

Profile and Plan Essentials

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| LEA Type | | AUN |
| Karns City Area School District | | 104103603 |
| Address 1 | | |
| 1446 Kittanning Pike | | |
| Address 2 | | |
| | | |
| City | State | Zip Code |
| Karns City | PA | 16041 |
| Chief School Administrator | | Chief School Administrator Email |
| Dr. Eric Ritzert | | eritzert@kcasdk12.org |
| Single Point of Contact Name | | |
| Dr. Eric Ritzert | | |
| Single Point of Contact Email | | |
| eritzert@kcasdk12.org | | |
| Single Point of Contact Phone Number | | |
| 724-756-2030 | | |

Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|------------------|------------------|---|--|
| Dr. Mike Stimac | Administrator | Karns City Jr./Sr. High Principal 10-12 | mstimac@kcasdk12.org |
| Brenda Knoll | Administrator | Karns City Jr./Sr. High Principal 7-9 | bknoll@kcasdk12.org |
| Jennifer Jamison | Administrator | Director of Special Education, Educational Specialist | jjamison@kcasdk12.org |
| Shane Spack | Administrator | Chicora Elementary Principal | sspack@kcasdk12.org |
| Jeff Wagner | Administrator | Sugarcreek Elementary Assistant Principal | jwagner@kcasdk12.org |
| Dr. Eric Ritzert | Administrator | Karns City Area School District Superintendent | eritzert@kcasdk12.org |
| Tim Miller | Parent | Karns City Jr./Sr. High | tfmiller919@zoominternet.net |
| Cari Harmon | Board Member | Karns City Jr./Sr. High and Sugarcreek Elem | charmon@kcasdk12.org |
| Amanda Geibel | Community Member | Butler County Mental Health Association | ageibel@sphs.com |
| Shirley Simpson | Community Member | Karns City Area School District | ssimpson@marsbank.com |
| Jennifer Kramm | Staff Member | Karns City Area School District Teacher | jkramm@kcasdk12.org |
| Miranda Callihan | Staff Member | Karns City Area School District Teacher | mcallihan@kcasdk12.org |
| Mylissa Rodgers | Parent | Karns City Jr./Sr. High and Sugarcreek Elem | mylissa_rodgers@slipperyrock.k12.pa.us |
| Benjamin Orozco | Student | Karns City Jr./Sr. High | 25orozcobenjamin@kcasdk12.org |
| Ashley Maurer | Student | Karns City Jr./Sr. High | 25maurerashley@kcasdk12.org |
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LEA Profile

The Karns City Area School District is a public school district spanning parts of Butler, Armstrong, and Clarion Counties in Western Pennsylvania. The District is comprised of the Boroughs of Chicora, East Brady, Fairview, Karns City, Petrolia, and Bruin, as well as the Townships of Parker, Fairview, Donegal, Perry, Sugarcreek, Brady, and Brady's Bend. The rural District covers an area of approximately 130 square miles, with the majority of the District located within Butler County. The City of Butler, the Butler County seat, is approximately 15 miles southwest of the District offices and the Junior/Senior High School. The current District enrollment is 1,311 students and Chicora and Sugarcreek are the two (2) K-6 Elementary Schools currently serving the Karns City communities. The Karns City Junior/Senior High School completes the District with grades 7-12. Beginning the 2024-25 school year, all K- 6 grade students will attend Karns City Area Elementary School, the former renovated and enlarged Chicora Elementary School.

According to 2020 Federal census data, the District serves a population of 10,393. Of this population, 33% are aged 55 or older, and 18.3% of the residents of the District communities are aged 65 or older. A little more than 33% of the total population are within their childbearing year (15-44). The median household income in the District is \$52,402, and early 80% of the homes are owner-occupied. Finally, approximately 12% of the population within the District is living below the poverty level.

Financially, the District is well-managed. The District issued \$21.5 M in bonds in 2021 to renovate and enlarge the Chicora Elementary School. There are a few large employers within the District boundaries. Calumet-Penreco Specialty Products and HF Sinclair (Sonneborn) are refiners and processors of specialty hydrocarbon products, along with Quality Life Services, which provides skilled nursing home care to its residents.

Finally, the Pennsylvania Department of Education population projections dated May 2023 indicate that student enrollment in the District will continue to decrease through the year 2027. The projections predict that elementary enrollments will drop by 45 students (approximately 7.3%) over the next three (3) years, while enrollment for grades 7-12 is projected to decrease by 56 students (approximately 8.5%) over the same period. Total enrollment is predicted to drop by 110 students (approximately 7.9%).

Mission and Vision

Mission

The mission of the Karns City Area School District is to provide a quality education while fostering an environment of inclusivity, compassion, accountability, and mentorship throughout the community.

Vision

The vision is to empower every member of the Karns City Area School District to be a productive and caring citizen who will continually grow intellectually, socially, and emotionally while positively contributing to their community.

Educational Values

Students

Community-Minded: We will devote ourselves to developing positive community relations and being role models within each of our unique communities. Honesty: We commit ourselves to upholding the highest moral standard and, by doing so, pledge to be fair and compassionate, while allowing truth to guide our actions. Integrity: We commit ourselves to modeling a high standard of moral and ethical behavior. Respect: We commit ourselves to respecting and honoring all people, through intentional relationship-building. Curiosity: We commit ourselves to the pursuit of lifelong learning through hard work, resilience, and a dedication to being constantly curious. Mentorship: We commit ourselves to bi-directional mentorship, whereby all members of our school community can learn from one another.

Staff

Community-Minded: We will devote ourselves to developing positive community relations and being role models within each of our unique communities. Honesty: We commit ourselves to upholding the highest moral standard and, by doing so, pledge to be fair and compassionate, while allowing truth to guide our actions. Integrity: We commit ourselves to modeling a high standard of moral and ethical behavior. Respect: We commit ourselves to respecting and honoring all people, through intentional relationship-building. Curiosity: We commit ourselves to the pursuit of lifelong learning through hard work, resilience, and a dedication to being constantly curious. Mentorship: We commit ourselves to bi-directional mentorship, whereby all members of our school community can learn from one another. Putting Children First: We commit to knowing the needs of every child and tailoring our decisions in such a way to help every student reach his or her full potential.

Administration

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Parents

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learn from one another. Putting Children First: We commit to knowing the needs of every child and tailoring our decisions in such a way to help every student reach his or her full potential.

Community

Community-Minded: We will devote ourselves to developing positive community relations and being role models within each of our unique communities. Honesty: We commit ourselves to upholding the highest moral standard and, by doing so, pledge to be fair and compassionate, while allowing truth to guide our actions. Integrity: We commit ourselves to modeling a high standard of moral and ethical behavior. Respect: We commit ourselves to respecting and honoring all people, through intentional relationship-building. Curiosity: We commit ourselves to the pursuit of lifelong learning through hard work, resilience, and a dedication to being constantly curious. Mentorship: We commit ourselves to bi-directional mentorship, whereby all members of our school community can learn from one another. Putting Children First: We commit to knowing the needs of every child and tailoring our decisions in such a way to help every student reach his or her full potential.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

| Indicator | Comments/Notable Observations |
|--|--|
| ELA - Exceeding Growth Expectation | The all-student group exceeded the academic growth expectation with a score of 82 compared to the state average of 75.4. |
| Math/Algebra - Exceeding Growth Expectation | The all-student group exceeded the academic growth expectation with a score of 85 compared to the state average of 74.9. |
| Biology - Meeting Growth Expectations | The all-student group met the academic growth expectation with a score of 75 compared to the state average of 74.7. |
| Science - Meeting Growth and Academic Expectations | The all-student group met the academic growth & academic achievement expectations for the elementary per the Future Ready Index. Chicora Elementary: 76.3% were proficient or advanced compared to the state average of 58.9%) (Sugarcreek Elementary: 92.3% were proficient or advanced compared to the state average of 58.9%) (Chicora Elementary: 71.0% academic growth score compared to the state average of 74.7%.) (Sugarcreek Elementary: 87.0% academic growth score compared to the state average of 74.7%.) The elementary schools will consolidate for the 2024-2025 school year. |
| College & Career Measures | The all-student group met the standard for the college and career measures at the elementary per the Future Ready Index. |

Challenges

| Indicator | Comments/Notable Observations |
|-----------------------------------|---|
| ELA Academic Achievement | The all-student group did not meet the academic achievement goal (63.2% were proficient or advanced compared to the state average of 54.5%) |
| Math/Algebra Academic Achievement | The all-student group did not meet the academic achievement goal (38.5% were proficient or advanced compared to the state average of 38.3%). |
| Biology Academic Achievement | The all-student group did not meet the academic achievement goal (61.9% proficient or advanced compared to the state average of 58.9%). |
| Regular Attendance | The Future Ready Index website only provides data from 2021-2022 for this section. It is a concern, because only 58.3% were NOT chronically absent. |
| Regular Attendance | The Future Ready Index website only provides data from 2021-2022 for this section. It is a concern, because only 66.7% were NOT chronically absent at Chicora Elementary and only 74.3% were NOT chronically absent at Sugarcreek Elementary. |
| Mathematics Academic Achievement | The all-student group did not meet the mathematic achievement goal at the elementary. (Chicora Elementary: 35.8% were proficient or advanced compared to the state average of 38.3%) (Sugarcreek Elementary: 42.1% were proficient or advanced compared to the state average of 38.3%) The elementary schools will consolidate for the 2024-2025 school year. |

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

Strengths

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| Indicator Career Standards Benchmark Grade Level(s) and/or Student Group(s) Economically Disadvantaged and Students w/ Disabilities | Comments/Notable Observations 100% of students from each of these groups exceeded this performance measure. |
| Indicator Four-Year Cohort Graduation Rate Grade Level(s) and/or Student Group(s) Economically Disadvantaged | Comments/Notable Observations 96.4% of students in this group met the 4-year cohort expectation, compared to the state all-student average of 87%. |
| Indicator ELA Growth Expectation Grade Level(s) and/or Student Group(s) Students with Disabilities | Comments/Notable Observations Students with disabilities exceeded the growth expectation. |
| Indicator College & Career Standards Grade Level(s) and/or Student Group(s) Elementary students with disabilities and economically disadvantaged. | Comments/Notable Observations 100% of students from the elementary groups exceeded this performance measure. |

Challenges

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| Indicator Math/Algebra Growth Expectation Grade Level(s) and/or Student Group(s) Students with Disabilities | Comments/Notable Observations This group did not meet the growth expectation; growth decreased from the previous year. This could be related to low attendance. |
| Indicator Only 50.5% of students with disabilities met the Regular Attendance Standard (High School). Grade Level(s) and/or Student Group(s) Students with Disabilities | Comments/Notable Observations The Students with Disabilities group did not meet the attendance performance standard. There could be a correlation between this group's attendance rate and low academic performance scores. |
| Indicator ELA Academic Achievement Grade Level(s) and/or Student Group(s) Students with Disabilities | Comments/Notable Observations This group was only 14% proficient or advanced and there was a decrease in performance from the previous year. |
| Indicator Math Academic Achievement Grade Level(s) and/or Student Group(s) | Comments/Notable Observations Sugarcreek Elementary: This group was 42.3% proficient or advanced and are not meeting the statewide goal. Chicora Elementary: This group was on 10.2% |

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| Economically Disadvantaged | proficient or advanced and are not meeting the statewide goal. |
| Indicator Grade Level(s) and/or Student Group(s) | Comments/Notable Observations |
| Indicator Attendance Sugarcreek Elementary: Only 75.9% of students with disabilities met the Regular Attendance Standard. Attendance Chicora Elementary: Only 54.3% of students with disabilities met the Regular Attendance Standard. Grade Level(s) and/or Student Group(s) Student with Disabilities | Comments/Notable Observations The Students with Disabilities group did not meet the attendance performance standard. There could be a correlation between this group's attendance rate and low academic performance scores. |

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.

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| The all-student group exceeded the academic growth expectation with a score of 82 compared to the state average of 75.4. |
| The all-student group exceeded the academic growth expectation with a score of 85 compared to the state average of 74.9. |
| The all-student group met the academic growth expectation with a score of 75 compared to the state average of 74.7. |
| The all-student group met the academic growth & academic achievement expectations for the elementary per the Future Ready Index. Chicora Elementary: 76.3% were proficient or advanced compared to the state average of 58.9%) (Sugarcreek Elementary: 92.3% were proficient or advanced compared to the state average of 58.9%) (Chicora Elementary: 71.0% academic growth score compared to the state average of 74.7%.) (Sugarcreek Elementary: 87.0% academic growth score compared to the state average of 74.7%.) The elementary schools will consolidate for the 2024-2025 school year. |
| The all student group met the standard for the college and career measures at the elementary per the Future Ready Index. |

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.

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| Only 50.5% of students with disabilities met the Regular Attendance Standard (High School). |
| Attendance Sugarcreek Elementary: Only 75.9% of students with disabilities met the Regular Attendance Standard. Attendance Chicora Elementary: Only 54.3% of students with disabilities met the Regular Attendance Standard. |

Local Assessment

English Language Arts

| Data | Comments/Notable Observations |
|---|--|
| 2022-2023 PVAAS Overall ELA/Literature Observation (High School - HS) | Overall, between grades 7 and 8, we have seen a major improvement over a three-year period of academic growth in ELA. In 2021 and 2022, there was significant evidence (red) that our students did not meet the growth expectations. However, in 2022-2023, there was significant evidence that our students exceeded the growth standard on the PSSA ELA. It should be noted, though, that in 2022-2023, there was still moderate evidence that grade 7 did not meet the growth expectation. This is still an area of concern. With regard to literature, there is moderate evidence that the students did not meet the growth expectation in 2023. |
| PA Emetric (HS) | There has been steady improvement in academic achievement scores in PSSA ELA Grade 8. 2021 - 43% prof/adv, 2022 - 49.1% prof/adv., 2023 - 63.8% prof./adv. There is a similar trend in Grade 7 ELA PSSA: 2021 - 48.7% prof./adv. , 2022 - 53.8% prof/adv., 2023 - 65.6% prof/adv. |
| PA Emetric (HS) | Keystone Literature achievement scores are a concern, because there has been a decline in academic achievement over the course of 3 years. Scores have been as follows: 2021 - 61.4% prof./adv., 2022 - 55% prof./adv., 2023 - 46.4% prof./adv. |
| PVAAS (Elem) | Sugarcreek Elementary: The students in grades 4, 5, & 6 exceeded the growth standard for ELA. Chicora Elementary: The fifth grade students met the growth standard for ELA. |

English Language Arts Summary

Strengths

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| The fact that there is significant evidence that Grade 8 exceeded the growth standard is a sign that our efforts to review, revise, and re-write curriculum have been paying off. Additionally, our junior high teams meet weekly in an effort to identify students' needs and develop ways to meet them. These meetings have also contributed to improved results. Although there is moderate evidence that grade 7 did not meet the growth standard, between 7th and 8th grade, there is moderate evidence that there has been growth. Moreover, academic achievement scores (i.e., % proficient/advanced) has improved in grades 7 and 8 over each year for the past three years. This suggests that we should continue to revamp our curriculum and meet within small teams to address students' needs. This could also be a model for other grade-levels. |
| Chicora fifth graders met the state's ELA growth standard, while evidence exists that Sugarcreek's fourth, fifth, and sixth graders exceeded the growth standard in ELA. |
| At the elementary level, Title I services have been used, and will continue to be used in order to push into classrooms to individualize reading instruction. |
| The elementary continues the use of the Foundations and Heggerty programs to improve reading and language acquisition through explicit instruction under the structured literacy model. |

Challenges

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| Although 8th grade has improved its growth scores over a three-year period, 7th grade is still under-performing with regard to ELA growth standards. There has either been significant or, more recently, moderate evidence, that this group has not meet the growth expectations. This suggests that something is misaligned with our curriculum, instruction, and assessment. |
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| District-wide, the District needs to continue reviewing, revising, and revamping its ELA curriculum in an effort have an aligned, scoped-and-sequenced ELA curriculum. |
| At the elementary level, evidence suggests that students struggle to understand text-dependent analysis. |

Mathematics

| Data | Comments/Notable Observations |
|---|---|
| PVAAS Overall Math and Algebra Observation (HS) | PVAAS data for grades 7 and 8 shows that students have either met or exceeded growth expectations three years in a row. The most recent data from 2023, shows that there is moderate evidence that students exceeded the growth standard across grades. With regard to Keystone Algebra, there is a similar trend: there has been evidence that students have either met or exceeded growth expectations three years in a row. Most recently, there is significant evidence that students exceeded growth expectations in 2023. |
| PA Emetric (HS) | In grade 7, academic achievement scores improved from 2022 to 2023 (from 19.8% prof./adv. to 38.5% prof./adv.) In grade 8, there has been a steady improvement in academic achievement over a three year period: 2021 - 20.8% prof./adv., 2022 - 26.4% prof./adv., 2023 - 35.8% prof./adv. With regard to the Keystone Algebra test-takers, there was an improvement in academic achievement from 2022 to 2023 (from 35.1% prof./adv. to 44.1% prof./adv. |
| PVAAS (Elem) | Sugarcreek Elementary: Grade 4 met the standard for growth expectations. Sixth grade exceeded the standard for growth expectations. Chicora Elementary: Grades 4 & 6 met the standard for growth expectations. Grade 5 did not meet the standard for growth expectations in both schools. |

Mathematics Summary

Strengths

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| Academic growth has been steady within the mathematics department. Between the PSSA math test-takers and the Keystone Algebra test-takers, there has been evidence over a three year period that students have either met or exceeded growth standards. This is likely rooted in the fact that the math department has the most cohesive, scoped-and-sequenced curriculum out of all or the departments at the high school. |
| Similar to the ELA observation, the District needs to continue reviewing, rewriting, and revising curriculum. A more concerted effort on using data to make decisions regarding curriculum and instruction has been undertaken during the 2023-2024 school year. For instance, the high school has resumed the CDTs, something it has not done in years. Moreover, every teacher has been given access to every piece of state-testing data that exists to help inform decisions. |
| Sugarcreek Elementary: Grade 4 met the standard for growth expectations. Sixth grade exceeded the standard for growth expectations. Chicora Elementary: Grades 4 & 6 met the standard for growth expectations. |

Challenges

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| One of the challenges we face will be to continue improving academic achievement. Although we have improved, there is still work to be done. Ideally, at least 50% of test-takers would be proficient or advanced. |
| Grade 5 students at Sugarcreek and Chicora Elementary did not meet the standard for growth expectations. Overall elementary math scores indicate a need for improvement. |
| Similar to the ELA observation, the District needs to continue reviewing, rewriting, and revising curriculum. A more concerted effort on using data to make decisions regarding curriculum and instruction has been undertaken during the 2023-2024 school year. For instance, the high school has resumed the CDTs, something it has not done in years. Moreover, every teacher has been given access to every piece of state-testing data that exists to help inform decisions. |

Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|---|---|
| PVAAS PSSA Science and PVAAS Keystone Bio | PVAAS data from 2023 shows there is significant evidence that students exceeded the growth standard in PSSA science. Three-year data shows that with regard to the Keystone Biology, there is significant evidence that students did not meet the growth standard. This is a concern. |
| PA Emetric (HS) | PSSA Science Achievement data shows an improvement over a three-year period. In 2021 and 2022, 50% scored prof./adv; however, in 2023, 77.7% scored prof./adv. Keystone Biology achievement data improved from 2022 - 33.1% prof./adv. to 46.8% prof./adv. |
| PVAAS (Elem) | PVAAS data from 2023 shows there is significant evidence that students exceeded the growth standard in PSSA science at the elementary. |

Science, Technology, and Engineering Education Summary

Strengths

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| Both academic achievement and PVAAS data from 2023 revealed that our grade 8 PSSA science test-takers performed well. This is likely a result of our effort at the middle-school level to meet as grade-level teams to address students' needs. A challenge moving forward, though, is the transition to the new STEELS standards. |
| 92.3% of Sugarcreek's test takers were proficient or advanced; 76.3% of Chicora's test takers were proficient or advanced. |

Challenges

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| There is a three-year trend showing significant evidence that students are not meeting academic growth expectations in Biology. In order to improve, the high school science department and administration will need to identify why this is occurring. It is likely a result of misalignment with curriculum, instruction, and assessment. |
| The transition to the STEELS standards has been a major challenge and will require the District to review, revamp, and realign curriculum. |

Related Academics

Career Readiness

| Data | Comments/Notable Observations |
|---|--|
| Future Ready Career Standards Benchmark (Elem and HS) | 100% of students are demonstrating meaningful engagement in career exploration and preparation aligned to CEW standards. This has been accomplished as a result of the high school guidance department's regular student meetings and archiving Chapter 339 artifacts. |
| Future Ready Data - Academic Growth ELA (HS) | At the high school level, there is evidence that the "all student" group exceeded the growth standard (2023). |
| Future Ready Data - Academic Growth Math (HS) | At the high school level, there is evidence that the "all student" group exceeded the growth standard (2023). |

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

Butler County Community College

Agreement Type

Dual Credit

Program/Course Area

Speech/Multiple

Uploaded Files

BC3 College Within the High School Partnership Agreement.pdf

Partnering Institution

Community College of Beaver County

Agreement Type

Dual Credit

Program/Course Area

Dual Enrollment

Uploaded Files

Community College of Beaver County Dual Enrollment Agreement.pdf

Summary**Strengths**

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

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| The high school and elementary guidance departments have done a thorough job of developing a Chapter 339 plan and documenting students' efforts in meeting Chapter 339 requirements. |
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| The Karns City Area School District is fortunate to have had consistency with regard to administrators and teachers. |
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| The high school is looking to expand its dual enrollment opportunities with the Butler County Community College. |
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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.

In spite of consistency with regard to administrators and teachers, the Karns City Area High School and District as a whole needs to improve curriculum, instruction, and assessment writing efforts. If the high school departments used a unified method of writing curriculum, and embedding within it, common assessments, student achievement and growth might increase. Moving forward, in order to more adequately prepare students for success, the high school should adopt a uniform curriculum-writing process, whereby curriculum gaps and overlaps are analyzed within a scope and sequence by departments.

Although the high school guidance department has adequately written a Chapter 339 Plan, it will need to make a more concerted effort to engage students in discussions regarding post-secondary options. This will require research on the guidance department's behalf, student-parent meetings, and post-secondary planning at an early age.

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 |
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| PVAAS Data (Keystone Biology) | There is significant evidence that this subgroup did not meet the growth expectation. Historical trends suggest that, overall, Keystone Biology growth is not occurring. |
| PVAAS Data (Keystone Literature) | There is moderate evidence that this group is not meeting growth expectations with regard to Keystone Literature. A notable observation is that, the majority of Keystone Bio and Keystone Lit test-takers are 10th grade students. |
| Overall PVAAS Data -- PSSA-Tested Grades | PVAAS data for this subgroup shows that, overall, district-wide, PSSA test-takers are either meeting or exceeding PVAAS growth expectations. Grades 5 and 7 PSSA Math is an area of concern, though, as each of these groups did not meet growth expectations. |

Students Considered Economically Disadvantaged

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

| Data | Comments/Notable Observations |
|---|--|
| PSSA PVAAS Growth (ELA, Math, and Science). | Across the board, PSSA test takers in this subgroup met growth expectations in ELA; however, grades 4 and 6 showed moderate evidence of not meeting growth expectations. With regard to PSSA Math, this subgroup, overall, meet growth expectations; however, there is significant evidence that grade 5 did not meet the growth expectation. Grade 4 met the science growth expectation, while Grade 8 exceeded it. |
| Emetric Achievement Data (HS - Keystone) | In looking at Emetric Achievement data, Economically Disadvantaged students were 63.9% basic or below basic on the Keystone Algebra exam; with regard to literature, 82.1% basic or below basic. 65.7% were basic or below basic on the Keystone Biology. |
| Emetric Achievement Data (HS - PSSA) | With regard to ELA 7, 57.7% of students in this subgroup were proficient/advanced. With regard to math, only 26.9% were proficient or advanced. In 8th grade, 52.2% of students in this subgroup were proficient/advanced on the PSSA ELA; in math, only 22% were proficient or advanced. 67.5% were proficient or advanced on the PSSA Science. |
| PSSA Achievement | At the elementary, 50% of Chicora's Economically Disadvantaged students were proficient or advanced on the PSSA ELA, and 68% of |

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| (Elem) | Sugarcreek's Economically Disadvantaged students were proficient or advanced. Only 24% of Chicora's Economically Disadvantaged students were proficient or advanced on the PSSA math test, and 32% of Sugarcreek's Economically Disadvantaged students were proficient or advanced. |
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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.

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| Students with disabilities are meeting growth expectations on PSSA-tested subjects, overall, across the district. |
| With regard to meeting students' IEP goals, progress-monitoring data reveals that students are either on track to or meeting their IEP goals. Meeting IEP goals may also correlate with students' meeting Keystone Algebra and Biology growth measures in the future. |
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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.

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| High School - PVAAS projection data suggests that IEP students have a low probability of scoring at least proficient on future state exams. As a result, if the District focuses on aligning its curricula and embedding within it, common assessments that can be used to guide teaching, students will likely stand a better chance of meeting achievement and growth standards. In the same way, the District could improve in this area if teachers and administrators take time to scrutinize achievement and growth data in order to better understand students' needs and to adjust curriculum, instruction, and assessment. |
| Literature and Biology Growth data is a concern, particularly because these test-takers are 10th graders. The district needs to identify instructional methods and/or course offerings that help these students demonstrate growth. |
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Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

| Programs and Plans | Comments/Notable Observations |
|---------------------------------------|---|
| Special Education Plan | The District needs to make a more concerted effort to better understand and utilize MTSS to evaluate students' needs, tier interventions, and more thoughtfully identify students eligible for an evaluation. |
| Title 1 Program | The district's Title I program has made a concerted effort, in conjunction with classroom teachers, to implement the Foundations program, in an effort to bolster students' phonemic awareness and phonics. |
| Student Services | The elementary schools have been employing Schoolwide Positive Behavior Interventions and Supports and Multi-Tiered Systems of Support. The elementary will continue to build these programs, and the high school will begin to slowly implement them. The District has partnered with Family Psychological to provide students with in-school therapy to help address their mental health needs. |
| K-12 Guidance Plan (339 Plan) | The District's guidance counselors have developed a robust Chapter 339 plan and have begun helping students compile career and college artifacts. Over time, the guidance department will make a more concerted effort to meet with students individually and within classrooms to discuss specific career and college pathways. With the hiring of a new grades 7-9 counselor, students are now being introduced to career pathways much earlier than in previous years. Additionally, both high school counselors are working on career clusters for curriculum guides that will now benefit students as they select their courses. |
| Technology Plan | The District has rolled out a 1-to-1 Chromebook initiative and a Google Classroom initiative K-12. |
| English Language Development Programs | The District has not had any students in recent years requiring ELL services; however, the District is prepared to accommodate ELL students' needs with a certificated on-staff teacher. However, the District should consider additional training for this individual in order to keep them abreast of ELL trends, laws, and best practices. |
| CORE Counseling | Through a partnership with Slippery Rock University, the District has been able to provide counselor-interns, who are able to meet with students on a regular basis to problem solve. This is a less intense step of therapy before a student may be referred to In-School Therapy through our Student Assistance Program. |

Strengths

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

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|---|
| Teachers have noted that they have seen an improvement in students' phonemic awareness and phonics skills as a result of Foundations implementation. |
| The presence of the MTSS program at the elementary level provides the District with a foundation on which to build a comprehensive K-12 MTSS program. |
| The 1:1 initiative and an added effort to help students and families connect to the Internet has provided students with more equitable learning opportunities and has prepared the District for remote teaching in learning when needed. It has also enhanced how the District approaches curriculum writing. |
| The presence of PBIS at the elementary level provides the District with a foundation on which to build a comprehensive K-12 PBIS program. |
| The addition of CORE Counseling, particularly at the high school, has given students another adult with whom they can discuss whatever issues they are experiencing. This is an intermediary step before more intense therapy, that would be prompted through our Student Assistance Program (SAP) and parental permission. |

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.

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| With regard to technology, we have the resources; however, we need to tie technology to the curriculum, so that technology is used as a resource to transform learning. |
| Employing a K-12, comprehensive MTSS program can be challenging, because it adds a new element to the teachers' already busy days; however, because it is a valuable process for our students, it must be refined. |
| In spite of their being a need to implement a K-12 PBIS program, it will be a challenge, particularly at the high school level, because teachers may be reluctant to adopt certain elements of the program, such as rewards. |

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

| | |
|--|-------------|
| Foster a vision and culture of high expectations for success for all students, educators, and families | Operational |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence | Operational |
| 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 | Operational |
| Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction | Operational |
| Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning | Operational |

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

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

Implement Data-Driven Human Capital Strategies

| | |
|---|-------------|
| Recruit and retain fully credentialed, experienced and high-quality leaders and teachers | 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 | Operational |

Summary

Strengths

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

Align curricular materials and lesson plans to the PA Standards: We believe that lesson plans are consistently aligned to PA Core Standards; however, we acknowledge that we need a more effective strategy/tool to create, review, revise, and analyze the curriculum. Because lessons are aligned to the standards, this

will help the high school develop a more viable scoped-and-sequenced curriculum. The district has been working on this over the past 2 years, and it is still in the process of completing this task.

The District has historically spent funds conservatively and appropriately. This approach could be leveraged to focus expenditures of professional development aimed at improving curriculum, instruction, and assessment.

Challenges

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

Establish and maintain a focused system for continuous improvement and ensure organizational coherence - This area is emerging. By emphasizing a systems approach to such elements as curriculum, instruction, and assessment, the District could more viably meet the needs of all students.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction - The district's teachers teach standards-aligned lessons, but there is not a cohesive system in place for writing, reviewing, and analyzing curriculum and the impacts of instruction. With a system in place, the District could more viably write curriculum (scope-and-sequence) and implement common assessments that can be used to measure the effectiveness of instruction and its impact on student 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 exceeded the academic growth expectation with a score of 82 compared to the state average of 75.4. | True |
| The all-student group exceeded the academic growth expectation with a score of 85 compared to the state average of 74.9. | True |
| The all-student group met the academic growth expectation with a score of 75 compared to the state average of 74.7. | True |
| The all-student group met the academic growth & academic achievement expectations for the elementary per the Future Ready Index. Chicora Elementary: 76.3% were proficient or advanced compared to the state average of 58.9%) (Sugarcreek Elementary: 92.3% were proficient or advanced compared to the state average of 58.9%) (Chicora Elementary: 71.0% academic growth score compared to the state average of 74.7%.) (Sugarcreek Elementary: 87.0% academic growth score compared to the state average of 74.7%.) The elementary schools will consolidate for the 2024-2025 school year. | False |
| The fact that there is significant evidence that Grade 8 exceeded the growth standard is a sign that our efforts to review, revise, and re-write curriculum have been paying off. Additionally, our junior high teams meet weekly in an effort to identify students' needs and develop ways to meet them. These meetings have also contributed to improved results. Although there is moderate evidence that grade 7 did not meet the growth standard, between 7th and 8th grade, there is moderate evidence that there has been growth. Moreover, academic achievement scores (i.e., % proficient/advanced) has improved in grades 7 and 8 over each year for the past three years. This suggests that we should continue to revamp our curriculum and meet within small teams to address students' needs. This could also be a model for other grade-levels. | True |
| Chicora fifth graders met the state's ELA growth standard, while evidence exists that Sugarcreek's fourth, fifth, and sixth graders exceeded the growth standard in ELA. | False |
| At the elementary level, Title I services have been used, and will continue to be used in order to push into classrooms to individualize reading instruction. | True |
| Academic growth has been steady within the mathematics department. Between the PSSA math test-takers and the Keystone Algebra test-takers, there has been evidence over a three year period that students have either met or exceeded growth standards. This is likely rooted in the fact that the math department has the most cohesive, scoped-and-sequenced curriculum out of all or the departments at the high school. | True |
| Both academic achievement and PVAAS data from 2023 revealed that our grade 8 PSSA science test-takers performed well. This is likely a result of our effort at the middle-school level to meet as grade-level teams to address students' needs. A challenge moving forward, though, is the transition to the new STEELS standards. | True |
| Students with disabilities are meeting growth expectations on PSSA-tested subjects, overall, across the district. | True |
| With regard to meeting students' IEP goals, progress-monitoring data reveals that students are either on track to or meeting their IEP goals. Meeting IEP goals may also correlate with students' meeting Keystone Algebra and Biology growth measures in | True |

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| the future. | |
| Align curricular materials and lesson plans to the PA Standards: We believe that lesson plans are consistently aligned to PA Core Standards; however, we acknowledge that we need a more effective strategy/tool to create, review, revise, and analyze the curriculum. Because lessons are aligned to the standards, this will help the high school develop a more viable scoped-and-sequenced curriculum. The district has been working on this over the past 2 years, and it is still in the process of completing this task. | True |
| The District has historically spent funds conservatively and appropriately. This approach could be leveraged to focus expenditures of professional development aimed at improving curriculum, instruction, and assessment. | True |
| The elementary continues the use of the Foundations and Heggerty programs to improve reading and language acquisition through explicit instruction under the structured literacy model. | True |
| 92.3% of Sugarcreek's test takers were proficient or advanced; 76.3% of Chicora's test takers were proficient or advanced. | False |
| Teachers have noted that they have seen an improvement in students' phonemic awareness and phonics skills as a result of Foundations implementation. | True |
| Similar to the ELA observation, the District needs to continue reviewing, rewriting, and revising curriculum. A more concerted effort on using data to make decisions regarding curriculum and instruction has been undertaken during the 2023-2024 school year. For instance, the high school has resumed the CDTs, something it has not done in years. Moreover, every teacher has been given access to every piece of state-testing data that exists to help inform decisions. | False |
| The presence of the MTSS program at the elementary level provides the District with a foundation on which to build a comprehensive K-12 MTSS program. | True |
| The 1:1 initiative and an added effort to help students and families connect to the Internet has provided students with more equitable learning opportunities and has prepared the District for remote teaching in learning when needed. It has also enhanced how the District approaches curriculum writing. | False |
| The all student group met the standard for the college and career measures at the elementary per the Future Ready Index. | True |
| Sugarcreek Elementary: Grade 4 met the standard for growth expectations. Sixth grade exceeded the standard for growth expectations. Chicora Elementary: Grades 4 & 6 met the standard for growth expectations. | False |
| The high school and elementary guidance departments have done a thorough job of developing a Chapter 339 plan and documenting students' efforts in meeting Chapter 339 requirements. | True |
| The Karns City Area School District is fortunate to have had consistency with regard to administrators and teachers. | True |
| The presence of PBIS at the elementary level provides the District with a foundation on which to build a comprehensive K-12 PBIS program. | False |
| The high school is looking to expand its dual enrollment opportunities with the Butler County Community College. | True |
| The addition of CORE Counseling, particularly at the high school, has given students another adult with whom they can discuss whatever issues they are experiencing. This is an intermediary step before more intense therapy, that would be prompted through our Student Assistance Program (SAP) and parental permission. | True |

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 |
|---|---------------------------------|
| Only 50.5% of students with disabilities met the Regular Attendance Standard (High School). | True |
| Attendance Sugarcreek Elementary: Only 75.9% of students with disabilities met the Regular Attendance Standard. Attendance Chicora Elementary: Only 54.3% of students with disabilities met the Regular Attendance Standard. | False |
| Although 8th grade has improved its growth scores over a three-year period, 7th grade is still under-performing with regard to ELA growth standards. There has either been significant or, more recently, moderate evidence, that this group has not meet the growth expectations. This suggests that something is misaligned with our curriculum, instruction, and assessment. | True |
| District-wide, the District needs to continue reviewing, revising, and revamping its ELA curriculum in an effort have an aligned, scoped-and-sequenced ELA curriculum. | True |
| One of the challenges we face will be to continue improving academic achievement. Although we have improved, there is still work to be done. Ideally, at least 50% of test-takers would be proficient or advanced. | True |
| Grade 5 students at Sugarcreek and Chicora Elementary did not meet the standard for growth expectations. Overall elementary math scores indicate a need for improvement. | False |
| In spite of consistency with regard to administrators and teachers, the Karns City Area High School and District as a whole needs to improve curriculum, instruction, and assessment writing efforts. If the high school departments used a unified method of writing curriculum, and embedding within it, common assessments, student achievement and growth might increase. Moving forward, in order to more adequately prepare students for success, the high school should adopt a uniform curriculum-writing process, whereby curriculum gaps and overlaps are analyzed within a scope and sequence by departments. | True |
| There is a three-year trend showing significant evidence that students are not meeting academic growth expectations in Biology. In order to improve, the high school science department and administration will need to identify why this is occurring. It is likely a result of misalignment with curriculum, instruction, and assessment. | True |
| Although the high school guidance department has adequately written a Chapter 339 Plan, it will need to make a more concerted effort to engage students in discussions regarding post-secondary options. This will require research on the guidance department's behalf, student-parent meetings, and post-secondary planning at an early age. | True |
| High School - PVAAS projection data suggests that IEP students have a low probability of scoring at least proficient on future state exams. As a result, if the District focuses on aligning its curricula and embedding within it, common assessments that can be used to guide teaching, students will likely stand a better chance of meeting achievement and growth standards. In the same way, the District could improve in this area if teachers and administrators take time to scrutinize achievement and growth data in order to better understand students' needs and to adjust curriculum, instruction, and assessment. | False |
| Literature and Biology Growth data is a concern, particularly because these test-takers are 10th graders. The district needs to identify instructional methods and/or course offerings that help these students demonstrate growth. | True |
| Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to | True |

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| rigorous, standards-aligned instruction - The district's teachers teach standards-aligned lessons, but there is not a cohesive system in place for writing, reviewing, and analyzing curriculum and the impacts of instruction. With a system in place, the District could more viably write curriculum (scope-and-sequence) and implement common assessments that can be used to measure the effectiveness of instruction and its impact on student learning. | |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence - This area is emerging. By emphasizing a systems approach to such elements as curriculum, instruction, and assessment, the District could more viably meet the needs of all students. | False |
| At the elementary level, evidence suggests that students struggle to understand text-dependent analysis. | False |
| Similar to the ELA observation, the District needs to continue reviewing, rewriting, and revising curriculum. A more concerted effort on using data to make decisions regarding curriculum and instruction has been undertaken during the 2023-2024 school year. For instance, the high school has resumed the CDTs, something it has not done in years. Moreover, every teacher has been given access to every piece of state-testing data that exists to help inform decisions. | False |
| With regard to technology, we have the resources; however, we need to tie technology to the curriculum, so that technology is used as a resource to transform learning. | False |
| Employing a K-12, comprehensive MTSS program can be challenging, because it adds a new element to the teachers' already busy days; however, because it is a valuable process for our students, it must be refined. | True |
| In spite of their being a need to implement a K-12 PBIS program, it will be a challenge, particularly at the high school level, because teachers may be reluctant to adopt certain elements of the program, such as rewards. | False |
| The transition to the STEELS standards has been a major challenge and will require the District to review, revamp, and realign curriculum. | True |

Most Notable Observations/Patterns

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

The most notable pattern throughout the entire needs assessment process is related to the high school's (as well as the District's) lack of a viable, scoped-and-sequenced curriculum. It appears that, over the years, curriculum writing, alignment, and analysis have fallen by the wayside. This is not to say that teachers are not delivering effective lessons; however, the high school could improve all facets of the educational program by allowing student data to drive curriculum writing, instruction, and assessment. Moving forward, the high school should develop a process, whereby curriculum can be written, reviewed, and analyzed on a regular basis. Within this process, teachers and administrators should collaborate regularly to review student data, collected from state assessments, as well as common, local assessments. This data can then be used to drive instruction and meet students based on their needs.

Analyzing (Strengths and Challenges)

Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|--|--|--------------------|
| Only 50.5% of students with disabilities met the Regular Attendance Standard (High School). | There is a correlation between regular attendance and academic achievement. The District needs to find ways to make regular attendance more of a priority. In participating in truancy elimination hearings throughout the 2020-2021 school year, it has been observed that the vast majority of students who are habitually truant are raised by single parents, mainly single mothers. | True |
| Employing a K-12, comprehensive MTSS program can be challenging, because it adds a new element to the teachers' already busy days; however, because it is a valuable process for our students, it must be refined. | | False |
| One of the challenges we face will be to continue improving academic achievement. Although we have improved, there is still work to be done. Ideally, at least 50% of test-takers would be proficient or advanced. | | False |
| In spite of consistency with regard to administrators and teachers, the Karns City Area High School and District as a whole needs to improve curriculum, instruction, and assessment writing efforts. If the high school departments used a unified method of writing curriculum, and embedding within it, common assessments, student achievement and growth might increase. Moving forward, in order to more adequately prepare students for success, the high school should adopt a uniform curriculum-writing process, whereby curriculum gaps and overlaps are analyzed within a scope and sequence by departments. | | False |
| Although the high school guidance department has adequately written a Chapter 339 Plan, it will need to make a more concerted effort to engage students in discussions regarding post-secondary options. This will require research on the guidance department's behalf, student-parent meetings, and post-secondary planning at an early age. | This has already become a priority for our new high school guidance counselor, who began in the middle of the 2020-2021 school year. The district hired a new middle school counselor. The addition of this new hire has given the high school an opportunity to develop a career cluster plan, which will help students select courses aligned to their post high school choices. | True |
| Although 8th grade has improved its growth scores over a three-year period, 7th grade is still under-performing with regard to ELA growth standards. There has either been significant or, more recently, moderate | | False |

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| evidence, that this group has not meet the growth expectations. This suggests that something is misaligned with our curriculum, instruction, and assessment. | | |
| Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction - The district's teachers teach standards-aligned lessons, but there is not a cohesive system in place for writing, reviewing, and analyzing curriculum and the impacts of instruction. With a system in place, the District could more viably write curriculum (scope-and-sequence) and implement common assessments that can be used to measure the effectiveness of instruction and its impact on student learning. | The district has struggled for years to maintain a consistent approach to curriculum writing, the development of common assessments, data review, etc. It is possible that this has occurred because it has been a number of years since one person has overseen the process of writing curriculum and making a concerted effort to use student data to guide curriculum, instruction, and assessment. | True |
| District-wide, the District needs to continue reviewing, revising, and revamping its ELA curriculum in an effort have an aligned, scoped-and-sequenced ELA curriculum. | | False |
| Literature and Biology Growth data is a concern, particularly because these test-takers are 10th graders. The district needs to identify instructional methods and/or course offerings that help these students demonstrate growth. | There may be a correlation between the fact that the majority of these students are 10th graders and that is the first year they can enter vo-tech. | True |
| There is a three-year trend showing significant evidence that students are not meeting academic growth expectations in Biology. In order to improve, the high school science department and administration will need to identify why this is occurring. It is likely a result of misalignment with curriculum, instruction, and assessment. | | False |
| The transition to the STEELS standards has been a major challenge and will require the District to review, revamp, and realign curriculum. | | False |

Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|---|-------------------|
| The fact that there is significant evidence that Grade 8 exceeded the growth standard is a sign that our efforts to review, revise, and re-write curriculum have been paying off. Additionally, our junior high teams meet weekly in an effort to identify students' needs and develop ways to meet them. These meetings have also contributed to improved results. Although there is moderate evidence that grade 7 did not meet the growth standard, between 7th and 8th grade, there is moderate evidence that there has been growth. Moreover, academic achievement scores (i.e., % proficient/advanced) has improved in grades 7 and 8 over each year for the past three years. This suggests that we should continue to | |

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| revamp our curriculum and meet within small teams to address students' needs. This could also be a model for other grade-levels. | |
| Align curricular materials and lesson plans to the PA Standards: We believe that lesson plans are consistently aligned to PA Core Standards; however, we acknowledge that we need a more effective strategy/tool to create, review, revise, and analyze the curriculum. Because lessons are aligned to the standards, this will help the high school develop a more viable scoped-and-sequenced curriculum. The district has been working on this over the past 2 years, and it is still in the process of completing this task. | |
| The District has historically spent funds conservatively and appropriately. This approach could be leveraged to focus expenditures of professional development aimed at improving curriculum, instruction, and assessment. | The district can leverage its responsible budgeting in such a way to create a sustainable professional development plan aimed at improving curriculum, instruction, and assessment practices. |
| At the elementary level, Title I services have been used, and will continue to be used in order to push into classrooms to individualize reading instruction. | |
| The elementary continues the use of the Foundations and Heggerty programs to improve reading and language acquisition through explicit instruction under the structured literacy model. | |
| Students with disabilities are meeting growth expectations on PSSA-tested subjects, overall, across the district. | |
| With regard to meeting students' IEP goals, progress-monitoring data reveals that students are either on track to or meeting their IEP goals. Meeting IEP goals may also correlate with students' meeting Keystone Algebra and Biology growth measures in the future. | |
| Both academic achievement and PVAAS data from 2023 revealed that our grade 8 PSSA science test-takers performed well. This is likely a result of our effort at the middle-school level to meet as grade-level teams to address students' needs. A challenge moving forward, though, is the transition to the new STEELS standards. | |
| Teachers have noted that they have seen an improvement in students' phonemic awareness and phonics skills as a result of Foundations implementation. | |
| The presence of the MTSS program at the elementary level provides the District with a foundation on which to build a comprehensive K-12 MTSS program. | |
| The all-student group exceeded the academic growth expectation with a score of 82 compared to the state average of 75.4. | |
| The all-student group exceeded the academic growth expectation with a score of 85 compared to the state average of 74.9. | |
| The all-student group met the academic growth expectation with a score of 75 compared to the state average of 74.7. | This success could be analyzed to determine how best to address other core curriculum needs. |

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| Academic growth has been steady within the mathematics department. Between the PSSA math test-takers and the Keystone Algebra test-takers, there has been evidence over a three year period that students have either met or exceeded growth standards. This is likely rooted in the fact that the math department has the most cohesive, scoped-and-sequenced curriculum out of all or the departments at the high school. | One of the high school's chief priorities is to improve the process by which curriculum is written and assessment data is used to guide instruction. The math department has been a model department with regard to curriculum writing (common assessments, scope and sequence, etc.). This group's efforts can be leveraged as a model for other departments to follow. |
| The high school and elementary guidance departments have done a thorough job of developing a Chapter 339 plan and documenting students' efforts in meeting Chapter 339 requirements. | Now that the guidance department has a viable Chapter 339 plan, it can leverage the details of the plan to help students craft individualized career plans. To assist, the high school is currently working on creating career clusters with its classes, so that students can experience more of a scoped-and-sequenced approach to learning content related to specific fields. |
| The Karns City Area School District is fortunate to have had consistency with regard to administrators and teachers. | Both the high school and the elementary programs have had little turnover with regard to staffing. Veteran teachers and administrators, who have worked together for many years, should feel comfortable working together to enact changes that lead to positive results, chiefly changes that address curriculum, instruction, and assessment. |
| The high school is looking to expand its dual enrollment opportunities with the Butler County Community College. | |
| The all student group met the standard for the college and career measures at the elementary per the Future Ready Index. | |
| The addition of CORE Counseling, particularly at the high school, has given students another adult with whom they can discuss whatever issues they are experiencing. This is an intermediary step before more intense therapy, that would be prompted through our Student Assistance Program (SAP) and parental permission. | |

Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|-------------------------------|---|
| | The District will prioritize student attendance and overall student well-being across all grade levels, by exploring Schoolwide Positive Behavior Interventions and Support and Multi-Tiered Systems of Support. As it stands, both elementary schools operate SWPBIS and MTSS. Moving forward, the District will make a more concerted effort to more thoroughly understand and utilize these systems K-12 to improve student attendance and students' overall well-being. |
| | By the end of the 2023-2024 school year, the high school will have created a career pathway plan that helps students identify the high school courses they should take in order to meet their post high school goals. |
| | The District will begin analyzing the current curricula in all subject areas, in an effort to better align content to the PA Core Standards. Similarly, departments will work closely throughout this process to create and implement common assessments, both summative and formative, to guide teaching. This will occur systematically, through a curriculum-writing process, that is rooted in identifying what we want |

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| | our students to know (Understanding by Design). |
| | The ELA and Science Departments will analyze curriculum and testing data to identify strengths and weaknesses of instruction and assessment. |

Goal Setting

Priority: The District will begin analyzing the current curricula in all subject areas, in an effort to better align content to the PA Core Standards. Similarly, departments will work closely throughout this process to create and implement common assessments, both summative and formative, to guide teaching. This will occur systematically, through a curriculum-writing process, that is rooted in identifying what we want our students to know (Understanding by Design).

| Outcome Category | | |
|---|--|---|
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | |
| Measurable Goal Statement (Smart Goal) | | |
| By the end of year 3, the Karns City Area School District, through regular departmental and grade-level collaboration, will have published a tangible, scoped-and-sequenced curriculum in the core subject areas. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| Curriculum Development | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| Continue reviewing, revising, and realigning curriculum in all content areas. This is a carry-over from our previous plan. This is the target for the end of the 2024-2025 school year. | By the end of the 2025-2026 school year, every subject area will have created a tangible curriculum that is aligned to current standards | By the end of year 3, the Karns City Area School District, through regular departmental and grade-level collaboration, will have published a tangible, scoped-and-sequenced curriculum in the core subject areas. |

Priority: The District will prioritize student attendance and overall student well-being across all grade levels, by exploring Schoolwide Positive Behavior Interventions and Support and Multi-Tiered Systems of Support. As it stands, both elementary schools operate SWPBIS and MTSS. Moving forward, the District will make a more concerted effort to more thoroughly understand and utilize these systems K-12 to improve student attendance and students' overall well-being.

| Outcome Category | | |
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| Essential Practices 3: Provide Student-Centered Support Systems | | |
| Measurable Goal Statement (Smart Goal) | | |
| By the end of year 3, the elementary schools will have fully consolidated into one building and have more fully developed a K-6 SWPBIS program and MTSS program aimed at using data to address students' social, emotional, behavioral, and academic needs. By the end of year 3, the high school will have implemented elements of SWPBIS and elements of MTSS at the junior high levels. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| SWPBIS and MTSS | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| District will develop a bank of Tier 1 strategies available in ELA and mathematics for teachers to | District will develop a bank of Tier 2 strategies available in ELA and mathematics for teachers to | By the end of year 3, the elementary schools will have fully consolidated into one building and have more fully developed a K-6 SWPBIS program and MTSS program aimed at using data to address students' social, emotional, behavioral, |

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| implement to assist in student success. | implement to assist in student success. | and academic needs. By the end of year 3, the high school will have implemented elements of SWPBIS and elements of MTSS at the junior high levels. |
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|---|---|---|
| Outcome Category | | |
| Essential Practices 3: Provide Student-Centered Support Systems | | |
| Measurable Goal Statement (Smart Goal) | | |
| The schools will develop an MTSS handbook for teachers to implement and use within their classroom and instruction. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| MTSS Handbook for Teachers | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| The schools will continue drafting an MTSS handbook for teachers. | By the end of year 2, the schools will have completed a draft of an MTSS handbook that will then be reviewed and tweaked throughout the year. | The schools will develop an MTSS handbook for teachers to implement and use within their classroom and instruction. |

Priority: By the end of the 2023-2024 school year, the high school will have created a career pathway plan that helps students identify the high school courses they should take in order to meet their post high school goals.

| | | |
|--|--|--|
| Outcome Category | | |
| Post-secondary transition to school, military, or work | | |
| Measurable Goal Statement (Smart Goal) | | |
| By the end of the 2023-2024 school year, the high school guidance team will have created a career pathways plan that helps students identify the high school courses they should take in order to meet their post-high school goals. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| Career Pathway Plan | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| During the 2023-2024 school year, the high school guidance team will work with teachers to create career clusters. The counselors will also provide student with assembly opportunities where they learn about career clusters. By the end of this year, the counseling team will have created a draft career pathway plan that explains to students which courses they should take in order to attain their post high school goals. | Now that the plan should already be created, it can be tweaked at this point, particularly as course offerings and curriculum changes. This would be a good year to focus on student-centered goals. For example, students can create specific goals for themselves rooted in post-high school planning. | By the end of the 2023-2024 school year, the high school guidance team will have created a career pathways plan that helps students identify the high school courses they should take in order to meet their post-high school goals. |

Priority: The ELA and Science Departments will analyze curriculum and testing data to identify strengths and weaknesses of instruction and assessment.

| | | |
|--|--|---|
| Outcome Category | | |
| Rigorous Courses of Study Section | | |
| Measurable Goal Statement (Smart Goal) | | |
| The ELA and Science Departments will analyze curriculum and testing data to identify strengths and weaknesses of instruction and assessment and make appropriate adjustments to curriculum. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| ELA and Science Curriculum Development | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| Beginning in 2023-2024 and then again in 2024-2025, the ELA and Science Departments will analyze achievement and growth data and its relationship to curriculum and instruction. During this time, the science department will also begin aligning their curriculum to the new STEELS standards. | The ELA and Science Departments will continue revising curriculum and its relationship to achievement and growth data. By the end of this year, the science department will have aligned curriculum in the appropriate grades to the STEELS standards. | The ELA and Science Departments will analyze curriculum and testing data to identify strengths and weaknesses of instruction and assessment and make appropriate adjustments to curriculum. |

Action Plan

Measurable Goals

| | |
|--|---------------------|
| Curriculum Development | SWPBIS and MTSS |
| MTSS Handbook for Teachers | Career Pathway Plan |
| ELA and Science Curriculum Development | |

Action Plan For: Understanding by Design Curriculum Development

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|---|
| Measurable Goals: |
| <ul style="list-style-type: none"> By the end of year 3, the Karns City Area School District, through regular departmental and grade-level collaboration, will have published a tangible, scoped-and-sequenced curriculum in the core subject areas. |

| Action Step | | Anticipated Start/Completion Date | |
|---|--|-----------------------------------|------------|
| The district has been reviewing, revising, and realigning curriculum in all subject areas over the past 3 years. This work is ongoing, but every department will have drafted a scoped-and-sequenced curriculum, aligned to standards, using the Understanding by Design model by the end of this plan. | | 2023-11-20 | 2027-08-20 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Building Principals | Current Curriculum, applicable standards, professional development, particularly rooted in the STEELS standards. | Yes | Yes |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|--|
| By the end of this plan, each department and grade level will have created a tangible curriculum. | On a yearly basis, during built-in in-service and Act 80 Days, departments and grade levels will analyze, review, and revised curriculum. In order to do this effectively, local and state data will be used to identify strengths and weaknesses that can inform the process. |

Professional Development

Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|--|---|
| Understanding by Design Curriculum Development | The district has been reviewing, revising, and realigning curriculum in all subject areas over the past 3 years. This work is ongoing, but every department will have drafted a scoped-and-sequenced curriculum, aligned to standards, using the Understanding by Design model by the end of this plan. |

Curriculum Development

| Action Step | | |
|---|-------------------|------------------------|
| <ul style="list-style-type: none"> The district has been reviewing, revising, and realigning curriculum in all subject areas over the past 3 years. This work is ongoing, but every department will have drafted a scoped-and-sequenced curriculum, aligned to standards, using the Understanding by Design model by the end of this plan. | | |
| Audience | | |
| Teachers and School Administrators | | |
| Topics to be Included | | |
| Understanding by Design, PA Core Standards, STEELS Standards - Teachers will continue the work that has already begun with regard to reviewing, revising, and realigning curriculum. | | |
| Evidence of Learning | | |
| A tangible, scoped-and-sequenced curriculum for each grade level and department will be aligned an Understanding by Design framework. Moreover, teachers will be able to use local (CDT & Aimsweb) and state (PSSA, Keystone, PVAAS) data to identify strengths and weaknesses that can be addressed through the curriculum writing process. | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Building Principals and Department Chairs | 2023-11-20 | 2027-08-20 |

Learning Format

| Type of Activities | Frequency |
|--|---|
| Inservice day | 3-5 times per year... Additionally, funds will be budgeted for after-school and summer curriculum review and writing. |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> 3c: Engaging Students in Learning 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 4b: Maintaining Accurate Records 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally 3d: Using Assessment in Instruction | |
| This Step Meets the Requirements of State Required Trainings | |

Communications Activities

| Curriculum Development | | | | | |
|-----------------------------|---------------------------------------|--|-----------------------|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| | Faculty, Staff, School Board, Parents | Published curriculum for public review; key words related to the curriculum; standards; unit overviews | Building Principals | 11/20/2023 | 08/20/2027 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Email | | | 2-3 times per year | | |
| Posting on district website | | | 2-3 times per year | | |

Approvals & Signatures

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|--|
| Uploaded Files |
| <ul style="list-style-type: none">Board Affirmation Statement for Comprehensive Plan.pdf |

| | |
|-----------------------------------|-------------|
| Chief School Administrator | Date |
| Dr. Eric D Ritzert | 2025-01-07 |