Profile and Plan Essentials

LEA Type		AUN	
Clairton City School District		103021903	
Address 1			
501 Mitchell AVenue			
Address 2			
Mitchell			
City	**State**	**Zip Code**	
Clairton	Pennsylvania	15025	
Chief School Administrator		**Chief School Administrator Email**	
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Single Point of Contact Name			
Tamara Allen-Thomas			
Single Point of Contact Email			
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Steering Committee

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Emillinda Jarrett	Parent	Community	
Karen Ludwick	Community Member	KAG Sign works	kagsignworks@comcast.net
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LEA Profile

Clairton City School District (CCSD) is located in the southern portion of Allegheny County, approximately 15 miles from the city of Pittsburgh, with Clairton City measuring approximately 2.9 square miles and a population of 8,500. The community is adjacent to Routs 51 and 43, which provide access to communities from Pittsburgh to Uniontown. The community has old roots along the Monongahela River valley with some family names tracing back to the early 1900's due to the growth of the steel industry in this region. Now the community is home to the largest metallurgical coke-making facility in the Northern Hemisphere which has replaced the steel mills as the primary industry in the community. Though the community was listed in a national report called The Fault Lines (2016) as the 4th out of 50 poverty districts bordered by wealthier districts and is rated as one of the poorest districts in Allegheny County, Clairton offers low-income and affordable housing that attracts many younger families. Prior to the Pandemic, the area was experiencing a rebirth with signs of resiliency and growth, however the devastation of the COVID lockdowns and economic restrictions has hit the community hard. The school district has proudly graduated 110 senior classes over the years and the support of the community is evident in the pride in the school building and all types of instructional programs. The CCSD consists of an Elementary and Middle/Senior High School housed in a single facility called the Clairton Education Center housing the 817 students, 75 professionals, and 20 paraprofessionals. Average class sizes are created so that less than 25 students are assigned to a classroom wherever possible. Clairton City School District's total operating budget is 19,000,000 dollars with 70% being subsidized with state revenue, 8% federal, and 21% local subsidy. Each school has a School Instructional Leadership Team (SIT) and the district has the District-wide Instructional leadership Team (DILT) that function with a collaborative leadership style. The DILT and SIT are charged with the creation, implementation and evaluation of the Schoolwide ATSI Plans. The first step in the development of the District Comprehensive Plan was to create a Steering Committee of stakeholders from the SIT and DILT , as well as others committed to recreating the Mission, Vision, and Collective Commitments for the district with an eye to the future. The Steering Committee attended many meetings and several trainings to gather information from other stakeholders and to begin to formulate this District Comprehensive Plan. Courageous conversations were held to discover the root causes of the issues that were uncovered as the Steering Committee undertook this work, always with an eye on the Portrait of a Graduate for Clairton High School. Once the PoG was developed, district staff and administrators began to implement the strategies developed to improve attendance and curricula outlined in the ATSI Plans for each school. Throughout the implementation of this Plan, the CCSD will expand their work to improve student outcomes by focusing on academics, attendance, and attitude.

Mission and Vision

Mission

Clairton City School District will prepare all students to be career and college ready by fostering positive relationships, providing rigorous academic experiences, and technology-rich opportunities in an collaborative environment.

Vision

Students will graduate Clairton City School District having developed the knowledge, skills, and depositions required for 21st century success as defined by our Portrait of a Graduate. Creativity, Critical Thinking, Collaboration, Global Citizenship, Resilience, Communication. CREATIVITY >Use a wide range of idea creation technologies (such as brainstorming, divergent & convergent thinking) >Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts >Demonstrate originality an inventiveness in work and understand the real world limits to adopting new ideas >View failure as an opportunity to learn, understand that creativity and innovation is a long-term cyclical process of small successes and frequent mistakes >Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur CRITICAL THINKING >Collect, assess and analyze relevant information to solve problems >Reason effectively >Use system thinking >Make sound judgements and decisions >Identify, define and solve authentic problems and essentials questions >Reflect critically on learning experiences, processes and solutions COLLABORATION >See the value of team and teamwork >Demonstrate ability to work effectively and respectfully with diverse teams >Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal >Assume shared responsibility for collaborative work and value and individual contributions made by each team member >Work with others to accomplish a common goal GLOBAL CITIZENSHIP >Act with integrity >Listen with an open mind to understand others' situations >Demonstrate empathy by seeking to understand and share feelings of another >Seek out others' perspective and experiences >Seek to serve and contribute to the local and global community by improving its quality >Demonstrate empathy, compassion, and respect RESILIENCE >Seek and accept new and difficult challenges >Ability to take charge of a situation of problem >Persist through difficulties >Have a growth mindset, not have a fear of failure >Show initiative by setting and achieving goals >Utilize time and manage workload efficiently COMMUNICATION >Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts >Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions >Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade) >Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact >Communicate effectively in diverse environments

Educational Values

Students

The Clairton City School District is committed to educating the whole child. The student's social, emotional, behavioral, physical and academic needs are addressed in a structured and safe learning environment. Collaborative learning opportunities in a technology - rich classroom provides rigorous learning that prepares students for college or a career. Students are expected to attend school regularly and to actively participate in their schooling.

Staff

All teachers at Clairton City School District are highly qualified, and they believe that all children can learn. The staff convey high expectations by challenging all students to think critically and creatively. Through participation in weekly PLC Teams, teachers collaborate on providing supports and services that students need to succeed. Staff and teachers provide interventions during after school hours, and they actively participate in relevant Professional Development. Recently training for all staff included Trauma Informed Instruction, and currently, the training focuses on mindfulness. Our staff is committed to making learning more engaging, relevant and meaningful and to providing a safe, clean, and healthy learning environment.

Administration

District Administration will create an educational environment with high expectations for learning and collaboration for students and staff. Administrators will promote equity and inclusiveness. District administrators will support personal and professional growth among staff through the implementation of professional learning communities (PLC), peer observation and coaching, continuous improvement through data -driven decision making, and current relevant professional learning opportunities. A highly trained staff is necessary to prepare students with 21st Century skills.

Parents

Students, family, school and community all share in the responsibility for educating children. Parental involvement is an essential component in the educational process. The district is committed to improve the quality of parent and family involvement in the learning process. Parents and families must encourage students' regular daily attendance and motivate students to excel in all aspects of school life. Strong bonds and connections between the district and families will make a positive impact on students as they transition through the grade levels and graduate college and career ready. CCSD continues to provide opportunities for parents to collaborate with the teachers and to participate in their child's education. Some of the parent involvement opportunities include: Unity Day, Open House, monthly Title I meetings, IEP meetings, student discipline or achievement meetings, monthly Title I training prior to School Board meetings (which encourages their attendance at Board Meetings), monthly special events such as Trunk or Treat in October, Senior Luncheon in November, FASFA Application assistance in January, and other special events.

Community

The Clairton City School District Community is committed to Every Student, Every Day.....   - Challenging all learners to think critically and creatively   - Making learning more engaging, relevant and meaningful   - Developing collaborative leadership   - Promoting continuous improvement through data-driven decision making   - Creating an educational environment with high expectations for learning and collaboration   - Providing safe, clean, and healthy environments   -

Promoting equity and inclusiveness   - Sustaining positive relationships and interactions among all relevant stakeholders: students, staff, families and community members.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
PSSA ELA- Grades 6-8 Comparing 2022-23 Literature Keystones to 2023-24 a growth of number of students and percentage of proficient or advanced has increased	The Academic Growth Expectations were met in English Language Arts for the All Student Group
The Academic Growth Measures were met in the Black (70,3) Economically Disadvantaged (77.3) and Students with Disabilities Group (76.5) in ELA at the middle/high school.	Supports that are being provided for these students appear to be making gains. Continue and accelerate instruction.
Comparing 2022-23 Algebra I Keystones to 2023-2024 - A greater percentage of students were proficient or advanced	A new instructional approach, additional teacher professional development and a focus on math must continue. The Algebra I teacher has gained an extra year of experience teaching the subject matter
The All Student Group for Elementary Science an increase with the percentage of students scoring Proficient or Advanced.	There was an increase of 17% from 21-22 to 22-23 with 54.5% scoring Proficient or Advanced. Although there was in increase in overall proficiency, the Growth Expectation was not met. The new science standards are being introduced and the science curriculum should be reviewed.
The All Student Group for Elementary English Language Arts met the annual Academic Growth Expectations for 22-23.	The All Student Group in ELA has consistently met the annual Academic Growth Expectations.
100% of the All Student Group for Elementary met the Career Benchmark Standard in 22-23.	As a result, 100% of these Student Groups (Black, Ecumenically Disadvantaged and Students with Disabilities) met the Career Benchmark Standard for 22-23. The initiatives in the 339 Plan will continue to be implemented and monitored to ensure students have the necessary exposure to career and college opportunities.

Challenges

Indicator	Comments/Notable Observations
PSSA Math 6-8 not meeting interim goals The low percentage of students who are proficient or advanced in Biology and Algebra I Keystones	Achievement data in MS/HS math/Algebra is a concern as it is not meeting interim goal expectations.
ELA achievement data at the MS/HS is not meeting interim goals.	Re -alignment of the curriculum and employing a coach may support higher student achievement.
Science achievement data at the MS/HS is not meeting interim goals.	Re alignment of science curriculum and instruction and adding more labs to the middle school level may address this concern.

The growth of students on the Biology and Algebra I Keystone is less than acceptable	We continue to align the curriculum with the Standards.
The All Student Group for Elementary English Language Arts had a decrease of students scoring Proficient or Advanced.	There was a decrease of 1.2% from 21-22 to 22-23 with 19.6% scoring Proficient or Advanced. Alignment of what is written, taught and tested is needed along with exploration of curriculum that supports the Science of Reading, as well as developing an MTSS protocol.
The All Student Group for Elementary Mathematics had a decrease of students scoring Proficient or Advanced.	There was a decrease of 3.7% from 21-22 to 22-23 with 11.9% scoring Proficient or Advanced. Alignment of what is written, taught and tested is needed along with exploration of curriculum that supports the Science of Reading, as well as developing an MTSS protocol.
There was a decrease in Elementary Regular Attendance from 20-21 to 21-22.	There was a decrease of 10.1% from 20-21 to 21-22 with only 62.3% of student meeting the Performance Standard for Attendance. The attendance data is one year behind, but chronic absenteeism continues to be an issue after the pandemic.

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

Strengths

Indicator ELA - PSSA Literature Keystone has increased to over 33% of students are proficient or advanced **Grade Level(s) and/or Student Group(s)** Black (70.3) Economically Disadvantaged (77.3), Students with Disabilities (76.5) Grade 6-12 Academic Growth Measures met state standard. All HS students who tested met the Expected Growth on the Literature keystone	**Comments/Notable Observations** Continued focus on ELA instruction. Some grade levels are outperforming other grade levels. Employing an instructional coach to assist with progress monitoring, data analysis on formative assessments, and intervention lessons will provide more consistency with the 3-8 grade ELA program. NWEA assessments and Arcadience are used as formative assessments, however, school closed due to the pandemic in March 2020 and end of the year data could not be gathered resulting in unreliable data for evaluation purposes. Developed an Pre-Keystone Assessment employing released materials to determine students strengths and needs according to the subject matter
Indicator Elementary Science PSSA **Grade Level(s) and/or Student Group(s)** The Economically Disadvantaged Student Group and the Black Student Group for Science had an increase from 21-22 to 22-23 with students scoring Proficient or Advanced.	**Comments/Notable Observations** There was an increase of 31.2% from 21-22 to 22-23 with 58.5% scoring Proficient or Advanced for the Economically Disadvantaged Group. There was an increase of 4.9% from 21-22 to 22-23 with 40.6% scoring Proficient or Advanced for the Black Student Group.
Indicator Elementary ELA PSSA **Grade Level(s) and/or Student Group(s)** The Economically Disadvantaged Student Group, the Black Student Group and the Students with Disabilities Group for ELA met the Annual Academic Growth Expectation for 22-23.	**Comments/Notable Observations** It is promising to have the Growth Expectations met. In addition, the Black Student Group had an increase of 2.9% from 21-22 to 22-23 with 15.9% of students scoring Proficient or Advance. The Students with Disabilities Group had an increase of 2%
Indicator	**Comments/Notable Observations**

Elementary Math PSSA **Grade Level(s) and/or Student Group(s)** The Students with Disabilities Group for ELA met the Annual Academic Growth Expectation for 22-23.	It is promising to have the Growth Expectations met for this group, but there was a decrease in the overall percentage of students scoring Proficient or Advanced.

Indicator Keystone Algebra Data **Grade Level(s) and/or Student Group(s)** Grades 9, 10 & 11	**Comments/Notable Observations** Algebra achievement with repeated testing opportunities is below state standards and interim school goals. Realignment of curriculum, resources, and classrom size reduction may support improved Algebra achievement.
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator Elementary Math PSSA **Grade Level(s) and/or Student Group(s)** Black, White, 2 or More Races, Economically Disadvantaged and Students with Disabilities.	**Comments/Notable Observations** All of these Student Groups had a decrease from 21-222 to 22-23 of at least 3%. The 2 or More Races Group and the Students with Disabilities Group had the largest decreases with 6.5% and 7.3% respectively.
Indicator The all student group for elementary science an increase with the percentage of students scoring proficient or advanced. **Grade Level(s) and/or Student Group(s)** Comparing 2022-2023 Algebra I Keystones to 2023-2024 - A greater percentage of students were proficient or advanced	**Comments/Notable Observations** College and career goals at both schools (K-12) have met and exceeded state standards

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

The all student group for elementary English language arts met the annual Academic Growth expectations for 22-23
Colleagues and Career goals at both schools have met and exceeded state standards.
The All Student Group in Grade 4 Science had an increase with the percentage of students scoring proficient or advanced
Comparing 2021-22 Algebra 1 Keystones to 2022-23 - A greater percentage of students were proficient or advanced.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Algebra Achievement scores on the Keystone is a concern.
Biology Achievement scores on the Keystones is a concern.
Middle School PSSA Math Achievement is well below state standards and interim goals.
Regular Attendance is 68.2% below the state average of 85.8%.
Districtwide only 29.7% of students earned proficient on ELA state assessments.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA - All Students in Grades 3-5 have met the standards for Growth in ELA (75.3) Literature Keystone Pretest yielded the following Our students are struggling with the following: L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.	Elementary students are making gains but not enough to meet interim achievement standards We at the HS feel as though we have an academic path to address students needs
PSSA - All Students in Grades 6-8 have met the standards for Growth in ELA (75.3)	One grade level in the middle school is showing much higher gains than the other two levels.
PSSA - Black, Economically Disadvantaged, Students with Disabilities Student Groups have met the standard for growth in grades 3-8.	Third grade achievement is not meeting interim goals as expected. Reassessing our primary curriculum, instruction. and assessment.

English Language Arts Summary

Strengths

The Academic Growth Expectation in English Language Arts for the All Student Group met the growth standard at the elementary school for 2022. (PSSA)
The Academic Growth Expectation in English Language Arts for the All Student Group in 2022 met the growth standard at the MS/HS school. (PSSA/ Literature Keystone)
Academic Growth measures in were met in the Students with Disabilities group at the Elementary school for Math in 2022. (PSSA)
Academic Growth measures in ELA were met in the Black, (70.3) Economically Disadvantaged (77.3) and Students with Disabilities group (76.5) at the MS/HS level. (PSSA/ Literature - Keystones).

Challenges

Achievement goals in ELA were well below state average at each grade level (3-8) on the PSSA. Keystone Proficient or Advanced scores in the three tested areas
Achievement scores in Literature are well below the state average on the Keystone Exam.
Academic Growth Measures for the All Student group are well below the standard in Literature on the Keystone Exam.
Three year average Academic Growth scores in Literature on the Keystone Exams are well below the standard.

Mathematics

Data	Comments/Notable Observations
(PSSA - PVAAS) Academic Growth data is above the state standard in elementary	Math instruction at grade 5 has resulted in increased achievement and

math.	growth scores on PSSA for three consecutive years.
(PSSA & Keystones) The percentage increase of the All Student Group in Math/Algebra at the MS/HS from 2022 to 2023	Algebra achievement needs addressed. Reevaluate the curriculum as well as instruction.
Keystone Pre Test Algebra curriculum focus: A1.2.1 Functions result A1.2.2 Coordinate Geometry result A1.2.3 Data Analysis result	We at the HS feel as though we have an academic path to address students needs

Mathematics Summary

Strengths

The Academic Growth Measures exceed the state standard (86.0) in math at the elementary school. (PSSA & PVAAS)
The Academic Growth Measures exceed the state standard in math at the elementary school in the All Students, Black and Economically Disadvantaged sub groups. (PSSA & PVAAS)
The Academic Growth Standard for Math is the greatest at Grade 5 with 25% of students proficient or above. (PSSA)
The percentage of students scoring Advanced/Proficient at the elementary ((6.1%) and Middle/High School (.8%) increased from 2018 to 2019.

Challenges

Achievement in Math is consistently well below the state average on the PSSA in MIddle School.
Three year average in middle school math (6-8) Growth standards are well below the average (PVAAS).
Algebra Achievement scores are well below the state average on the Keystone Exam.
Algebra Academic Growth Standards are below the state standard on the Keystone Exam.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Grade 4 SCience 2022 PVAAS Grade 4 Science	The All Student Group in Grade 4 Science PSSA did not meet the interim goal for science, but had growth from the previous year.
PSSA Grade 8 Science PVAAS 2023	Grade 8 Science met the growth standard in 2023
Keystone Pre Test Biology curriculum Focus: BIO.A.3 Bioenergetics BIO.B.4 Ecology BIO.B.3 Theory of Evolution BIO.A.4 Homeostasis and Transport BIO.B.2 Genetics Infusing a locally developed Pre- Keystone Biology test	We at the HS feel as though we have an academic path to address students needs We feel the Pre-Keystone Bio test will assist with proficiency

Science, Technology, and Engineering Education Summary

Strengths

The percentage of Students scoring Proficient/Advanced for the All Student Group in Grade 4 Science increased in 2022 from the previous year. .
The All Student Group in Grade 4 Science met the interim goal for science in 2022 (48%).
Grade 8 Science met the growth standard in 2022.
Two or more subgroups have met or exceeded the Academic Growth Standard at Grade 4 and grade 8 Science.

| Biology Achievement scores are well below the state average. |
| Grade 8 Science Achievement Scors are well below the state average. |
| Biology Academic Growth scores have been well below the average for the past three years. |

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark for Elementary is 100% .	The district has a 339 plan that ensures that career education is integrated into the curriculum at each grade level and artifacts are created and collected. Our Guidance department includes a counselor at the elementary, middle and high school level to assist teachers in implementing and monitoring the plan.
Career Standards Benchmark for the Middle School/High School is 97.8% for the All Student Group, which exceeds the state average of 89.8%.	A Career Class was instituted and required at the high school level to ensure that all student s focus and master the Career Readiness standards. Partnerships with local businesses have provided job-alike experiences for Clairton students.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Industry Based Learning	The percentage of students receiving Industry-based Learning certification for the All Student Group for 2023 exceeded the Statewide Average. (69.4 %) vs 29.1%).
Industry Based Learning	36.1% of students earned an industry Recognized Credential
NOCTI/NIMS	22.2% of students scored a Competent/Advanced on the NOCTI EXAM

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Summary

Strengths

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

Career Benchmarks have exceeded state averages consistently at both schools. The guidance department has provided support to the 339 committee and monitored the 339 plan to oversee implementation.
Multiple grade levels and subgroups of students are experiencing Academic Growth in English Language Arts.
The elementary school is exceeding Academic Growth in Math which should lead to improved overall math achievement if this continues.

Challenges

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

Districtwide math scores are well below state average. Students are not meeting interim targets and few grade levels are meeting or surpassing Academic Growth Standards.
Biology scores at the high school level are a concern as many students are not meeting interim targets or academic growth standards.
Regular attendance is well below the state average at both schools. Elementary is 70% and Middle/School/ High School is 65%.
Grade 3 reading, an on track measure, needs addressed as achievement scores are declining.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Future Ready Index - MS/HS - PSSA/ Keystones ELA	Students with disabilities (9.7%) met the achievement measure in ELA. Target (27%) 1.9% student met the achievement target in Math Target- (18.6%)
PVAAS Data - MS/HS PSSA & Keystone Math Data	Students with disabilities met that statewide growth standard in Math at the MS/HS (76,5).
Future Ready Index - Elementary School PSSA - ELA	Students with disabilities (14.9 %) met the achievement measure in ELA (target 26.6%).
Future Ready Index - Elementary School PSSA- MATH	Students with disabilities (8.5 %) met the achievement measure in Math. (Target 26%).
Future Ready Index -Elementary School PSSA ELA	Students with disabilities met the growth standard in ELA (78%).

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Index - MS/HS PSSA / Keystone Literature	MS/HS Economically disadvantaged students (34.5%) met the achievement measure in ELA (Target 37.5%).
Future Ready Index - MS/HS PSSA / Keystone Literature	MS/HS Economically disadvantaged students met the growth standard for ELA (77.3%).
Future Ready Index - Elementary School PSSA- ELA	Elementary economically disadvantaged students (28.%) met the achievement standard in ELA. (Target 43.5%).

Future Ready Index - Elementary School PSSA - MATH	Elementary economically disadvantaged students (22.2%) exceeded the intertim achievement standard in math of 18%.
Future Ready Index - Elementary School PSSA - Math - PVAAS data 2019	Elementary economically disadvantaged students exceeded the growth standards in math at 79.0%
Future Ready Index - Elementary School PSSA- ELA	Elementary economically disadvantaged students met the growth standard in ELA (72.0%).

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

MS/HS students with disabilities met the statewide growth standard in Math (76.5%).
Elementary Students with disabilities met the growth standard in ELA (78%).
MS/HS Economically disadvantaged students met the growth standard for ELA (77.3%).
Elementary economically disadvantaged students (22.2%) exceeded the intertim achievement standard in math of 18%.
Elementary economically disadvantaged students exceeded the growth standards (PVAAS) in math at 79.0% Elementary economically disadvantaged students met the growth standard in ELA (72.0%).

Challenges

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

9.3% of students with disabilities met the achievement measure in ELA and 1.9% in Math, below interim targets of 27% in ELA and 18.6% in Math at the MS/HS. More students meeting the interim targets will impact student achievement.
28.1% of elementary economically disadvantaged students met the achievement measure in ELA (interim target 43%) and 22.2% met the achievement measure in math (interim target (27%). More students meeting the interim targets will impact student achievement.

Designated Schools

Clairton El Sch

Priority Challenge	Comments and Notable Observations
The All Student Group did not meet the Statewide Average for Regular Attendance in 2022.	Chronic absenteeism has been an ongoing issue in the school for multiple years and continues to expand the achievement gap.
Implement a multi-tiered system of supports for academics and behavior.	Achievement in ELA and Math is below the state average. Although growth is evident at some grade levels, interim targets are not being met for the All Student Group, as well as Subgroups.

Clairton MS/HS

Priority Challenge	Comments and Notable Observations
ELA Achievement across both schools is far below the state average even though growth measures have been achieved. Math Achievement across both the elementary and middle/high school is a concern. Although growth is evident at some grade levels, interim targets are not being met for the All Student Group and Subgroups.	

Systemic LEA Challenges
Regular Attendance continues to be a challenge at both the elementary and Middle and High School. This has been an ongoing challenge and magnified with the Pandemic when students had an option to work from home remotely and failed to complete work. After the return to in-person education, a water-main break in the community resulted in a flood of the entire elementary school, leading to disruptions that further hampered the efforts to maintain and improve student attendance during 2022-2023.
Math Achievement across both the elementary and middle/high school is a concern. Although growth is evident at some grade levels, interim targets are not being met for the All Student Group and Subgroups.
ELA Achievement across both schools is far below the state average even though growth measures have been achieved.
Students in K-12 experience high levels of trauma related to generational poverty, violence, and family dynamics

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The Clairton City School District (CCSD) special education enrollment is consistently between 25% and 28% which is higher than the state average. We focus on educating the "whole child" and offer behavioral health resources within the school setting. We offer a continuum of services for our students including an onsite tiered system of mental health supports and services. We have SAP program at both schools and make an attempt to keep our students receiving instruction in the general education program as much as possible. We implement co-teaching instructional practices at all levels.
Title 1 Program	Both Clairton City Schools run a Schoolwide Title I Program which provides opportunities for all students K-12 to excel. Teachers, as well as reading specialists, paraprofessionals provide ELA and Math programs designed to help students meet the state content and performance standards. Currently both the elementary is an ATSI schools and have developed an improvement plan which is the focus of their school improvement efforts. Improvement in Regular Attendance and Math Achievement are the goals of the current plans.
Student Services	Student Services has been expanded to include three counselors, one at the elementary, middle and high school levels to support students with the impact of the pandemic and the added trauma resulting. A full time social worker also works directly with students and families to connect them with supplemental resources if needed. A full time Dean at the elementary school and a dean of discipline at the intermediate/middle level help support students behavioral needs. Social Emotional learning is being implemented with classroom lessons and a new, revised and updated PBIS program will be rolled out in January of 2022 at the secondary school. In addition to a tiered system of mental health services available on campus we will be partnering with AHN to create a "Chill ROOM" at each school. The faculty is now being trained in "Mindfulness" strategies which will hopefully become a new districtwide effort to assist staff and students deal with trauma and stress experienced daily. A new Trauma Informed Education Plan will be developed to support our students and staff.
K-12 Guidance Plan (339 Plan)	Our District Chapter 339 Team has worked collabortively with the school community and business partners to create a viable plan that ensures students in K-12 are provided the PDE required career opportunities appropriate at every grade level. Student artifacts are collected and stored in portfolios. Teachers, business partners, mentorships and career courses have provided pathways and opportunities for our students to excel in this area. The plan is monitored, updated and adjusted as required. Career education has been integrated into our curriculum and we are pleased to resume onsite field trips and mentorships in the near future and the use of Xello.
Technology Plan	CCSD has had a 1:1 Technology Initiative in the MS/HS since 2016. In 2019 we established a fund to purchase devices for all elementary students in order to provide virtual learning for all students during the pandemic. A transition from Google Classroom to Canvas was made in 2020 to provide a more user friendly LMS for our students and parents. Additional software programs were purchased to support assessment and differentiated learning to address the needs of all learners. We have also budgeted to cycle out technology to have efficient service.
English Language Development Programs	CCSD is a member of the AIU Title III Consortium. The AIU Consortium provides opportunities for all 50 school districts in the Consortium to support the education of their English Language Learners. The Title III Grant has purchased relevant technology for districts for the past several years and provided professional development opportunities for teachers. The AIU program provides an opportunity for collaboration between content area teachers and ELL teachers to work together to support the core instructional program while supporting students.

Strengths

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

The District 339 Plan is a viable plan for College and Career Readiness and is assisting students in meeting state expectations.
A plan for increasing Regular Attendance has been established and is being implemented through the ATSI Initiative. If regular attendance improves it will impact student achievement and a higher percetage of student will meet state academic expectations.
The development of the scope and sequence of all courses is providing clear pathways for instruction.

Challenges

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

Trauma, increased behavioral and mental health needs of students and families are impacting students in a variety of ways. Attendance, achievement, behavior, lack of emotional regulation, and lack of effort in school are the challenges.
We are still suffering "Learning Loss" due to the Pandemic is real and will require a sustained effort to re-engage students in learning by utilizing many research-based strategies.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

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

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

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

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district .
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction .
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning .

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
The all student group for elementary English language arts met the annual Academic Growth expectations for 22-23	False
Colleagues and Career goals at both schools have met and exceeded state standards.	False
The All Student Group in Grade 4 Science had an increase with the percentage of students scoring proficient or advanced	True
Comparing 2021-22 Algebra 1 Keystones to 2022-23 - A greater percentage of students were proficient or advanced.	True
The Academic Growth Expectation in English Language Arts for the All Student Group met the growth standard at the elementary school for 2022. (PSSA)	False
The Academic Growth Expectation in English Language Arts for the All Student Group in 2022 met the growth standard at the MS/HS school. (PSSA/ Literature Keystone)	False
Academic Growth measures in were met in the Students with Disabilities group at the Elementary school for Math in 2022. (PSSA)	False
Academic Growth measures in ELA were met in the Black, (70.3) Economically Disadvantaged (77.3) and Students with Disabilities group (76.5) at the MS/HS level. (PSSA/ Literature - Keystones).	True
The percentage of Students scoring Proficient/Advanced for the All Student Group in Grade 4 Science increased in 2022 from the previous year. .	True
The Academic Growth Measures exceed the state standard (86.0) in math at the elementary school. (PSSA & PVAAS)	True
The Academic Growth Measures exceed the state standard in math at the elementary school in the All Students, Black and Economically Disadvantaged sub groups. (PSSA & PVAAS)	True
The percentage of students scoring Advanced/Proficient at the elementary ((6.1%) and Middle/High School (.8%) increased from 2018 to 2019.	True
The All Student Group in Grade 4 Science met the interim goal for science in 2022 (48%).	True
Grade 8 Science met the growth standard in 2022.	True
Two or more subgroups have met or exceeded the Academic Growth Standard at Grade 4 and grade 8 Science.	False
MS/HS students with disabilities met the statewide growth standard in Math (76.5%).	True
Elementary Students with disabilities met the growth standard in ELA (78%).	False
MS/HS Economically disadvantaged students met the growth standard for ELA (77.3%).	True
Elementary economically disadvantaged students (22.2%) exceeded the intertim achievement standard in math of 18%.	True
Elementary economically disadvantaged students exceeded the growth standards (PVAAS) in math at 79.0% Elementary economically disadvantaged students met the growth standard in ELA (72.0%).	True
The District 339 Plan is a viable plan for College and Career Readiness and is assisting students in meeting state expectations.	True

A plan for increasing Regular Attendance has been established and is being implemented through the ATSI Initiative. If regular attendance improves it will impact student achievement and a higher percetage of student will meet state academic expectations.	True
The development of the scope and sequence of all courses is providing clear pathways for instruction.	True
Recruit and employ fully credentialed, experienced and high quality leaders and teachers.	True
Support professional development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals and priorities.	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	True
The Academic Growth Standard for Math is the greatest at Grade 5 with 25% of students proficient or above. (PSSA)	True
Career Benchmarks have exceeded state averages consistently at both schools. The guidance department has provided support to the 339 committee and monitored the 339 plan to oversee implementation.	True
Multiple grade levels and subgroups of students are experiencing Academic Growth in English Language Arts.	False
The elementary school is exceeding Academic Growth in Math which should lead to improved overall math achievement if this continues.	False

Challenges

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

Strength	Check for Consideration in Plan
Algebra Achievement scores on the Keystone is a concern.	False
Biology Achievement scores on the Keystones is a concern.	False
Middle School PSSA Math Achievement is well below state standards and interim goals.	False
Regular Attendance is 68.2% below the state average of 85.8%.	True
Districtwide only 29.7% of students earned proficient on ELA state assessments.	False
Achievement in Math is consistently well below the state average on the PSSA in MIddle School.	True
Three year average in middle school math (6-8) Growth standards are well below the average (PVAAS).	False
Algebra Achievement scores are well below the state average on the Keystone Exam.	True
Algebra Academic Growth Standards are below the state standard on the Keystone Exam.	False
Achievement goals in ELA were well below state average at each grade level (3-8) on the PSSA. Keystone Proficient or Advanced scores in the three tested areas	True
Academic Growth Measures for the All Student group are well below the standard in Literature on the Keystone Exam.	True
Three year average Academic Growth scores in Literature on the Keystone Exams are well below the standard.	False
Biology Achievement scores are well below the state average.	True
Grade 8 Science Achievement Scors are well below the state average.	True
Districtwide math scores are well below state average. Students are not meeting interim targets and few grade levels are	True

meeting or surpassing Academic Growth Standards.	
Biology scores at the high school level are a concern as many students are not meeting interim targets or academic growth standards.	True
Regular attendance is well below the state average at both schools. Elementary is 70% and Middle/School/ High School is 65%.	True
Grade 3 reading, an on track measure, needs addressed as achievement scores are declining.	True
	False
9.3% of students with disabilities met the achievement measure in ELA and 1.9% in Math, below interim targets of 27% in ELA and 18.6% in Math at the MS/HS. More students meeting the interim targets will impact student achievement.	True
Trauma, increased behavioral and mental health needs of students and families are impacting students in a variety of ways. Attendance, achievement, behavior, lack of emotional regulation, and lack of effort in school are the challenges.	False
We are still suffering "Learning Loss" due to the Pandemic is real and will require a sustained effort to re-engage students in learning by utilizing many research- based strategies.	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district .	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction .	True
	True
Achievement scores in Literature are well below the state average on the Keystone Exam.	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning .	False
Biology Academic Growth scores have been well below the average for the past three years.	False
28.1% of elementary economically disadvantaged students met the achievement measure in ELA (interim target 43%) and 22.2% met the achievement measure in math (interim target (27%). More students meeting the interim targets will impact student achievement.	False

Most Notable Observations/Patterns

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

Many if not all of the challenges identified have been magnified as a result of the pandemic. Achievement data is from 2022-2023. It is clearly evident that a major focus of this plan must be to address the "whole child". The social emotional needs of our students must be a priority if we are to see gains in achievement. Many students are disengaged and we must build a school culture that is culturally responsive, inviting and engaging.   Although academic growth is evident in most areas, achievement is a challenge in all content areas. Lack of an aligned, rigorous, curriculum taught at a deep level of understanding is thought to be the root cause of the achievement concerns.   A culture of high expectations needs to be consistent throughout the district. Implementation of a data driven systemic intervention program at all levels is needed.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance is 68.2% below the state average of 85.8%.		False
Achievement in Math is consistently well below the state average on the PSSA in MIddle School.		False
Algebra Achievement scores are well below the state average on the Keystone Exam.		False
Districtwide math scores are well below state average. Students are not meeting interim targets and few grade levels are meeting or surpassing Academic Growth Standards.		False
Biology scores at the high school level are a concern as many students are not meeting interim targets or academic growth standards.		False
Regular attendance is well below the state average at both schools. Elementary is 70% and Middle/School/ High School is 65%.	Students are not attending regularly due to parent education and lack of engagement or student motivation to attend	True
Grade 3 reading, an on track measure, needs addressed as achievement scores are declining.		False
Achievement goals in ELA were well below state average at each grade level (3-8) on the PSSA. Keystone Proficient or Advanced scores in the three tested areas		False
Academic Growth Measures for the All Student group are well below the standard in Literature on the Keystone Exam.		False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district .		True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction .	Lack of rigorous, aligned curriculum & instructional practices that personalizes learning equitably for all students is believed to be the root cause of low student achievement. Redesigning a future-driven standards aligned curriculum that meets the needs of students taking them from where they are and accelerates their learning.	True
		False
9.3% of students with disabilities met the achievement measure in ELA and 1.9% in Math, below interim targets of 27%		False

in ELA and 18.6% in Math at the MS/HS. More students meeting the interim targets will impact student achievement.		
Biology Achievement scores are well below the state average.		False
Grade 8 Science Achievement Scors are well below the state average.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Academic Growth measures in ELA were met in the Black, (70.3) Economically Disadvantaged (77.3) and Students with Disabilities group (76.5) at the MS/HS level. (PSSA/ Literature - Keystones).	Continued fous on students in our subgroups who are demonstratimg growth annually.
Recruit and employ fully credentialed, experienced and high quality leaders and teachers.	Continue to hire and employ fully credentialed and certified teachers and leaders.
Support professional development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals and priorities.	Continue to coordinate and schedule all staff development through the central office ensuring that strategeis for improvement are in alignment with school and district goals.
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	Continue to reach out to local businesses, community organizations, and other agencies to meet the needs of the district for financial and human resource needs.
MS/HS students with disabilities met the statewide growth standard in Math (76.5%).	Continued focus on improving Math curriculum and instruction Districtwide. Focusing on the "whole child" will increase academic success.
MS/HS Economically disadvantaged students met the growth standard for ELA (77.3%).	Continued focus on improving Math curriculum and instruction Districtwide. Focusing on the "whole child" will increase academic success. .
Elementary economically disadvantaged students (22.2%) exceeded the intertim achievement standard in math of 18%.	Continued focus on improving Math curriculum and instruction Districtwide. Focusing on the "whole child" will increase academic success. .
Elementary economically disadvantaged students exceeded the growth standards (PVAAS) in math at 79.0% Elementary economically disadvantaged students met the growth standard in ELA (72.0%).	Continued focus on improving Math curriculum and instruction Districtwide. Focusing on the "whole child" will increase academic success. .
The percentage of Students scoring Proficient/Advanced for the All Student Group in Grade 4 Science increased in 2022 from the previous year. .	
The All Student Group in Grade 4 Science met the interim goal for science in 2022 (48%).	
Grade 8 Science met the growth standard in 2022.	
The District 339 Plan is a viable plan for College and Career Readiness and is assisting students in meeting state expectations.	Continued implementaation and monitoring of the District's 339 Plan.

A plan for increasing Regular Attendance has been established and is being implemented through the ATSI Initiative. If regular attendance improves it will impact student achievement and a higher percetage of student will meet state academic expectations.	Continued monitoring, updating and support of the School's Attendance Plan should result in improved Regular Attendance.
The development of the scope and sequence of all courses is providing clear pathways for instruction.	Continued implementation and monitoring of the existing ATSI Plans.
The All Student Group in Grade 4 Science had an increase with the percentage of students scoring proficient or advanced	
The Academic Growth Measures exceed the state standard (86.0) in math at the elementary school. (PSSA & PVAAS)	Intensive teacher professional development has resulted in significant student gains in math achievement. Training all teachers and monitoring classroom implementation will continue to be a District focus in mathmatics instruction.
The Academic Growth Measures exceed the state standard in math at the elementary school in the All Students, Black and Economically Disadvantaged sub groups. (PSSA & PVAAS)	gains in math achievement. Training all teachers and monitoring classroom implementation will continue to be a District focus in mathmatics instruction.
The Academic Growth Standard for Math is the greatest at Grade 5 with 25% of students proficient or above. (PSSA)	
The percentage of students scoring Advanced/Proficient at the elementary ((6.1%) and Middle/High School (.8%) increased from 2018 to 2019.	Continued focus on math instruction will occur. Providing additional student and family resources will impact the academic success of students. Utilizing data driven interventions will diagnose specific learning needs.
Career Benchmarks have exceeded state averages consistently at both schools. The guidance department has provided support to the 339 committee and monitored the 339 plan to oversee implementation.	Districtwide implementation of the 339 Plan has yielded excellent results. District will continue to implement a focused Career Plan.
Comparing 2021-22 Algebra 1 Keystones to 2022-23 - A greater percentage of students were proficient or advanced.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The percentage of students chronically absent will decrease 3-5% each year for students in K12 through researched best practices and the implementation of restorative practices.
	monitoring and evaluating behavioral incidents in order to spot patterns and opportunities for development, implement a targeted social emotional learning (SEL) curriculum for all grade levels, and regularly train educators on behavior management techniques through workshops and training sessions. In order to promote positive peer connections.
	Current curricula will benefit from implementing Culturally Responsive Teaching Practices and researched based strategies focusing on individual student needs. This will re engage students creating independent learners who become active participants and co-authors their

	learning journey.

Goal Setting

Priority: System delivery in our district is inconsistent, therefore, systemic redesign must occur to address and improve the overall school experience for students. School Culture, Social, Emotional, and Cognitive Growth must occur in equity-focused, student - centered classrooms. Our Portrait of a Graduate and AASA's New vision of Public Schools will provide strategic direction and a framework for the redesign of the overall learning experience for students and staff. In addition to our Positive Behavior Intervention System that provides incentives for the desired behaviors and good choice making.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
Reduce office managed referrals by 10% each year in each school building by implementing Multi Tiered Systems of Support emphasizing classroom management supports and strategies through the use of PBIS, mindfulness, and restorative practices with an emphasis on equity.		
Measurable Goal Nickname (35 Character Max)		
Attitude		
Target Year 1	**Target Year 2**	**Target Year 3**
Each year reduce office managed referrals by 10% by introducing restorative practice strategies to staff. Establish a committee that will focus on discipline data consisting of teachers, counselors and administrators.	Establish teacher leaders that will serve as mentors and practitioners that will lead restorative circles. Data will continue to be collected, analyzed and strategies implemented through Multi Tiered Systems of Support.	Reduce office managed referrals by 10% each year in each school building by implementing Multi Tiered Systems of Support emphasizing classroom management supports and strategies through the use of PBIS, mindfulness, and restorative practices with an emphasis on equity.

Priority: Current curricula will benefit from implementing Culturally Responsive Teaching Practices and researched based strategies focusing on individual student needs. This will re engage students creating independent learners who become active participants and co-authors their learning journey.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Align curriculum in all disciplines K-12 to improve academic growth by 1.5 for each grade level as measured by iReady and Acadience in K-8. Grades 9-12 will increase 3-5 % of students passing Keystone exams in ELA, Math and Biology Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments.		
Measurable Goal Nickname (35 Character Max)		
Academics		
Target Year 1	**Target Year 2**	**Target Year 3**
Review English, Math and Science data in K-12 to determine	Refine and adjust data chats to	Align curriculum in all disciplines K-12 to improve academic

the gaps that exist in the curriculum and instructional practices. Introduce culturally responsive practices to promote student engagement curiosity and critical thinking. Create systematic data meetings that will occur between administrator and teacher quarterly to monitor the goals established each year	include instructional best practices and Professional development based on teacher observations and walk throughs.	growth by 1.5 for each grade level as measured by iReady and Acadience in K-8. Grades 9-12 will increase 3-5 % of students passing Keystone exams in ELA, Math and Biology Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments.

Priority: The percentage of students chronically absent will decrease 3-5% each year for students in K12 through researched best practices and the implementation of restorative practices.

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)
The percentage of students chronically absent will decrease 3-5% each year for students in K12 through researched best practices and the implementation of chill rooms, trauma informed classroom practices
Measurable Goal Nickname (35 Character Max)
Attendance

Target Year 1	Target Year 2	Target Year 3
Work with the AIU to develop a plan for identifying the root cause of the attendance issue as well as the tardy to school problem. Additionally the hiring of an individual to focus on attendance and be the liaison between the school and families.	Through the establishment of the attendance committee there will be an intentional focus on the fidelity of best practices for family education on the importance of attendance and the proven strategies for student and family engagement that include addressing the social and emotional wellbeing of our families.	The percentage of students chronically absent will decrease 3-5% each year for students in K12 through researched best practices and the implementation of chill rooms, trauma informed classroom practices

Priority: monitoring and evaluating behavioral incidents in order to spot patterns and opportunities for development, implement a targeted social emotional learning (SEL) curriculum for all grade levels, and regularly train educators on behavior management techniques through workshops and training sessions. In order to promote positive peer connections.

Action Plan

Measurable Goals

Attitude	Academics
Attendance	

Action Plan For: Social emotional learning practices

Measurable Goals:
• Align curriculum in all disciplines K-12 to improve academic growth by 1.5 for each grade level as measured by iReady and Acadience in K-8. Grades 9-12 will increase 3-5 % of students passing Keystone exams in ELA, Math and Biology Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments.

Action Step			**Anticipated Start/Completion Date**	
Participate in AASA'a Learning 2025 Demonstration Schools Western Pa. Network to support a holistic redesign of school systems to become Student-Centered, Equity-Focused and Future- Driven. Utilizing the badging system in K-2.			2024-08-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
Superintendent Dr. Allen-Thomas, Assistant Superintendent Thomas McCloskey School administrators K-12,	Funding- Grable Foundation to support fees, professional development and special projects, Weekly collaborative meetings via zoom, two annual conferences, District budget to support leadership team training		No	No
Action Step			**Anticipated Start/Completion Date**	
Provide professional development regarding best practices that support social emotional learning. We will partner with organizations that have a proven results to impact student wellness and family engagement.			2024-08-01	2027-06-28
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
Assistant Superintendent Thomas McCloskey School administrators K-12,	Scheduled times to conduct PD. Time to share lessons with students		Yes	No
Action Step			**Anticipated Start/Completion Date**	
Analyze data from the quarterly meetings with providers to be used to develop an Attendance Plan for the District.			2024-08-01	2027-08-01
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**

Assistant Superintendent Thomas McCloskey, School administrators K-12,	Attendance Data Analysis Protocol	Yes	No

Action Step		Anticipated Start/Completion Date	
Create an Attendance Committee to include community stakeholders.		2024-01-30	2027-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Superintendent Dr. Allen-Thomas, Assistant Superintendent Thomas McCloskey School administrators K-12	Dedicated volunteers to serve on the committee and willing to participate in ongoing professional learning on DEI, Grable Foundation Support, Survey Data.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student achievement will benefit from updated curricula and instruction delivered with respect and equal value and served with equity regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance or disability. The school culture will transformed and become more equity-focused.	Lesson Plans will be monitored to esnure they contain Culturally Responsive Teaching Practices, Classroom observations will reflect CRP being implement. Teachers will share results with their peers in PLC meetings. Each content area/grade span will develop a "playbook" to be shared in the PLCs.

Action Plan For: SWPBIS

Measurable Goals:
• Reduce office managed referrals by 10% each year in each school building by implementing Multi Tiered Systems of Support emphasizing classroom management supports and strategies through the use of PBIS, mindfulness, and restorative practices with an emphasis on equity.

Action Step		Anticipated Start/Completion Date	
Maintain a PBIS Team in (Grades 6-12) to begin planning for school wide implementation		2024-08-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Elementary Principal Deb Maurizio, Middle School Principal Maria Suss	School-level Deans, Staff & teacher Volunteers, Administrators, Sped supervisor, Counselors, Social Worker	Yes	No
Action Step		Anticipated Start/Completion Date	
SWPBIS Team will develop standardized lesson plans for schoolwide implementation of the program		2024-08-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Elementary Principal Deb Maurizio, Middle School Principal Maria Suss	Team meetings and collaboration with partners at AIU3	Yes	Yes

Action Step		Anticipated Start/Completion Date	
Collect and analyze all data from year one and year two for decision making and evaluation of the SWPBIS Program. Adjustments will be made as needed.		2024-08-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Elementary Principal Deb Maurizio, Middle School Principal Maria Suss	SWIS, ALMA, Behavior and discipline referrals, Attendance, and achievement	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Reliable team who will commit to develop the PBIS Plan, roll out- the plan, evaluate and revise the plan as needed. SWPBIS Team members will become confident with the proposed implementation of the PBIS program. Schoolwide Discipline referrals will decrease by 10% a year.	Agenda, Minutes and sign--in sheets from planning meetings, with regular and consistent examination of content and goal attainment, classroom observation data.

Action Plan For: Culturally Responsive Teaching

Measurable Goals:
• Align curriculum in all disciplines K-12 to improve academic growth by 1.5 for each grade level as measured by iReady and Acadience in K-8. Grades 9-12 will increase 3-5 % of students passing Keystone exams in ELA, Math and Biology Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments.

Action Step		Anticipated Start/Completion Date	
Continue to develop staff awareness of the levels of culture, knowing and owning one's own cultural lens, understand how the brain learns, broaden your interpretation of culturally and linguistically diverse students' learning behaviors as the first step in the process of implementing Researched proven Teaching Practices along with data chat protocols		2024-08-30	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Administrators, Superintendent, and Professional Development Team	Regularly scheduled PLC Team meeting times, and Professional Development days focused on Researched proven Teaching Practices and data chat protocols	Yes	No
Action Step		**Anticipated**	

	Start/Completion Date	
Reimagine the student and teacher relationship as a PARTNERSHIP by helping students cultivate a positive mindset and sense of self-efficacy and support students to take greater ownership of their learning.	2024-08-01	2027-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrators, Superintendent, and Professional Development Team	Regularly scheduled PLC Team meeting times, and Professional Development days focused on data chat protocols	Yes	No

Action Step	Anticipated Start/Completion Date	
Evidenced based Researched proven Teaching Practices will be shared and utilized schoolwide to impact student engagement and achievement.	2024-08-01	2027-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Newsela online current events program and iLit Reading Program (multi-cultural literature)	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student achievement will benefit from updated curricula and instruction delivered with respect and equal value and served with equity regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance or disability. The school culture will transformed and become more equity-focused.	Lesson Plans will be monitored to esnure they contain Culturally Responsive Teaching Practices, Classroom observations will reflect CRP being implement. Teachers will share results with their peers in PLC meetings. Each content area/grade span will develop a "playbook" to be shared in the PLCs.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Social emotional learning practices	Provide professional development regarding best practices that support social emotional learning. We will partner with organizations that have a proven results to impact student wellness and family engagement.
Social emotional learning practices	Analyze data from the quarterly meetings with providers to be used to develop an Attendance Plan for the District.
Social emotional learning practices	Create an Attendance Committee to include community stakeholders.
SWPBIS	Maintain a PBIS Team in (Grades 6-12) to begin planning for school wide implementation
SWPBIS	SWPBIS Team will develop standardized lesson plans for schoolwide implementation of the program
SWPBIS	Collect and analyze all data from year one and year two for decision making and evaluation of the SWPBIS Program. Adjustments will be made as needed.
Culturally Responsive Teaching	Continue to develop staff awareness of the levels of culture, knowing and owning one's own cultural lens, understand how the brain learns, broaden your interpretation of culturally and linguistically diverse students' learning behaviors as the first step in the process of implementing Researched proven Teaching Practices along with data chat protocols
Culturally Responsive Teaching	Reimagine the student and teacher relationship as a PARTNERSHIP by helping students cultivate a positive mindset and sense of self-efficacy and support students to take greater ownership of their learning.
Culturally Responsive Teaching	Evidenced based Researched proven Teaching Practices will be shared and utilized schoolwide to impact student engagement and achievement.

Social Emotional Learning Practices

Action Step
• Create an Attendance Committee to include community stakeholders. • Evidenced based Researched proven Teaching Practices will be shared and utilized schoolwide to impact student engagement and achievement.
Audience
Teachers (K-12)
Topics to be Included
Alignment of the curriculum to PA Core Standards, Review and analysis of instructional resource materials, Creation of formative assessments
Evidence of Learning
Completion of new curriculum documents to be posted on the website for review/use by parents, students and the community

Lead Person/Position	Anticipated Start	Anticipated Completion
School administrators	2024-08-04	2027-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
• 2b: Establishing a Culture for Learning • 4c: Communicating with Families • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
SWPBIS	SWPBIS Team will develop standardized lesson plans for schoolwide implementation of the program

Academics, Attendance, Attitude

Action Step		
Audience		
All teacher, students and staff		
Topics to be Included		
Culturally Responsive Teaching and researched best practices - Mindset, High Expectations, Levels of Engagement, teaching and learning, Lesson Design. Marzano's High Yield Teaching Strategies, Restorative Practices		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principals	2024-08-04	2027-06-30

Communication

Type of Communication	Frequency
Presentation	Monthly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Tamara Allen-Thomas	2024-02-12