue to develop common core aligned currciulum we crosscheck our efforts with the SAS resources. Additionally, SAS supports and provides materials for school/climate/culture. SAS also is utilzied to inform our counseling/social work programs, processes, and protocol.

Middle Level

Standards	Status
Arts and Humanities	Implemented in

	less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms

Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The SAS website is our go to place to access PASS and now PACC. The abundance of resources available to supplement our curriculum has been invaluable. LIke any organization some teachers utilize this resources more than others. As we design and align our curriculum and resouces to the PACC over the next few years we will use the many resources available on the SAS site. Currently, curriculum maps exist that are aligned to PSSA anchors.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district

	classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of

	district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The SAS website is our go to place to access PASS and now PACC. The abundance of resources available to supplement our curriculum has been invaluable. Like any organization some teachers utilize this resources more than others. As we design and align our curriculum and resouces to the PACC over the next few years we will use the many resources available on the SAS site. Currently, curriculum maps exist that are aligned to PSSA anchors.

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	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.				
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	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan	X	X	X	X

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 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.				
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.

Teachers and administrators at the Clairton City School District are involved in a variety of efforts to improve teacher and leader training. At the building level from K-12 all teachers have been trained in the Professional Learning Community Model and meet twice weekly to discuss data, struggling students, instructional adjustments, curriculum, etc. The PLC is the vehicle for continuous improvement. The elementary school is organized by grade levels and the MS/HS is organized by vertical teams of teachers in grades 7-12. The teams are at different levels in their implementation of RtII but have been trained in the model by the Allegheny IU and PaTTAN. The middle school language arts teachers have been involved in a 3 year RtII grant with training, and support provided directly from PDE. Regularly scheduled RtII meetings are held after formative assessments are administered. Teachers have been well trained in utilizing the data to inform instruction. OnHand Learning is contracted to provide a data warehouse, EdInsight, where teachers can access a variety of student reports from PSSA, 4Sight, CDTs, G made, etc. Data is reported by teacher, by class, by objectives and individually. The accessability of the data makes it easy for teachers to drill down and dig deeply to help struggling students target weak areas. Principals and central office administrators attend PVAAS training provided by the AIU. This training is ongoing and sometimes involves teachers when possible. Grants provides another avenue for teacher professional development. The Race to the Top (RTTT) grant has provided training on the Danielson Rubric for all principals and administrators and all District teachers. Administrators are certified on the inter-rater reliability instrument and licensed by Teachscape. The Principals will continue Teacher Effectiveness Training during the 2016-17 school year for newly hired teachers. OnHand Learning is providing expert training and support on curriculum mapping. They are assisting the district in the process of aligning ELA and math to PACC and placing the product online. They are also working with the high school teachers on developing assessments aligned to the Keystone Exams utilizing Webb's Depth of Knowledge. The AIU has provided many content area specific training to PLCs on teacher Professional Development Days. They have provided the PACC transition training including the crosswalks. We are a part of the STEM grant initiative at AIU and will have teachers participate in math and science training this summer. We also have a team of ELA teachers attending College Board training at the AIU this summer. WE have greatly utilized the resources made available by AIU and PaTTAN. Teachers have attended training on writing and formative assessment at PaTTAN and returned to campus and trained the entire team. This model helps build building level capacity. A community non profit, the Consortium, has been instrumental in providing quality, free teacher training and support. They are focusing on Personalizing Instruction and have provided training,

book studies, seminars, workshops, etc. around this topic to ensure implementation. An additional Professional Development (Act 80) days have been added to our school calendar for the 2016-2017 school year, as every minute of each PD day this year was utilized effectively. Teams of teachers visited other schools to observe math programs in place that are touted to be better aligned to the PACC than the one currently in use here. A National Distinguished Title I school with similar demographics was invited to share their "success" story with the Clairton faculty and staff during a PD day. A variety of adult learning formats from book studies,classroom coaching, AIU meetings, workshops and seminars, PLC collaboration, visiting model classrooms and sharing best practice have been instituted to increase teacher learning and impact teacher effectiveness.

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

There were no unselected strategies, therefore no further explanation is required.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/19/2013 Initial training entire staff, Dr. Hunt trainer
12/16/2013 Dr. Hunt trainer
8/18/2015 Updates, Koebler & Pytash trainers

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
10/16/2015 6 hr. modules on Suicide Prevention

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

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.

PSSA data is used to determine areas where professional development must focus. PD provided focuses on areas where student test scores reveal instructional concerns. Teacher Professional Devlopment also focuses on areas
that are new implementations, such as the Teacher Effectiveness Instrument, PA Common Core State Standards. SAS, discipline, etc. Teachers also complete a Professional Development Survey. The school improvement plan also requires professional development as part of addressing action steps for improving student achievement.
Building principals conduct classroom walkthroughs to monitor program implementation. PLC Learning logs are turned in twice weekly and monitored by the principals and Director of Curriculum.
External Professionals including facilitator at the AIU, have been utilized to deliver PD especially on Common Core transitions. Student data indicates the areas of focus for PD. Example, Critical thinking skills in reading was a focus of Reading PD for elementary teachers. Creating Keystone aligned assessmenst questions aligned to Webb's Depth of knowledge was a focus of middle and high school staff development.

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

All strategies have been selected.

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.

Inductees are required to complete two online modules on the SAS Portal and provide evidence of course requirements and completion. Inductees are required to complete one face-to-face workshop on a self-selected topic aligned to one of the six SAS components. In a addition to the in-house mentor program, inductees will engage in a year-long induction program at AIU. Many of these objectives are also covered in mentor meetings with mentors or on District Staff Development Days. Inductees attend a minimum of five days of staff development, which includes an orientation to CCSD, the completion of a needs survey, as well as training on how to access and analyze student data. The district's in house induction program requires inductees to interact regularly with building -level principals and mentors, attend brief informational trainings throughout the year, observe classroom teachers, and keep a reflective journal during the first year tied to the 4 domains. Principals regularly collect and review lesson plans, walk-throughs are completed at least monthly to provide insight into teacher needs, and the Teacher Effectiveness model is used for teacher evaluation which includes both pre and post conferences. All staff members participate in bi-weekly PLC meetings so time is dedicated to discuss and review student work, create and evaluate aligned assessments, and analyze student data (diagnostic, formative, and summative). PLC logs are reviewed by building principals and feedback is provided.

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

All strategies were selected.

Needs of Inductees

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

- Frequent observations of inductee instructional practice by supervisor 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.

- Knowledge of successful research-based instructional models.

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

- Classroom assessmenst data, PSSA data, is analyzed in the department or grade level PLC. Principals collect and review lesson plans and conduct frequent observations and walk-throughs. Journals are reviewed by mentors.

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

Classroom assessmenst data, PSSA data, is analyzed in the department or grade level PLC. Principals collect and review lesson plans and conduct frequent observations and walk-throughs. Journals are reviewed by mentors.

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

We will review the unselected strategies and determine their feasability for implementation.

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.

The Clairton City School District Teacher Induction Plan was revised at the end of the 2015-16 school year with input from members of the District Instructional Leadership Team (DILT), the Administrative Team, and Mentors/Inductees. The updated plan closely follows the Teacher Effectiveness Model, which highlights the above characteristics. In addition, inductees are assigned a mentor for three years to assist with the implementation and understanding of the characteristics; the LEA has a structured in-house induction program: and new employees engage in a yearlong induction program implemented by the Allegheny Intermediate Unit. daily journal is to be kept and shared with the mentor teacher. The mentor teacher will met regularly with the new teacher and respond to any concerns immediately. The principal will also meet regularly with the new teacher. Teacher mentors who are selected are teachers who have demonstrated proficiency on the new Teacher Effectiveness Program. They are recommended by the building level principal.

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

All strategies were selected.

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				
Best Instructional Practices		X				
Safe and Supportive Schools	X					
Standards		X				
Curriculum		X				
Instruction		X				
Accommodations and Adaptations for diverse learners	X		X			
Data informed decision making		X				
Materials and Resources for Instruction	X		X			

If necessary, provide further explanation.

The topics of discussion are ongoing through the mentor/mentee process and policy updates. Inductees attend a minimum of five days of additional profesional development, which includes an orientation to CCSD, the completion of a needs survey, as well as training onn how to access and analyze student data. The district's in-house induction program requires inductees to interact

regularly with building level principals and mentors, attend brief informational trainings throughout the year, observe classroom teachers, and keep a reflective journal during the first year tied to (4) domains. Principals regularly collect and review lesson plans, walkthroughs are completed at least monthly to provide insight into teacher needs, and the Teacher Effectiveness Model is used for teacher evaluation which includes pre and post conferences. All staff members participate in bi-weekly PLC meetings so time is dedicated to discuss the review of student work, create and evaluate aligned assessments, and analyze student data (diagnostic, formative, and summative). PLC logs are reviewed by building principals and feedback is provided.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Principals will meet with the new teachers and mentors at the end of the year to evaluate the program. Teacher feedback will be solicited. All suggestions to improve or modify the program will be considered.

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.

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:

After reviewing PSSA data from both schools it is clearly evident common core math is an area in need of improvement. New materials and resources were purchased two years ago that claimed to be better aligned with PA CORE standards. The elementary adopted Go Math and the Middle School also adopted a new math textbook. The new resourses are clearly not aligned to the PSSA assessment and now require teachers to supplement with more recent curriculums and online resources, constantly revising lessons. Much time and effort was devoted writing a new math curriculum over the past three years. Our primary resourse is not sufficient to ensure student success on the PSSA exams. Teachers at the elemebtary and middle school level have participated in the Math and Science Collaborative at AIU. School improvement funds are being targeted to support math training and technology for teachers. Math scores from 2014-15 to 2015-16 showed no improvement.

Reading PSSA scores at both schools indicate that approximately one third of the students are proficiant and above. More students are scoring at the basic level in reading than the below basic level, indicating growth. PVAAS growth data indicates improvement in reading scores. A district-wide focus on writing as a part of all teacher SLOs appears to be positively impacting reading scores. In addition to acheivement data, a Climate Survey, Professional Development Survey and parent surveys were administered. Data was analyzed and shared with the districtwide leadership improvement team (DILT) and faculty and staff. Committees were established to address concerns identified on the surveys.

District Accomplishments

Accomplishment #1:
1. Average daily attendance in the District is 91%, above the goals of 90%.

Accomplishment #2:
2. Test participation exceeds the goal of 95% participation.

Accomplishment #3:
3. 100% of teachers are highly qualified.

Accomplishment #4:
4. District closed the achievement gap betweeen all students in grade 11 (2015-16).

Accomplishment #5:
5. District closed the achievement gap between historically low-performing students in grade 11 (2015-16).

Accomplishment #6:
6. District exceeded the growth standard in Keystone Literature in grade 11 (2015-16).

Accomplishment #7:
7. District met the growth standard in ELA grades 3-12 (2015-16).

Accomplishment #8:
8. District closed the achievement gap for ALL Students in Grade 11, Literature, Biology, and Algebra I.

Accomplishment #9:
Climate survey administered to both schools indicates positive results on many indicators.

District Concerns

Concern #1:
1. Graduation rate of 75 is 10% below the goal of 85%.

Concern #2:
2. District-wide math scores are 14 proficient, 25% below the state average of 67%.

Concern #3:
3. District-wide English Language Arts (ELA) scores are 33% proficient, 25% below the state average of 58%.

Concern #4:
4. District PSSA Science scores in grades 4 & 8 are not meeting the growth standard.

Concern #5:
5. Science PSSA scores in grades 4 & 8 are 38% proficient, 29% below the state average of 67%.

Concern #6:
6. District did not meet the growth standard in Keystone Biology.

Concern #7:
7. District did not meet the growth standard in PSSA math.

Concern #8:

8. District did not meet the growth standard in Keystone Algebra I.

Prioritized Systemic Challenges

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

    Aligned Concerns:

        1. Graduation rate of 75 is 10% below the goal of 85%.

        2. District-wide math scores are 14 proficient, 25% below the state average of 67%.

        3. District-wide English Language Arts (ELA) scores are 33% proficient, 25% below the state average of 58%.

        4. District PSSA Science scores in grades 4 & 8 are not meeting the growth standard.

        5. Science PSSA scores in grades 4 & 8 are 38% proficient, 29% below the state average of 67%.

        6. District did not meet the growth standard in Keystone Biology.

        7. District did not meet the growth standard in PSSA math.

Systemic Challenge #2 *(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:

        1. Graduation rate of 75 is 10% below the goal of 85%.

2. District-wide math scores are 14 proficient, 25% below the state average of 67%.

3. District-wide English Language Arts (ELA) scores are 33% proficient, 25% below the state average of 58%.

4. District PSSA Science scores in grades 4 & 8 are not meeting the growth standard.

5. Science PSSA scores in grades 4 & 8 are 38% proficient, 29% below the state average of 67%.

6. District did not meet the growth standard in Keystone Biology.

7. District did not meet the growth standard in PSSA math.

Systemic Challenge #3 *(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:

1. Graduation rate of 75 is 10% below the goal of 85%.

2. District-wide math scores are 14 proficient, 25% below the state average of 67%.

3. District-wide English Language Arts (ELA) scores are 33% proficient, 25% below the state average of 58%.

4. District PSSA Science scores in grades 4 & 8 are not meeting the growth standard.

5. Science PSSA scores in grades 4 & 8 are 38% proficient, 29% below the state average of 67%.

6. District did not meet the growth standard in Keystone Biology.

7. District did not meet the growth standard in PSSA math.

Systemic Challenge #4 *(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:

1. Graduation rate of 75 is 10% below the goal of 85%.

2. District-wide math scores are 14 proficient, 25% below the state average of 67%.

3. District-wide English Language Arts (ELA) scores are 33% proficient, 25% below the state average of 58%.

4. District PSSA Science scores in grades 4 & 8 are not meeting the growth standard.

5. Science PSSA scores in grades 4 & 8 are 38% proficient, 29% below the state average of 67%.

6. District did not meet the growth standard in Keystone Biology.

7. District did not meet the growth standard in PSSA math.

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:**
>
> > 1. Graduation rate of 75 is 10% below the goal of 85%.
> >
> > 2. District-wide math scores are 14 proficient, 25% below the state average of 67%.
> >
> > 3. District-wide English Language Arts (ELA) scores are 33% proficient, 25% below the state average of 58%.
> >
> > 4. District PSSA Science scores in grades 4 & 8 are not meeting the growth standard.
> >
> > 5. Science PSSA scores in grades 4 & 8 are 38% proficient, 29% below the state average of 67%.
> >
> > 6. District did not meet the growth standard in Keystone Biology.
> >
> > 7. District did not meet the growth standard in PSSA math.

Systemic Challenge #6 *(Guiding Question #10)* Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

> **Aligned Concerns:**
>
> > 1. Graduation rate of 75 is 10% below the goal of 85%.
> >
> > 2. District-wide math scores are 14 proficient, 25% below the state average of 67%.
> >
> > 3. District-wide English Language Arts (ELA) scores are 33% proficient, 25% below the state average of 58%.

4. District PSSA Science scores in grades 4 & 8 are not meeting the growth standard.

5. Science PSSA scores in grades 4 & 8 are 38% proficient, 29% below the state average of 67%.

6. District did not meet the growth standard in Keystone Biology.

7. District did not meet the growth standard in PSSA math.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- 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.

Indicators of Effectiveness:

Type: Annual

Data Source: Keystone

Specific Targets: Literature

16-17 - 53%

17-18 - 58%

18-19 - 63%

Algebra

16-17 - 56%

17-18 - 60%

18-19 - 64%

Biology

16-17 - 40%

17-18 - 54%

18-19 - 61%

Type: Annual

Data Source: PSSA

Specific Targets: ELA

	Elem	Middle School
16-17	42%	30%
17-18	48%	37%
18-19	54%	44%
Math		
16-17	29%	26%
17-18	36%	33%
18-19	43%	40%

Science

16-17	48%	30%
17-18	52%	37%
18-19	57%	44%

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description:

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Implementation Steps:

Establish a District-wide Vertical Science Team

Description:

A vertical team of teachers in Grades K - 12 will convene to examine research-based best practice in the area of science instruction, resources, and professional development. The Allegheny Intermediate Unit (AIU) Science MSP consultants will serve as resource experts to examine and audit the existing district-wide science curriculum currently in use and make recommendations. Sign - in sheets and agendas will document evidence of completion.

Start Date: 11/19/2016   **End Date:** 5/27/2019

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Develop a District-wide Science Curriculum aligned to the PSSA state standards.

Description:

A vertical team of teachers in Grades K - 8 will work collaboratively throughout the year to write and align the district science curriculum. They will utilize the OnHand School technology platform for housing the curriculum. High School Biology teachers will also write a district - aligned curriculum to address the Biology Standards and Keystone Anchors. Participant sign-in sheets will serve as documentation on curriculum writing days. The completed curriculum documents will serve as evidence that the action step has been completed.

Start Date: 10/17/2016   **End Date:** 5/27/2019

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping

Implement and revise the District science curriculum to ensure consistent implementation.

Description:

Teachers working within their PLC will monitor student science achievement utilizing formative and summative (PSSA & Keystone data) assessments. Data analysis will guide decision making. Curricular modifications, adaptations and adjustments will be made as needed. Students needing intervention and support in science, especially Biology, will receive supplementary instruction. The District-level science team will convene to monitor science achievement district-wide.

Start Date: 2/13/2016   **End Date:** 5/27/2019

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

- Curriculum Mapping

Develop a District mathematics curriculum aligned to the PA Core State Standards (PAC).

Description:

Grade-level and content area teacher teams will align the mathematics curriculum to the new PA Core Standards. AIU Math consultant will provide support creating curriculum maps. Ongoing revision to the current math curriculum will occur based on data analysis and available resources.   The curriculum will be available online for teacher access and serve as evidence of completion.

Start Date: 8/10/2016   **End Date:** 5/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

- Curriculum Mapping

Review, Select and Purchase PA Core aligned Resources.

Description:

Grade level and content area teacher teams will review writing, reading, math and science resources that address the rigor of the PACC. An ongoing review of textbooks, technology, core and supplemental resources will occur with ongoing recommendations for updated resources to better

address the needs of our students. Example: new textbook adoption, new technology resources, updated media center, etc. Teacher training will accompany the new better aligned resources.

Start Date: 5/29/2016   **End Date:** 5/30/2019

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

- Curriculum Mapping

Goal #2: Establish a system that ensures consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- 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.
- 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.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Reading, Math & Science Scores

Grades 3-8

Specific Targets: ELEM   MS

ELA

16-17 - 42%   30%

17-18 - 48%   37%

18-19 - 54%   44%

Math

16-17 - 29%   26%

17-18 - 36%   33%

18-19 - 43%   40%

Science

16-17   48%   30%

17-18   52%   37%

18-19   57%   44%

Type: Annual

Data Source: Keystones - Grade 11

Specific Targets: Literature

16-17 - 53%

17-18 - 58%

18-19 - 63%

Algebra

16-17 - 56%

17-18 - 60%

18-19 - 64%

Biology

16-17 - 40%

17-18 - 54%

18-19 - 61%

Strategies:

Implement the Professional Teaching Model into the Professional Learning Community (PLC) process.

Description:

The Professional Teaching Model is a six-step process that frames the work of the Professional Learning Community (PLC). **Study** the standards, curriculum documents, and data, **Compare** it to prior teaching and **best practice**, **Design** formative and summative assessments, **Plan** lessons and delivery, **Implement** and gather evidence, **Analyze** student work, engagement and assessment results. This strategy was devised by the Dana Center at the University of Texas.

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

Differentiating Instruction

Description:

Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported.

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

Implementation Steps:

Implement evidence-based instructional practices across all classrooms.

Description:

Administration will support teachers in developing and implementing best instructional practices for the content areas. Indicators will be observed through walk-throughs, formal and informal observations utilizing the Teacher Effectiveness Instrument. Specific feedback will be provided. Principal will identify and "focus" on evidence based teaching strategies observed in the classroom.

Start Date: 9/9/2016   **End Date:** 6/2/2019

Program Area(s):

Supported Strategies:

- Implement the Professional Teaching Model into the Professional Learning Community (PLC) process.
- Differentiating Instruction

Implement the Professional Teaching Model, a protocol that guides the work of the Professional Learning Community (PLC).

Description:

Administraton will ensure that teachers receive professional development on the Professional Learning Model (PTM) and incorporate the process into the professional learning community meetings. This six-step model will ensure that PLCs study the standards, curriculum and data, compare current practice to best instructional practice prior to designing lesson plans. PLCs will then gather student work and analyze assessment results, adjusting instruction and providing intervention as necessary. PLC minutes as well as Administrator observation will determine level of implementation.

Start Date: 9/16/2016   **End Date:** 5/30/2019

Program Area(s):

Supported Strategies:

- Implement the Professional Teaching Model into the Professional Learning Community (PLC) process.
- Differentiating Instruction

Establish extended day and year activities that provide academic enrichment, tutoring and health and social development activities.

Description:

Clairton Achieves provides after-school tutoring/enrichment for all students in grades K-12 from 2:45 pm - 3:30 pm on Tuesdays and Wednesdays. Teachers work with students in small groups to provide supplemental instruction. Instruction is provided in a variety of formats. An after-school meal is provided for all students who choose to participate. Sign-in sheets and participation data will be used as evidence of participation. Students grades and formative test data will be used to evaluate the effectiveness of the program.

Start Date: 10/1/2016   **End Date:** 5/1/2019

Program Area(s): Student Services

Supported Strategies: None selected

Goal #3: 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.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- 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.

Indicators of Effectiveness:

Type: Annual

Data Source: Teacher Climate Survey

Specific Targets: 75% of teacher surveys indicate a positive response in regards to discipline, safe and welcoming environment

Type: Annual

Data Source: Discipline Report - End of year report indicates a decrease in the number of suspensions, in and out of school

Specific Targets: More students are actively complying with school expectations and rules

Strategies:

Ant-Drugs and Violence Program

Description:

WWC has identified Anti-Drug and Anti-Violence programs for which there is evidence of a positive effect on drug use and violence.

SAS Alignment: Safe and Supportive Schools

Positive Behavior Support

Description:

"Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior…It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring…Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities." Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant

impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools.

SAS Alignment: Assessment, Safe and Supportive Schools

Implementation Steps:

Implement a School-wide Behavior Support (SWPBS) Professional Learning Community /Discipline Team.

Description:

Each school will create a School-wide Behavior Support/ Discipline Team to monitor implementation of the School-wide Behavior Support Plan. This team will monitor data that includes PIMS referrals, etc. They will work collaboratively with all faculty and administration to provide oversight in the area of classroom management. This team will study best practice in discipline management techniques and recommend programs and strategies for continuous improvement. Evidence of implementation will be sign-in sheets and documentation of meetings as well as evidence of the many positive activities that are utilized to reward students for appropriate behavior.

Start Date: 8/22/2016   **End Date:** 5/30/2019

Program Area(s):

Supported Strategies:

- Ant-Drugs and Violence Program
- Positive Behavior Support

Train and Implement Evidence-based Practices in Classroom Management

Description:

Five modules were developed by PaTTAN to assist schools in improving classroom management. The content is aligned with the new Teacher Effectiveness Evaluation Instrument.

Module I : Maximize Classroom Structure, Module 2: Classroom Rules, Module 3: Actively Engage Students in Observable Ways, Module 4: Use a Continuum of Strategies to Acknowledge Student Behavior, Module 5: Use a Continuum of Strategies to Respond to Inappropriate behavior. All staff received training on Schoolwide positive behavior support (SWPBS). Classroom rules, continumn of positive strategies implemented is evidence of implementation. New discipline programs will continue to be studied with key teachers/administrators trained. PAX (Latin for Peace) and Restorative Justice are examples.

Start Date: 8/19/2016 **End Date:** 5/31/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Ant-Drugs and Violence Program
- Positive Behavior Support

Goal #4: 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 the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA ELA data

Specific Targets: 5% increase in scores each year

Strategies:

Professional Development

Description:

Professional Development is shown to increase educator's knowledge in the given area.

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

Implementation Steps:

Language and Literacy Acquisition

Description:

Explaination:

Evidence:

Start Date: 7/17/2017   **End Date:** 7/17/2017

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Teaching Diverse Learners in An Inclusive Setting

Description:

Explanation:

Evidence:

Start Date: 7/17/2017   **End Date:** 7/17/2017

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Curriculum Mapping

Start	End	Title	Description
11/19/2016	5/27/2019	Establish a District-wide Vertical Science Team	A vertical team of teachers in Grades K - 12 will convene to examine research-based best practice in the area of science instruction, resources, and professional development. The Allegheny Intermediate Unit (AIU) Science MSP consultants will serve as resource experts to examine and audit the existing district-wide science curriculum currently in use and make recommendations. Sign - in sheets and agendas will document evidence of completion.

Person Responsible	SH	S	EP	Provider	Type	App.
Ginny Hunt, Debra Maurizio, Tom, McCloskey	1.0	12	13	Clairton City Schools	School Entity	Yes

	Participants will gain knowledge of the various and most effective delivery methods for science instruction.
Knowledge	Participants will gain knowledge of the PA Science standards including their progression and complexity.
	Participants will gain content area knowledge as they participate in Science/ STEM Professional Development.
Supportive Research	The Center for Science, Technology, Engineering and Mathematics (STEM) Research, Education and Outreach. A national university-wide initiative to develop, strengthen, and promote STEM and best teaching practice from

kindegarten through college.

PA Science Standards, SAS

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

Department Focused Presentation

Participant Roles	Classroom teachers	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	Evaluation Methods	Student PSSA data

sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Review of participant lesson plans
Participants sign-in sheets and meeting minutes

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Curriculum Mapping

Start	End	Title	Description
10/17/2016	5/27/2019	Develop a District-wide Science Curriculum aligned to the PSSA state standards.	A vertical team of teachers in Grades K - 8 will work collaboratively throughout the year to write and align the district science curriculum. They will utilize the OnHand School technology platform for housing the curriculum. High School Biology teachers will also write a district - aligned curriculum to address the Biology Standards and Keystone Anchors. Participant sign-in sheets will serve as documentation on curriculum writing days. The completed curriculum documents will serve as evidence that the action step has been completed.

Person Responsible	SH	S	EP	Provider	Type	App.
Ginny Hunt, Debra Maurizio, Tom McCloskey	1.0	12	13	Clairton City Schools	School Entity	Yes

Knowledge

Participants will gain knowledge of the various delivery methods for science instruction.

Participants will gain knowledge in the PA Science Standards including the progression and complexity.

Participants will select research-based resources and materials for instruction.

Supportive Research
The Center for Science, Technology, Engineering and Mathematics (STEM) Research, Education, and Outreach. A university-wide initiative to develop, strengthen and promote the integration of science instruction.

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
Department Focused Presentation
Professional Learning Communities

Participant Roles		Grade Levels	
	Classroom teachers		Elementary - Primary (preK - grade 1)
			Elementary - Intermediate (grades 2-5)
			Middle (grades 6-8)
			High (grades 9-12)
Follow-up Activities	Team development and	**Evaluation Methods**	Student PSSA data

sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Review of participant lesson plans

Participants sign-in sheets and meeting minutes

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Curriculum Mapping

Start	End	Title	Description
2/13/2016	5/27/2019	Implement and revise the District science curriculum to ensure consistent implementation.	Teachers working within their PLC will monitor student science achievement utilizing formative and summative (PSSA & Keystone data) assessments. Data analysis will guide decision making. Curricular modifications, adaptations and adjustments will be made as needed. Students needing intervention and support in science, especially Biology, will receive supplementary instruction. The District-level science team will convene to monitor science achievement district-wide.

Person Responsible	SH	S	EP	Provider	Type	App.
Ginny Hunt, Tom McClosky, Debra Maurizio	1.0	12	1	Clairton City Schools	School Entity	Yes

Participants will gain knowledge of the various delivery methods for science instruction.

Knowledge   Participants will study the PA Science Standards.

Participants will study student science data for the purpose of revising the district curriculum.

Supportive Research
The Center for Science, Technology, Engineering and Mathematics (STEM) Research, Education, and Outreach. A university-wide initiative to develop, strengthen, and promote the integration of science instruction.

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
Department Focused Presentation

Participant Roles	Classroom teachers	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	Evaluation Methods	Student PSSA data Review of participant lesson plans Participants sign-in sheets and

involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

meeting minutes

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Curriculum Mapping

Start	End	Title	Description
8/10/2016	5/30/2019	Develop a District mathematics curriculum aligned to the PA Core State Standards (PAC).	Grade-level and content area teacher teams will align the mathematics curriculum to the new PA Core Standards. AIU Math consultant will provide support creating curriculum maps. Ongoing revision to the current math curriculum will occur based on data analysis and available resources. The curriculum will be available online for teacher access and serve as evidence of completion.

Person Responsible	SH	S	EP	Provider	Type	App.
Ginny Hunt	6.0	5	10	AIU Math & Science Collabiorative	IU	No

Knowledge	Participants will learn how to create essential questions and big ideas from the common core standards.

Participants will learn how to deliver more rigorous math instruction

Participants will study and learn the difference between the PA PSSA Math standards and the more rigorous PA Core State Standards.

Patrticipants will learn the difference between the written, taught and tested curriculum.

Participants will develop a pacing guide.

Curriculum Mapping, Jacobs

Supportive Research

Backward Design, McTighe, J.

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 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.

Training Format	Series of Workshops Professional Learning Communities		
Participant Roles	Classroom teachers	**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 Lesson modeling with mentoring	**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 Review of participant lesson plans

LEA Goals Addressed:	**Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.**	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Curriculum Mapping**

Start	End	Title	Description
5/29/2016	5/30/2019	Review, Select and Purchase PA Core aligned Resources.	Grade level and content area teacher teams will review writing, reading, math and science resources that address the rigor of the PACC. An ongoing review of textbooks, technology, core and supplemental resources will occur with ongoing recommendations for updated resources to better address the needs of our students. Example: new textbook adoption, new technology resources, updated media center, etc. Teacher training will accompany the new better aligned resources.

Person Responsible	SH	S	EP	Provider	Type	App.
Ginny Hunt, Tom McCloskey, Deb Maurizio	6.0	6	20	Textbook Company, Technology company, AIU	For Profit Company	No

Knowledge

Enhance teacher knowledge intergrating a chromebook, google apps, and google classroom in instruction.

Enhance teacher capability of adding rigor to the curriculum and ensure that all PA core standards and eligible content are taught with better aligned resources as they are developed and made available.

Supportive Research

Impact of technology on student engagement.

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

Provides the knowledge and skills to think and plan strategically, ensuring that

administrators, and other educators seeking leadership roles:

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.

Training Format

LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Professional Learning Communities

Participant Roles	Classroom teachers	**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

Lesson modeling with mentoring

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

Review of participant lesson plans

LEA Goals Addressed:	Establish a system that ensures consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Implement the Professional Teaching Model into the Professional Learning Community (PLC) process. Strategy #2: Differentiating Instruction

Start	End	Title	Description
9/9/2016	6/2/2019	Implement evidence-based instructional practices across all classrooms.	Administration will support teachers in developing and implementing best instructional practices for the content areas. Indicators will be observed through walk-throughs, formal and informal observations utilizing the Teacher Effectiveness Instrument. Specific feedback will be provided. Principal will identify and "focus" on evidence based teaching strategies observed in the classroom.

Person Responsible	SH	S	EP	Provider	Type	App.
McCloskey, Maurizio	1.0	20	8	Clairton City Schools	IU	Yes

Knowledge	Participants will implement high yield teaching strategies that actively engage students in the learning process.
	Participants will implement structures and routines that gradually release responsibility for learning to the students.
	Participants will work collaboratively through the PLC process to study, implement and evaluate effective instructional practices.
Supportive Research	Embedded Formative Assessment, Dylan Williams.
	The Daily Five: Fostering Literacy Independence in the Elementary Grades, Boushey, Moser.

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.		

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.
	    Instructs the leader in managing resources for effective results.		

Training Format	Series of Workshops School Whole Group Presentation Live Webinar Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional New Staff Other educational specialists	**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	**Evaluation Methods**	Classroom observation focusing on

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

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Joint planning period activities

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

Review of participant lesson plans

LEA Goals Addressed:	Establish a system that ensures consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Implement the Professional Teaching Model into the Professional Learning Community (PLC) process. Strategy #2: Differentiating Instruction

Start	End	Title	Description
9/16/2016	5/30/2019	Implement the Professional Teaching Model, a protocol that guides the work of the Professional Learning Community (PLC).	Administraton will ensure that teachers receive professional development on the Professional Learning Model (PTM) and incorporate the process into the professional learning community meetings. This six-step model will ensure that PLCs study the standards, curriculum and data, compare current practice to best instructional practice prior to designing lesson plans. PLCs will then gather student work and analyze assessment results, adjusting instruction and providing intervention as necessary. PLC minutes as well as Administrator observation will determine level of implementation.

Person Responsible	SH	S	EP	Provider		Type	App.

Hunt, McCloskey, Maurizio	1.0	35	8	Calirton City Schools	School Entity	Yes

Participants will develop an understanding of the continuous improvement cycle and the Profesisonal Teaching Model (PTM).

Knowledge

Participants will compare current instructional practice against "Best instructional Practice" prior to designing lesson plans.

Participants wil study the PA Common Core State Standards and develop common assessments.

Supportive Research

The Professional Teaching Model, Dana Center University of Texas

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 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.

Training Format	School Whole Group Presentation Professional Learning Communities		

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
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 Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	**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 Review of participant lesson plans Review of written reports summarizing instructional activity

LEA Goals Addressed:	Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared	Strategy #1: Ant-Drugs and Violence Program

vision of positive school climate and ensures   Strategy #2: Positive Behavior Support family and community support of student participation in the learning process.

Start	End	Title	Description
			Five modules were developed by PaTTAN to assist schools in improving classroom management. The content is aligned with the new Teacher Effectiveness Evaluation Instrument.
8/19/2016	5/31/2019	Train and Implement Evidence-based Practices in Classroom Management	Module I : Maximize Classroom Structure, Module 2: Classroom Rules, Module 3: Actively Engage Students in Observable Ways, Module 4: Use a Continuum of Strategies to Acknowledge Student Behavior, Module 5: Use a Continuum of Strategies to Respond to Inappropriate behavior. All staff received training on Schoolwide positive behavior support (SWPBS). Classroom rules, continumn of positive strategies implemented is evidence of implementation. New discipline programs will continue to be studied with key teachers/administrators trained. PAX (Latin for Peace) and Restorative Justice are examples.

Person Responsible	SH	S	EP	Provider	Type	App.
Deb Maurizio, Mike Linnert, Mr McCloskey, Deb Marshall	3.0	5	10	Utilize modules from PaTTAN	College or University	Yes

	Effective teaching includes teaching functional routines and procedures to students at the beginning of the year and using these routines to efficiently move through the school day. (Leinhardt, Weidman & Hammond, 1987).
Knowledge	As students become more familiar with classroom routines and procedures, additional instructional formats and more challenging work can be incorporated. (Evertson, Emmer & Worsham, 2003; Good & Brohpy, 2003).
	The most effective classrooms are those of teachers who have clear ideas of what is expected of the students and students who have clear ideas of what the teacher expects from them. (Evertson, Emmer, & Worsham,

2003); Good & Brophy, 2003).

Sucessful teachers not only identify effective rules but also explicitly teach students how to apply these rules. (Martella, Nelson, & Marchand-Martella, 2003; Rademacher, Callahan, & Pederson, Seelye, 1998).

Participants will explain the research base for and importance of evidence-based classroom management practices. Meta-analysis of evidence based effective classroom management.

Supportive Research

Simonsen, B. ., Fairbanks,S., Briesch, A., Myrs,D. and Sugai, G. (2008). Evidence Based Practices in Classroom Management. Education and the Treatment of Children, 31 (3), 351-380.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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
School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

	Supt / Ast Supts / CEO / Ex Dir	Middle (grades 6-8)
	Paraprofessional	
	Classified Personnel	
	New Staff	
	Other educational specialists	

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Peer-to-peer lesson discussion		Review of written reports summarizing instructional activity
	Lesson modeling with mentoring		Data Collected from Classroom Walkthrough Evaluation Form
	Classroom Walk-through Evaluation Form.		

LEA Goals Addressed:	**Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.**	**Strategy #1: Professional Development**

Start	End	Title	Description
7/17/2017	7/17/2017	Language and Literacy Acquisition	Explaination:

Evidence:

Person Responsible	SH	S	EP	Provider	Type	App.
School Personnel	6	1	100	school personnel	School Entity	No

Knowledge   Explanation:

Supportive Research   Explanation:

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.

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

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

LEA Whole Group Presentation

Participant Roles   Classroom teachers

Grade Levels
Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities	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.

LEA Goals Addressed:	Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.	Strategy #1: Professional Development

Start	End	Title	Description
7/17/2017	7/17/2017	Teaching Diverse Learners in An Inclusive Setting	Explanation: Evidence:

Person Responsible	SH	S	EP	Provider		Type	App.
School Personnel	6	1	100	School Personnel		School Entity	No

Knowledge	Explanation:
Supportive Research	Explanation:

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

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   LEA Whole Group Presentation

Participant Roles	Classroom teachers	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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.

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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Richard Livingston on 4/26/2016

Board President

Affirmed by Ginny Hunt on 4/26/2016

Superintendent/Chief Executive Officer