

Profile and Plan Essentials

LEA Type		AUN
School District		105201033
Address 1		
219 W School Dr		
Address 2		
City	State	Zip Code
Linesville	PA	16424
Chief School Administrator		Chief School Administrator Email
Mr Jarrin B Sperry		jarrin.sperry@conneautsd.org
Single Point of Contact Name		
Dr. Adam Jardina		
Single Point of Contact Email		
adam.jardina@conneautsd.org		
Single Point of Contact Phone Number		
8146835900 ext. 4974		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jarrin Sperry	Administrator	Central Office	jarrin.sperry@conneautsd.org
Jackie Sada	Administrator	Conneaut Valley Elementary	jackie.sada@conneautsd.org
Adam Jardina	Administrator	Central Office	adam.jardina@conneautsd.org
Jeff Hans	Administrator	Conneaut Area Middle School	jhans@conneautsd.org
Doug Parks	Administrator	Conneaut Lake Elementary Schools	dparks@conneautsd.org
Matt Vannoy	Administrator	Conneaut Area Senior High	matt.vannoy@conneautsd.org
Edward Pietroski	Administrator	Conneaut Area Senior High	edward.pietroski@conneautsd.org
Susie Kline	Staff Member	Conneaut Lake Elementary School	skline@conneautsd.org
Devin Campbell	Administrator	Central Office/Director of Special Education	devin.campbell@conneautsd.org
Katie Ellis	Staff Member	Conneaut Area Senior High	katie.ellis@conneautsd.org
Jessica Harmon	Parent	Conneaut Valley Elementary School	jessica.harmon@conneautsd.org
Steve Nader	Community Member	Conneaut School District	steve.nader@conneautsd.org
Dorothy Luckock	Board Member	Conneaut School District	dorothy.luckock@conneautsd.org
Rick Kelly	Administrator	Central Office	rick.kelly@conneautsd.org
Troy Messerall	Administrator	Conneaut Area Middle School	tmesserall@conneautsd.org
Jordan Lynn	Staff Member	Conneaut Lake Elementary School	jordan.lynn@conneautsd.org
Adam Jesse	Staff Member	Conneaut Valley Elementary School	ajesse@conneautsd.org
Holly Thomas	Staff Member	Conneaut Valley Elementary School	hthomas@conneautsd.org
Beth Sanner	Staff Member	Conneaut Area Middle School	bsanner@conneautsd.org
Jamie Duda	Staff Member	Conneaut Area Middle School	jduda@conneautsd.org
Caitlin Scott	Staff Member	Conneaut Area Senior High School	caitlin.scott@conneautsd.org
Camille Turner	Student	Conneaut Area Senior High School	N/A

LEA Profile

The Conneaut School District is located in northwest Pennsylvania's Crawford County and geographically encompasses approximately the western third of the county. The school district is approximately 8 miles west of Meadville, 40 miles south of Erie and 91 miles north of Pittsburgh. Comprised of a total area of approximately 319 square miles, the School District is bordered on the south by Mercer County, on the west by the state of Ohio, on the north by Erie County and on the east by the city of Meadville. Included in the School District are the Boroughs of Conneaut Lake, Conneautville, Linesville, and Springboro. Townships comprising the School District include Beaver, Conneaut, East Fallowfield, Greenwood, North Shenango, Pine, Sadsbury, Spring, Summerhill, Summit, and West Fallowfield. The School District can be classified as rural with the majority of the work force employed in areas contiguous to that of the School District.

The Conneaut School District is comprised of three separate attendance areas: Linesville, Conneaut Lake, and Conneaut Valley. Each attendance area represents a small diverse community. Linesville is a small community located near the Pennsylvania and Ohio state line. It is a close-knit community. Many tourists visit Linesville because of the town's proximity to Pymatuning Lake. Conneaut Lake is a resort town on the shores of Conneaut Lake. Tourism flourishes here particularly during summer months. Conneaut Valley represents the community of Conneautville and Springboro, small towns in the north-central part of the school district. The Conneaut Valley community is centered in a predominantly agricultural area of Crawford County.

The school district is comprised of one high school, Conneaut Area Senior High (CASH) located in Linesville. Grades 9-12 attend CASH using the high school and Alice Shafer Annex. Conneaut Valley and Conneaut Lake are each home to an elementary school that hold grades K-5. Conneaut Area Middle School is located in Conneaut Lake and holds grades 6-8.

The following statistics represent the student enrollment in each of the four schools in the Conneaut School District.

Conneaut Lake Elementary 393

Conneaut Valley Elementary 375

Conneaut Area Middle School 408

Conneaut Area Senior High (CASH) 572

The district's enrollment total is 1,748 for the entire school district (as of 10/8/24).

The Board of School Directors is comprised of nine members, elected by their region of residence. The school board governs the Conneaut School District. As the chief administrative officer, the Superintendent of Schools, is assisted by a professional and supervisory staff which presently includes a Business Manager, a Supervisor of Curriculum, Instruction & Assessment/Title I Services, a Supervisor of Special Education, a Director of Technology, a Director of Buildings and Grounds and six building administrators.

Mission and Vision

Mission

The mission of Conneaut School District is to provide a safe and supportive environment where all acquire the skills to become productive citizens of a globally connected society.

Vision

A community where all recognize and fulfill their unique potential to contribute to a globally connected society

Educational Values

Students

- All learning should occur in a safe and healthy environment.
- Students must develop their skills and the desire to become life-long learners.
- All students can learn and achieve success.
- Learners develop at different rates and have varying learning styles.
- All students have the right to equal access to an education.

Staff

- Parents and family are vital parts of the learning process.
- All learning should occur in a safe and healthy environment.
- All students can learn and achieve success.
- Learners develop at different rates and have varying learning styles.
- All students have the right to equal access to an education.
- Parents, teachers, and staff must serve as positive role models for students.

Administration

- Parents and family are vital parts of the learning process.
- All learning should occur in a safe and healthy environment.
- All students can learn and achieve success.
- Learners develop at different rates and have varying learning styles.
- All students have the right to equal access to an education.
- Parents, teachers, and staff must serve as positive role models for students.

Parents

- Parents and family are vital parts of the learning process.
- All learning should occur in a safe and healthy environment.
- Students must develop their skills and the desire to become life-long learners.
- All students can learn and achieve success.
- Learners develop at different rates and have varying learning styles.
- All students have the right to equal access to an education.
- Parents, teachers, and staff must serve as positive role models for students.

Community

- Parents and family are vital parts of the learning process.
- All learning should occur in a safe and healthy environment.
- All students have the right to equal access to an education.
- Parents, teachers, and staff must serve as positive role models for students.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Attendance	Four out of five buildings in the district exceeded the performance standard for attendance for the "All Student Group"
Mathematics	The "All Student Group" met or exceeded the growth standard in mathematics in three out of five buildings.
ELA	The "All Student Group" met or exceeded the growth standard in four out of five buildings in ELA.
Science	The "All Student Group" in four out of five buildings met or exceeded the growth standard in science.

Challenges

Indicator	Comments/Notable Observations
ELA	The "All Student Group" in all buildings did not meet the interim goal improvement target in ELA.
Mathematics	The "All Student Group" in three out of five buildings did not meet the interim goal improvement target in mathematics.
Attendance	The "All Student Group" at CASH did not meet the performance standard for attendance.

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

Strengths

Indicator Mathematics Grade Level(s) and/or Student Group(s) Economically Disadvantaged Group	Comments/Notable Observations Four out of five buildings met or exceeded the growth standard for mathematics.
Indicator ELA Grade Level(s) and/or Student Group(s) Economically Disadvantaged Group	Comments/Notable Observations Four out of five buildings met or exceeded the growth standard for ELA.
Indicator Science Grade Level(s) and/or Student Group(s) Economically Disadvantaged Group	Comments/Notable Observations Four out of five buildings met or exceeded the growth standard for science.

Challenges

Indicator Mathematics Grade Level(s) and/or Student Group(s) Economically Disadvantaged Group and Special Education Group	Comments/Notable Observations Only one out of five buildings met the interim goal / improvement target for mathematics.
Indicator ELA Grade Level(s) and/or Student Group(s) Economically Disadvantaged Group and Special Education Group	Comments/Notable Observations None of five buildings met the interim goal / improvement target for ELA.
Indicator Science Grade Level(s) and/or Student Group(s) Economically Disadvantaged Group	Comments/Notable Observations Only two out of five buildings met the interim goal / improvement target for science.
Indicator Attendance Grade Level(s) and/or Student Group(s) Students With Disabilities Group at CASH	Comments/Notable Observations The Students With Disabilities Group at CASH has an attendance percentage of 65.6%

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" in four out of five buildings met or exceeded the growth standard in science.
The "All Student Group" met or exceeded the growth standard in four out of five buildings in ELA.
The "All Student Group" in four out of five buildings met or exceeded the growth standard in Math.
Four out of five buildings in the district exceeded the performance standard for attendance for the "All Student Group"

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.

None of five buildings met the interim goal / improvement target for ELA in the Economically Disadvantaged Group and Special Education Group.
Only one out of five buildings met the interim goal / improvement target for mathematics in the Economically Disadvantaged Group and Special Education Group.
The Students With Disabilities Group at CASH has an attendance percentage of 65.6%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Future Ready PA	Based on the most current data available.
EdInsight	Based on the most current data available.
PVAAS	Based on the most current data available.

English Language Arts Summary

Strengths

CASH: The "All Students Group," "Economically Disadvantaged Group," and "Students with Disabilities" met the growth standard in ELA.
CVMS: Exceeds the growth standard for ELA in the "All Students Group," "Economically Disadvantaged," and "Students with Disabilities."
CLES and CVES: Met or exceeded the growth standard in ELA in the "All Students Group" and the "Economically Disadvantaged Group."

Challenges

CASH: The interim performance target was not met for ELA for the "All Students Group," "Economically Disadvantaged Group," and "Students with Disabilities"
CLMS: Neither the growth standard nor the interim performance target was not met for ELA for the "All Students Group," "Economically Disadvantaged Group," and "Students with Disabilities."
CLES and CVES: The interim performance target was not met for ELA for the "All Students Group" or "Economically Disadvantaged Group."

Mathematics

Data	Comments/Notable Observations
Future Ready PA	Based on the most current data available.
EdInsight	Based on the most current data available.
PVAAS	Based on the most current data available.

Mathematics Summary

Strengths

CASH: The "All Students Group" improved their scores from the previous year's data and exceeded the statewide average in mathematics.
CLMS: The "All Students Group" and "Economically Disadvantaged Group" exceeded the mathematics standard in demonstrated growth.
CVMS: The "Economically Disadvantaged Group" met the standard for growth in mathematics.

CVES: Met the interim performance target for achievement in all student categories. CVES and CLES: Met the growth standards for "All Students Group" and the "Economically Disadvantaged Group."

Challenges

CASH: Below the statewide average for the algebra interim goal target in mathematics. Did not meet growth standards in mathematics.

CLMS: Neither the "Economically Disadvantaged Group" nor the "Students with Disabilities" met the interim performance target for mathematics.

CVMS: The "All Student Group," "Economically Disadvantaged Group," nor the "Students with Disabilities Group" did not meet the interim performance target for mathematics.

CLES: The "Economically Disadvantaged Group," "Economically Disadvantaged Group," nor the "Students with Disabilities Group" did not meet the interim performance target for mathematics.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Future Ready PA	Based on the most current data available.
EdInsight	Based on the most current data available.
PVAAS	Based on the most current data available.

Science, Technology, and Engineering Education Summary

Strengths

CASH: Greatly exceeds the industry based learning indicator at 56.4% and exceeds the state average for the career standards benchmark. The "Economically Disadvantaged Group," and the "Students with Disabilities Group" scores improved from the year before in the achievement category.

CLMS and CVMS: "All Students Group" and the "Economically Disadvantaged Group" met or exceeded the standard for growth in Science.

CLES and CVES: "All Students Group" and the "Economically Disadvantaged Group" met both the achievement and growth goals in Science.

Challenges

CASH: Did not meet the growth standards for Science in the "All Students Group," the "Economically Disadvantaged Group," nor the "Students with Disabilities Group."

CLMS and CVMS: Did not meet the interim goal improvement target in either the "All Students Group," nor the "Economically Disadvantaged Group,"

Related Academics

Career Readiness

Data	Comments/Notable Observations
CareerZone	Strengths: -Weekly developmental guidance and “career ready” lessons at the elementary level. Classroom teachers also include career readiness activities into their general ELA curriculum. -Supplemental activities are provided for whole buildings by the guidance counselors, including Career Days and professionals who connect with the classroom. -Fifth grade students at one elementary school practice applying for, interviewing, and getting “hired” for a “job” around the school. -There are career exploration systems in place at all the schools and students in K-8 are exposed to career pathways which greatly assists in class selection at the HS level. -Students of any background are included in career education lessons, including those with IEPs, 504 plans, etc. -Learning support teachers do a wonderful job exploring career opportunities, especially at the high school level. -Gifted education program sets up mentorship interviews and job shadowing for students. -Alternate programming is readily available, specifically for students who are interested in pursuing technical careers. -New course is offered at the high school level for Future Ready Teachers to explore the education profession. -Upper elementary students participate in career research projects. -Mid-level and high school students have the opportunity to participate in college and career fairs. -Students at the middle school have a career readiness class built into their specials rotation. Challenges: -The guidance counselors do a lot of work and can be spread very thin, which means career opportunities cannot always be the top priority. -The lack of follow up and inclusiveness of fields specifically for or directed to students with exceptionalities. -Students do not always follow up and submit the information they’ve generated / created. -Students who struggle to write have trouble providing feedback or completing required tasks, which makes artifact collection and program development difficult at times. -Overall, there are not enough opportunities for students to visit workplaces and post-graduate programs. -At the elementary level, there is not enough time built into classroom teachers' day to explore career opportunities and skills. Other notable observations: -Small Sparks, Big Dreams curriculum at the elementary level. -The collection of artifacts and “proof” of career education continues to grow.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Data shared from the Crawford County Career and Technical Center.	Strengths: -CASH CCCTC students are more work-ready than CASH students who do not attend CTE programs -Students who attend CCCTC tend to stay in the area upon graduation -Follow up studies from CCCTC show employment is good after graduation -17 programs at the CCCTC. CASH has students enrolled in all programs -117 students participate in CCCTC programs -The CCCTC provides opportunities for placements, colleges and trade programs (continues to grow these offerings) -Attendance rates are similar to the overall attendance rate at the CCCTC for all students -Cooperative Work Experiences (Co-Op) is an option

	for students to receive high school credit Challenges: -Push Act 48 credits through 339 plan and night school offerings at CCCTC -Declining enrollments and population locally -Continue to develop opportunities for placements, etc
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Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Stakeholder input (teachers, administrators, students)	Strengths: -Teachers who genuinely care about the academic achievements of every student -Well organized program -Students are enthusiastic, and there's good parent/community support -Access to ELA Resources: Pearson ELA, Study Island, AR, CDTs, iReady, Storyworks literary magazine, novels, etc. -Annual plays and musicals -School concerts at every grade band level -Marching band participation has grown -Specialized musical programs at the high school level -AP Literature, AP Human Geography, Dual Enrollment concurrent classes available -Strong collaborative mentality across the department -Students having Chromebooks -Principal support Challenges: -Emphasis is on core classes during instructional time, so there is not always time for arts / humanities lessons

Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations
Stakeholder input (teachers, administrators, students)	Strengths: -We have updated curriculum and textbooks. It has new current events and legislation regarding environmental issues -We have some community collaboration -There is a connection to language arts and literature through our reading series -High school has a competitive Envirothon team -The middle school participates in Creek Connections through Allegheny College -The Allegheny College Enrichment Program has courses for environment -After school STEAM activities at the elementary level -Collaboration with the IU and their tech library Challenges: -Alignment with the STEELS Standards -Keeping materials current - science changes so quickly! -Short period of time to complete activities -No dedicated teacher at the elementary level for STEAM classes

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
Stakeholder input	Strengths: -Good connection from middle school program to high school program -Introduction to personal

(teachers, administrators, students)	finance, including goal setting, consumerism, qualities of good employees, etc -Social skills: family responsibilities and relationships; peer relationships and quality friendships; basic childcare (babysitting) skills -Soft skill development: planning, goal setting, interpersonal skills -True life skills curriculum that every student can and will use outside the classroom: hands-on skills, problem-solving skills, and leadership skills included -Administrative and school board support allows the program to explore new concepts/ideas -Real-world connections between the core classes and life beyond high school Challenges: -40 minute class periods limit what can realistically be made during class time Other notable observations: -Grades 5-8 build upon one another step-by-step
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Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Stakeholder input (teachers, administrators, students)	Strengths: -Teachers that do or try to do what is best for students at all levels -Middle school has great facilities with space and grounds -Excellent variety of inventory and curriculum opportunities Challenges: -Lack of flow from elementary to middle to high in curriculum due to lack of time to meet and discuss as professionals

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

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

Data	Comments/Notable Observations
Stakeholder input (teachers, administrators, students)	Strengths: -Excellent communication within each building -World History is required at the high school level, which allows for a global perspective and alternate lens for all students -High school elective courses are applicable and useful for real life, especially for students who will pursue collegiate social sciences courses -The current high school curriculum is based on critical thinking skills and application; reading writing standards; digital citizenship; and other 21st century skills. -AP and dual enrollment courses available for high school students Challenges: -There is so much in the required curriculum that fitting it all into one school year can be difficult -Some of the course curriculum is heavily dependent on text and could be modernized to meet the dynamic needs of our students -Some course objectives could/should be updated to illustrate PA Common Core reading and writing standards, not just social studies standards

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.

CASH CTC students are more work-ready than CASH students who do not attend CTE programs. (CTE Programs)
The current high school curriculum is based on critical thinking skills and application; reading writing standards; digital citizenship; and other 21st century skills. (Social Studies)
We have updated curriculum and textbooks. It has new current events and legislation regarding environmental issues. (Environment and Ecology)

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.

The guidance counselors do a lot of work and can be spread very thin, which means career opportunities cannot always be the top priority. (CTE Programs)
There is so much in the required curriculum that fitting it all into one school year can be difficult. (Social Studies)

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Data from building facilitators and the district's Business Manager	Lack of qualifying students overall Difficult to develop a program when there are few to no students in it

Students with Disabilities

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

Data	Comments/Notable Observations
Data from building facilitators and the district's Business Manager.	The school improvement plan for the Keystones is based on students with disabilities, which is not always aligned with an individual student's actual measure of success.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Data from building facilitators and the district's Business Manager.	There is a large divide between the economically disadvantaged and the financially secure families in relation to outside opportunities and household incomes - there are not a lot of families in the middle.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
American Indian/Alaskan Native	0.2% Lack of diversity reflected in the faculty and staff as well
Asian	0.2% Lack of diversity reflected in the faculty and staff as well
Black	0.6% Lack of diversity reflected in the faculty and staff as well
Hawaiian/Pacific Islander	0.1% Lack of diversity reflected in the faculty and staff as well
Hispanic	1.5% Lack of diversity reflected in the faculty and staff as well
White	94.4%
2 or More Races	3.0% Lack of diversity reflected in the faculty and staff as well

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.

ELL: 1:1 support available An aide is available to push into any/all classes as needed Our district is universally trauma sensitive
Students with disabilities: Individualized needs Socialization and social skills Student input strongly considered Study labs for learning disabled students at the high school level allow for more immediate, hands-on help Aides available to push into classes Supportive principals who listen to faculty and student needs Faculty goes above and beyond with students Title I services and their faculty Strong communication among faculty and administration Opportunities to learn materials in a variety of ways High school students are offered programs at the CCCTC
Economically disadvantaged students: We offer free breakfast and lunch for all students, regardless of neediness Weekend food bags Great community outreach Students have access to a shower at school School supplies and clothing available for students We have universal behavior expectations Strong Title I programs Good relationship between the district and pre-k programs
Student Groups by Race/Ethnicity: Social/emotional learning for all students regarding acceptance of differences Weekly directed lessons at the elementary level Second Step curricular program is in place

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.

ELL: Lack of diversity ELL teacher is shared across every building, and her “home base” is not the school where our ELL student currently attends Communicating with families in their native language(s)

Students with disabilities: Not all students have the same Least Restrictive Environment needs We need more faculty/staff to deal with behavioral needs Constant change in educational trends don’t always align with student needs Shared faculty across buildings, which means time, hours, and immediate needs are not always adequately met Our lowest achieving students often have the highest attendance problems No formal Multi-Tiered System of Supports (MTSS) for the district Not enough coverage for absent teachers and staff Not enough time to cover everything that needs to be done

Economically disadvantaged students: Parent relationships We are only able to help the students when they are in the building Rural poverty is a systemic problem that is reinforced by the physical distance between families and outreach opportunities

Student Groups by Race/Ethnicity: Overall lack of minority population in the area Lack of cultural diversity in the area Difficult to combat instilled prejudicial attitudes, especially if they are reflected at home

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The CSD Special Education Plan highlights staff trainings in crisis prevention intervention, Ukeru, Trauma Informed Practices, Autism, and Brain Science. Several of these trainings have been provided to the entire faculty and staff and practicing some of these strategies universally benefit all learners.
Title 1 Program	CVES and CLES Title 1 School Wide Plans monitor the Economically Disadvantaged and Special Education Groups in ELA using iReady diagnostic benchmarks to monitor progress and inform our instruction.
Student Services	Student Services in the Conneaut School District is a collaborative effort involving the school, family and community in developing an appropriate educational program which supports inclusionary practices and provides opportunities for every student to maximize his/her potential to become a productive member of a global society.
K-12 Guidance Plan (339 Plan)	The CSD 339 Plan provides a comprehensive, developmental counseling program addressing the academic, career, and personal social development of all students. Our district has five school counselors that facilitate this plan. 2 elementary, 1 middle school, and 2 at the high school level. Our counselors work with parents and other educators to help identify the strengths and talents of each student and maximize their potential.
Technology Plan	Technology Vision and Goal Vision: By integrating Technology into the curriculum as part of the learning process, students and teachers will have seamless access to higher levels of instruction. Technology will facilitate development and understanding so that Students will become productive members of society. Goal: The goal of the Conneaut School District Technology is to provide the students and staff with the hardware and software needed for the 21st century instructor and learner. Students k-12 have 1 to 1 access to Chromebooks to use as tools to engage and enrich their learning experience. Classrooms are all equipped with interactive boards. Teachers receive training in effectively using technology in the classroom. Our district technology infrastructure is supported by a director of technology and three technicians.
English Language Development Programs	Teachers throughout the district collaborate to best meet the needs of all learners. Specifically in terms of supporting our English Learners, classroom teachers and the district's ESL specialist collaborate by planning lessons and instructional activities in the classroom setting. If needed, adjustments can be made to co-teach alongside content teachers to deliver instruction. School administrators at each building level support the efforts to best meet the needs of our EL students. Staff are provided opportunities during the day to plan together as well as consult student progress and needs.

Strengths

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

The CSD Special Education Plan highlights staff trainings in crisis prevention intervention, Ukeru, Trauma Informed Practices, Autism, and

Brain Science. Several of these trainings have been provided to the entire faculty and staff and practicing some of these strategies universally benefit all learners.

Students k-12 have 1 to 1 access to Chromebooks to use as tools to engage and enrich their learning experience. Classrooms are all equipped with interactive boards. Teachers receive training in effectively using technology in the classroom. Our district technology infrastructure is supported by a director of technology and three technicians.

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.

Increase in technology puts additional demand on our technology support team.

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	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	Emerging

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

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

Implement Data-Driven Human Capital Strategies

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

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.

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities
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Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

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.

Foster a vision and culture of high expectations for success for all students, educators, and families
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Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district
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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" in four out of five buildings met or exceeded the growth standard in science.	True
The "All Student Group" met or exceeded the growth standard in four out of five buildings in ELA.	True
CASH: The "All Students Group," "Economically Disadvantaged Group," and "Students with Disabilities" met the growth standard in ELA.	False
The "All Student Group" in four out of five buildings met or exceeded the growth standard in Math.	True
CVMS: Exceeds the growth standard for ELA in the "All Students Group," "Economically Disadvantaged," and "Students with Disabilities."	False
CLES and CVES: Met or exceeded the growth standard in ELA in the "All Students Group" and the "Economically Disadvantaged Group."	False
CASH: The "All Students Group" improved their scores from the previous year's data and exceeded the statewide average in mathematics.	False
CLMS: The "All Students Group" and "Economically Disadvantaged Group" exceeded the mathematics standard in demonstrated growth.	False
Four out of five buildings in the district exceeded the performance standard for attendance for the "All Student Group"	False
CVMS: The "Economically Disadvantaged Group" met the standard for growth in mathematics.	False
CVES: Met the interim performance target for achievement in all student categories. CVES and CLES: Met the growth standards for "All Students Group" and the "Economically Disadvantaged Group."	False
CASH: Greatly exceeds the industry based learning indicator at 56.4% and exceeds the state average for the career standards benchmark. The "Economically Disadvantaged Group," and the "Students with Disabilities Group" scores improved from the year before in the achievement category.	True
CLMS and CVMS: "All Students Group" and the "Economically Disadvantaged Group" met or exceeded the standard for growth in Science.	False
CLES and CVES: "All Students Group" and the "Economically Disadvantaged Group" met both the achievement and growth goals in Science.	False
CASH CTC students are more work-ready than CASH students who do not attend CTE programs. (CTE Programs)	False

The current high school curriculum is based on critical thinking skills and application; reading writing standards; digital citizenship; and other 21st century skills. (Social Studies)	False
We have updated curriculum and textbooks. It has new current events and legislation regarding environmental issues. (Environment and Ecology)	False
ELL: 1:1 support available An aide is available to push into any/all classes as needed Our district is universally trauma sensitive	False
Students with disabilities: Individualized needs Socialization and social skills Student input strongly considered Study labs for learning disabled students at the high school level allow for more immediate, hands-on help Aides available to push into classes Supportive principals who listen to faculty and student needs Faculty goes above and beyond with students Title I services and their faculty Strong communication among faculty and administration Opportunities to learn materials in a variety of ways High school students are offered programs at the CCCTC	False
Economically disadvantaged students: We offer free breakfast and lunch for all students, regardless of neediness Weekend food bags Great community outreach Students have access to a shower at school School supplies and clothing available for students We have universal behavior expectations Strong Title I programs Good relationship between the district and pre-k programs	False
Student Groups by Race/Ethnicity: Social/emotional learning for all students regarding acceptance of differences Weekly directed lessons at the elementary level Second Step curricular program is in place	False
The CSD Special Education Plan highlights staff trainings in crisis prevention intervention, Ukeru, Trauma Informed Practices, Autism, and Brain Science. Several of these trainings have been provided to the entire faculty and staff and practicing some of these strategies universally benefit all learners.	False
Students k-12 have 1 to 1 access to Chromebooks to use as tools to engage and enrich their learning experience. Classrooms are all equipped with interactive boards. Teachers receive training in effectively using technology in the classroom. Our district technology infrastructure is supported by a director of technology and three technicians.	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	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
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	in Plan
None of five buildings met the interim goal / improvement target for ELA in the Economically Disadvantaged Group and Special Education Group.	True
Only one out of five buildings met the interim goal / improvement target for mathematics in the Economically Disadvantaged Group and Special Education Group.	True
CASH: The interim performance target was not met for ELA for the "All Students Group," "Economically Disadvantaged Group," and "Students with Disabilities"	False
The Students With Disabilities Group at CASH has an attendance percentage of 65.6%	True
CLMS: Neither the growth standard nor the interim performance target was not met for ELA for the "All Students Group," "Economically Disadvantaged Group," and "Students with Disabilities."	False
CLES and CVES: The interim performance target was not met for ELA for the "All Students Group" or "Economically Disadvantaged Group."	False
CASH: Below the statewide average for the algebra interim goal target in mathematics. Did not meet growth standards in mathematics.	False
CLMS: Neither the "Economically Disadvantaged Group" nor the "Students with Disabilities" met the interim performance target for mathematics.	False
CVMS: The "All Student Group," "Economically Disadvantaged Group," nor the "Students with Disabilities Group" did not meet the interim performance target for mathematics.	False
Increase in technology puts additional demand on our technology support team.	False
CLES: The "Economically Disadvantaged Group," "Economically Disadvantaged Group," nor the "Students with Disabilities Group" did not meet the interim performance target for mathematics.	False
CASH: Did not meet the growth standards for Science in the "All Students Group," the "Economically Disadvantaged Group," nor the "Students with Disabilities Group."	True
CLMS and CVMS: Did not meet the interim goal improvement target in either the "All Students Group," nor the "Economically Disadvantaged Group,"	False
The guidance counselors do a lot of work and can be spread very thin, which means career opportunities cannot always be the top priority. (CTE Programs)	False
There is so much in the required curriculum that fitting it all into one school year can be difficult. (Social Studies)	False
ELL: Lack of diversity ELL teacher is shared across every building, and her "home base" is not the school where our ELL student currently attends Communicating with families in their native language(s)	False
Students with disabilities: Not all students have the same Least Restrictive Environment needs We need more faculty/staff to deal with behavioral needs Constant change in educational trends don't always align with student needs Shared faculty across buildings, which means time, hours, and immediate needs are not always	False

adequately met Our lowest achieving students often have the highest attendance problems No formal Multi-Tiered System of Supports (MTSS) for the district Not enough coverage for absent teachers and staff Not enough time to cover everything that needs to be done	
Economically disadvantaged students: Parent relationships We are only able to help the students when they are in the building Rural poverty is a systemic problem that is reinforced by the physical distance between families and outreach opportunities	False
Student Groups by Race/Ethnicity: Overall lack of minority population in the area Lack of cultural diversity in the area Difficult to combat instilled prejudicial attitudes, especially if they are reflected at home	False
Foster a vision and culture of high expectations for success for all students, educators, and families	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	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 of the challenges selected have been identified in the past via needs assessments and require actionable plans for improvement.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
None of five buildings met the interim goal / improvement target for ELA in the Economically Disadvantaged Group and Special Education Group.	PSSA and Keystone scores in ELA have demonstrated trending decline.	True
Only one out of five buildings met the interim goal / improvement target for mathematics in the Economically Disadvantaged Group and Special Education Group.	These two sub groups have historically struggled to meet proficient standard. These interim goals continue to get higher creating another challenge.	True
CASH: Did not meet the growth standards for Science in the "All Students Group," the "Economically Disadvantaged Group," nor the "Students with Disabilities Group."		False
The Students With Disabilities Group at CASH has an attendance percentage of 65.6%	Research supports a strong correlation between attendance and academic achievement,	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The "All Student Group" in four out of five buildings met or exceeded the growth standard in science.	Identification of teaching strategies that have proven effective for students in science to better serve our challenges.
The "All Student Group" met or exceeded the growth standard in four out of five buildings in ELA.	Identification of teaching strategies that have proven effective for students in ELA to better serve our challenges.
CASH: Greatly exceeds the industry based learning indicator at 56.4% and exceeds the state average for the career standards benchmark. The "Economically Disadvantaged Group," and the "Students with Disabilities Group" scores improved from the year before in the achievement category.	
The "All Student Group" in four out of five buildings met or exceeded the growth standard in Math.	Identification of teaching strategies that have proven effective for students in Math to better serve our challenges.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To improve achievement in ELA in the Economically Disadvantaged Group and the Special Education Group through targeted instruction.
	To improve achievement in Math in the Economically Disadvantaged Group and the Special Education Group through targeted instruction.
	Establish good attendance habits beginning at the elementary level. Prioritize a positive culture that promotes attendance.

Goal Setting

Priority: To improve achievement in ELA in the Economically Disadvantaged Group and the Special Education Group through targeted instruction.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
Students in the Economically Disadvantaged Group will show 18% growth over three years on the ELA state assessments . Students in the Special Education Group will show 18% growth over three years on the ELA state assessments.		
Measurable Goal Nickname (35 Character Max)		
ELA Goal		
Target Year 1	Target Year 2	Target Year 3
Students in the ED and SPE groups will show 6% growth in the first year based on the 2023-2024 data.	Students in the ED and SPE groups will show 12% growth on the ELA state assessments based on 2023-2024 data.	Students in the Economically Disadvantaged Group will show 18% growth over three years on the ELA state assessments . Students in the Special Education Group will show 18% growth over three years on the ELA state assessments.

Priority: To improve achievement in Math in the Economically Disadvantaged Group and the Special Education Group through targeted instruction.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Students in the Economically Disadvantaged Group will show 18% growth over three years on the Math state assessments . Students in the Special Education Group will show 18% growth over three years on the Math state assessments.		
Measurable Goal Nickname (35 Character Max)		
Math Goal		
Target Year 1	Target Year 2	Target Year 3
Students in the ED and SPE groups will show 6% growth in the first year based on the 2023-2024 data.	Students in the ED and SPE groups will show 12% growth on the Math state assessments based on 2023-2024 data.	Students in the Economically Disadvantaged Group will show 18% growth over three years on the Math state assessments . Students in the Special Education Group will show 18% growth over three years on the Math state assessments.

Priority: Establish good attendance habits beginning at the elementary level. Prioritize a positive culture that promotes attendance.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
The Special Education Group will show 10% increase in attendance over a 3 year period.		
Measurable Goal Nickname (35 Character Max)		
Attendance		
Target Year 1	Target Year 2	Target Year 3
The Special Education Group will show 3.3% increase in attendance.	The Special Education Group will show 6.6% increase in attendance.	The Special Education Group will show 10% increase in attendance over a 3 year period.

Action Plan

Measurable Goals

ELA Goal	Math Goal
Attendance	

Action Plan For: Increase attendance amongst the special education population

Measurable Goals:

- The Special Education Group will show 10% increase in attendance over a 3 year period.

Action Step		Anticipated Start/Completion Date	
Provide information regarding the importance of regular attendance to all parents. Prioritize the link to achievement.		2025-08-27	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building level teams	Resources related to attendance and a flier to convey information.	No	Yes
Action Step		Anticipated Start/Completion Date	
Implement an incentive plan for improving attendance.		2025-08-27	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School-wide PBIS team.	PBIS resources	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Provide communication regarding chronic absenteeism after absences 5 and 10. When appropriate, conduct a SAIP meeting to discuss additional resources and identify additional supports.		2025-08-27	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principal(s), case managers, and guidance counselor(s)	SIS attendance reports to identify chronic absenteeism. SAIP paperwork, SAP, YAP, CYS, Chaps	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A 10% increase in attendance over the 3 year span of the goal.	The special education team will monitor on a weekly basis. Chronic absenteeism reports will be escalated to the building level.

Action Plan For: Provide individualized learning pathways

Measurable Goals:
- Students in the Economically Disadvantaged Group will show 18% growth over three years on the ELA state assessments . Students in the Special Education Group will show 18% growth over three years on the ELA state assessments. - Students in the Economically Disadvantaged Group will show 18% growth over three years on the Math state assessments . Students in the Special Education Group will show 18% growth over three years on the Math state assessments.

Action Step		Anticipated Start/Completion Date	
Annually administer the diagnostic test to all students and continually analyze the data and identify areas of academic need as well as instructional best practices to meet the needs of students.		2025-08-27	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Grade level teams and building principal(s).	Diagnostic tool and individualized learning platform.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Provide time(s) during the school day for students to learn and improve utilizing their individual learning pathways.		2025-08-27	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Grade level teams and building principal(s).	Individualized learning platform.	No	Yes
Action Step		Anticipated Start/Completion Date	
Analyze the mid-year and end-of-year diagnostic as well as periodic benchmark data to guide instruction and measure progress as well as instructional best practices to meet the needs of students.		2025-08-27	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Grade level teams and building principal(s).	Diagnostic tool, benchmark tool, and individualized learning platform.	Yes	Yes
Action Step		Anticipated Start/Completion Date	

Incentivize student growth and progress through the learning pathway.		2025-08-27	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Grade level teams and building principal(s).	Reward material(s), relevant data from the diagnostic tool, benchmark tool, and individualized learning platform.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
18% growth in both subject areas over the 3 year span of the plan.	Progress towards the goal will be measured at the beginning, middle, and end of the year using all aforementioned tools.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Increase attendance amongst the special education population	Implement an incentive plan for improving attendance.
Provide individualized learning pathways	Annually administer the diagnostic test to all students and continually analyze the data and identify areas of academic need as well as instructional best practices to meet the needs of students.
Provide individualized learning pathways	Analyze the mid-year and end-of-year diagnostic as well as periodic benchmark data to guide instruction and measure progress as well as instructional best practices to meet the needs of students.

Staff training for personalized learning software

Action Step		
- Annually administer the diagnostic test to all students and continually analyze the data and identify areas of academic need as well as instructional best practices to meet the needs of students. - Analyze the mid-year and end-of-year diagnostic as well as periodic benchmark data to guide instruction and measure progress as well as instructional best practices to meet the needs of students.		
Audience		
Teachers, principals, and curriculum director.		
Topics to be Included		
Software training for administering the diagnostic/benchmark, analyzing data, and monitoring learning pathways.		
Evidence of Learning		
As displayed via practices in the classroom and working collaboratively with colleagues.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum director and building principals.	2025-08-27	2028-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Initial training in person with software trainer. Access to online coaching to discuss benchmark data and instructional strategies. Additional trainings will be peer-to-peer with district personnel.
Observation and Practice Framework Met in this Plan	
4e: Growing and Developing Professionally 1e: Designing Coherent Instruction	

- 3d: Using Assessment in Instruction
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 3c: Engaging Students in Learning

This Step Meets the Requirements of State Required Trainings

Create a school-wide culture that fosters consistent attendance

Action Step

- Implement an incentive plan for improving attendance.

Audience

Building professional and educational support staff

Topics to be Included

Training, potential speaker to discuss strengthening culture and mitigating future attendance barriers (e.g., trauma, poverty, etc.)

Evidence of Learning

Increased attendance rates and students engaged in learning.

Lead Person/Position

Building administrator(s)

Anticipated Start

2025-08-27

Anticipated Completion

2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Initial training in person with trainer. Additional trainings will be peer-to-peer with district personnel.
Observation and Practice Framework Met in this Plan	
• 4c: Communicating with Families • 3a: Communicating with Students • 2b: Establishing a Culture for Learning • 1b: Demonstrating Knowledge of Students • 4d: Participating in a Professional Community • 3c: Engaging Students in Learning • 2a: Creating an Environment of Respect and Rapport • 4f: Showing Professionalism	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Communicating Math and ELA strategy for growth

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Annually administer the diagnostic test to all students and continually analyze the data and identify areas of academic need as well as instructional best practices to meet the needs of students. - Provide time(s) during the school day for students to learn and improve utilizing their individual learning pathways. - Analyze the mid-year and end-of-year diagnostic as well as periodic benchmark data to guide instruction and measure progress as well as instructional best practices to meet the needs of students. - Incentivize student growth and progress through the learning pathway.	All stakeholders including parents, students, and CSD staff.	The purpose of diagnostic and benchmarking test as well as how the learning pathways will guide students to academic growth.	Building principal(s) and teaching staff	08/27/2025	06/30/2028

Communications

Type of Communication	Frequency
Posting on district website	At the start of the implementation
Email	Initially and as needed for reminders
Letter	Initially and as needed for reminders

Strengthen attendance among all students by creating a positive school-wide culture

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Provide information regarding the importance of regular attendance to all parents. Prioritize the link to achievement. • Implement an incentive plan for improving attendance. • Provide communication regarding chronic absenteeism after absences 5 and 10. When appropriate, conduct a SAIP meeting to discuss additional resources and identify additional supports.	All stakeholders including parents, students, and CSD staff.	Explanation as to why strong school culture incentivizes regular attendance amongst all student subgroups.	Building principal(s) and Special Ed. Director	08/27/2025	06/30/2028

Communications

Type of Communication	Frequency
Posting on district website	At the start of the implementation
Email	Initially and as needed for reminders
Letter	Initially and as needed for reminders

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date