

**Connellsville Area SD**

Comprehensive Plan | 2023 - 2026

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Public School District		101261302
<b>Address 1</b>		
732 Rockridge Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Connellsville	Pennsylvania	15425
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Richard Evans		revans@casdfalcons.org
<b>Single Point of Contact Name</b>		
Traci Kuhns		
<b>Single Point of Contact Email</b>		
tkuhns@casdfalcons.org		
<b>Single Point of Contact Phone Number</b>		
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## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Joseph Bradley	Superintendent	Connellsville Area School District	jbradley@casdfalcons.org
Traci Kuhns	Administrator	Connellsville Area School District	tkuhns@casdfalcons.org
Nicolas Damico	Administrator	Connellsville Area School District	ndamico@casdfalcons.org
Alexis Kunkel	Other	Chestnut Ridge Counseling Service	akunel@casdfalcons.org
Nicolas Bosnic	Administrator	Connellsville Area High School	nbosnic@casdfalcons.org
Geoffrey Snyder	Administrator	Connellsville Area Middle School	gsnyder@casdfalcons.org
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Carrie Moore	Staff Member	Elementary Teacher - WCE	cmoore@casdfalcons.org
April Martin	Staff Member	Elementary Teacher - Dtwp	amartin@casdfalcons.org
Jennie Becker	Staff Member	Secondary Math Coach	jbecker@casdfalcons.org
Carrie Douty	Staff Member	Special Education Teacher - CAMS	cdouty@casdfalcons.org
Greg Lincoln	Community Member	Connellsville Mayor	gllinc@yahoo.com
Ned Franks	Community Member	Graft Oil/Parent CAMS & CAHS	N.Franks@graftoil.com
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Leeanne Lincoln	Parent	CAHS	gllinc2@yahoo.com
Jelan Miller	Community Member	Chestnut Ridge	jamiller@casdfalcons.org
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Lisa Koontz	Student	CAHS	25lkoontz@casdedu.org
Nicole Young	Parent	Bullskin	youngnikkilea@gmail.com



## LEA Profile

The District draws its student population from the city of Connellsville as well as municipal areas of Dunbar Borough, Dunbar Twp, South Connellsville, Springfield Twp, Bullskin Twp, Saltlick Twp, Vanderbilt, Dawson, and other surrounding communities. The District's ethnic profile consists of 92.92% Caucasian, 2.25% African American, 3.05% Multi-racial, and the remaining 1.78% Hispanic, Asian and other ethnicities. Presently, 100% of the students in the school district are enrolled in the free breakfast and lunch programs. Individuals with disabilities requiring special education services constitute approximately 24.7% of the school district's population.

Connellsville is a city in Fayette County, which is approximately 50 miles south of Pittsburgh in Southwestern Pennsylvania. The population of the district was 32,971 at the 2020 census.

## Mission and Vision

### **Mission**

Connellsville Area School District will provide a safe, equitable, and challenging educational environment dedicated to helping all students become respectful, responsible, and resilient life-long learners prepared to proactively participate in civic life to meet the demands of the global society.

### **Vision**

The students of the Connellsville Area School District are successful through personal and intellectual excellence as they prepare for future endeavors.

## Educational Values

### **Students**

Be respectful and responsible Attend regularly and participate fully Cooperate with peers and staff to support their learning

### **Staff**

Communicate regularly with student, parents, and administration Provide a positive learning environment Differentiate instruction for all learners knowing every student can learn

### **Administration**

Provide educational facilities that support student growth Initiate opportunities for staff to better support student learning Support parent engagement in the learning process

### **Parents**

Engage in the educational process for their student(s) Encourage students to be respectful, responsible, life-long learners

### **Community**

Support the student use acquired knowledge from learning experiences to become a productive citizen Facilitate in engaging students in opportunities available in the community to participate fully in civic life

### **Other (Optional)**

Omit selected.

## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
Students taking the Spring 2022 Algebra Keystone scores at the Connellsville Area Middle School scored 70.5% proficient or advanced which is higher than the state average of 31%.	Students at the middle school taking the test are typically the students who are strong in the area of math.
Bullskin Elementary exceeds the state average by 7.8% for attendance. Dunbar Twp Elementary and West Crawford Elementary also met the performance standard for attendance. Springfield CNP is also above the state average by 2.8%.	All elementary schools in the district met the state regular attendance performance standard.
Connellsville Area High School met the Career Performance Standards benchmark.	CAHS was the only building in the district to meet the benchmark.
West Crawford elementary met or exceeded the statewide average growth score in ELA, mathematics and science. Springfield Elementary exceeded the state growth expectation in ELA.	
Springfield CNP exceeded the state percentage of adv/prof by 11.3% in science. Dunbar Twp exceeded the state percentage of adv/prof in science by 16.3% and mathematics by 1%. Bullskin was above the average prof/adv percentage by 27.4% in science	
Connellsville Area High School exceeded the statewide average of adv/prof in math by 20.7%	
Connellsville Area High School exceeded the statewide growth score in ELA by 23.0 and mathematics by 0.7.	
Connellsville Area High School met the 4 and 5 year graduation cohort target.	

#### Challenges

Indicator	Comments/Notable Observations
Connellsville Area High School is below the state average for attendance by 11.5%. The middle school is below the state average for attendance by 15.9%.	Secondary schools did not meet this benchmark
Connellsville Area Middle School, Bullskin Elementary, West Crawford elementary, Springfield CNP elementary, and Dunbar Twp elementary did not meet the Career benchmark performance standard.	All but one building met this benchmark
Connellsville Area Middle school and West Crawford Elementary falls below the statewide adv/proficient percentage in ELA, mathematics and science. Springfield CNP falls below the statewide adv/proficient percentage in ELA and mathematics. Dunbar Twp falls below the statewide adv/proficient percentage in ELA. Bullskin fell below the state adv/prof percentage by 12.3% in mathematics and 2.1% in ELA.	
Springfield CNP fell below the state average growth by 25.3 in Mathematics. Dunbar Twp fell below the growth score by 25.0 in ELA, and 25.3 in mathematics. Connellsville Area Middle School falls below the statewide average growth score in ELA,	

mathematics and science.	
Connellsville Area High School was below the statewide average of adv/prof by 3.8% in Science.	
Connellsville Area High School was below the average state growth score by 19.1 in Science.	

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

### Strengths

<b>Indicator</b> Career Standards Benchmark for all subgroups at CAHS met the target <b>Grade Level(s) and/or Student Group(s)</b> All subgroups	<b>Comments/Notable Observations</b> All subgroups met or exceeded.
<b>Indicator</b> CAHS Biology <b>Grade Level(s) and/or Student Group(s)</b> Economically disadvantaged	<b>Comments/Notable Observations</b> The Economically Disadvantaged group was 62.5% which is higher than the all student group at 59.2%

### Challenges

<b>Indicator</b> Attendance at CAHS <b>Grade Level(s) and/or Student Group(s)</b> Does not meet statewide growth for any group. The Black subgroup is 54.5 and the more than two races subgroup is 52.0. Both are well below the All student subgroup of 74.3	<b>Comments/Notable Observations</b>
<b>Indicator</b> Science, ELA and Mathematics at the Connellsville Area middle school <b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> The Economically Disadvantaged group fell below the all student group in all three academic categories.
<b>Indicator</b> ELA, mathematics and Science at all levels <b>Grade Level(s) and/or Student Group(s)</b> Special education students	<b>Comments/Notable Observations</b> Special education students are below the all student group in achievement across all buildings in all categories that have data associated with their subgroup.

## Summary

### Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Bullskin Elementary exceeds the state average by 7.8% for attendance. Dunbar Twp Elementary and West Crawford Elementary also met the performance standard for attendance. Springfield CNP is also above the state average by 2.8%.
Springfield Elementary exceeded the state growth expectation in ELA.
The CAHS Economically Disadvantaged group was 62.5% in biology which is higher than the all student group at 59.2%
Connellsville Area High School met the 4 and 5 year graduation cohort target.

### Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Special education students are below the all student group in achievement across all buildings in all categories that have data associated with their subgroup.
Connellsville Area Middle School, Bullskin Elementary, West Crawford elementary, Springfield CNP elementary, and Dunbar Twp elementary did not meet the Career benchmark performance standard.
Connellsville Area High School is below the state average for attendance by 11.5%. The middle school is below the state average for attendance by 15.9%.
Connellsville Area Middle school and West Crawford Elementary falls below the statewide adv/proficient percentage in ELA, mathematics and science. Springfield CNP falls below the statewide adv/proficient percentage in ELA and mathematics. Dunbar Twp falls below the statewide adv/proficient percentage in ELA. Bullskin fell below the state adv/prof percentage by 12.3% in mathematics and 2.1% in ELA.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
PSSA Grade 3, 4, 6, and 8 ELA prof/adv	District scores dropped from 2019 to 2022
PSSA Grade 5 ELA and grade 7	District scores dropped in grade 5 from 2019 (47.0) to 2021 (38.0) and rebounded in 2022 (48.1). District scores dropped in grade 7 from 2019 (39.0) to 2021 (32.2) and rebounded in 2022 (40.0).
The mean scaled score for Literature Keystones	Dropped slightly from Spring 2021 (1499.9) and Spring 2022 (1488.5)

### English Language Arts Summary

#### Strengths

PSSA Grade 5 ELA and grade 7- District scores dropped in grade 5 from 2019 (47.0) to 2021 (38.0) and rebounded in 2022 (48.1). District scores dropped in grade 7 from 2019 (39.0) to 2021 (32.2) and rebounded in 2022 (40.0).
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#### Challenges

PSSA Grade 3, 4, 6, and 8 ELA prof/adv district scores dropped from 2019 to 2022
The mean scaled score for Literature Keystones dropped slightly from Spring 2021 (1499.9) and Spring 2022 (1488.5)

### Mathematics

Data	Comments/Notable Observations
2022 Keystone scores in mathematics at CAMS	Students taking the Spring 2022 Algebra Keystone scores at the Connellsville Area Middle School scored 70.5% proficient or advanced which is higher than the state average of 31%.
PSSA Grade 3 and 4 mathematics proficient/adv.	District scores dropped from 2019 to 2022
PSSA Grade 5 mathematics, Grade 6 mathematics and grade 7 mathematics	District scores dropped in grade 5 from 2019 (36.3) to 2021 (26.2) and rebounded in 2022 (34.7). District scores dropped in grade 6 from 2019 (25.4) to 2021 (14.5) and rebounded in 2022 (26.2). District scores dropped in grade 7 from 2019 (24.1) to 2021 (11.8) and rebounded in 2022 (23.2).
PSSA Grade 8 mathematics	District scores increased in grade 8 from 2019 (41.9) to 2021 (44.8) and then dropped in 2022 (38.7).
The mean scaled score for Algebra I Keystones	Dropped slightly from Spring 2021 (1472.7) and Spring 2022 (1470)

## Mathematics Summary

### Strengths

Students taking the Spring 2022 Algebra Keystone scores at the Connellsville Area Middle School scored 70.5% proficient or advanced which is higher than the state average of 31%.

PSSA Grade 5 mathematics, Grade 6 mathematics and grade 7 mathematics - District scores dropped in grade 5 from 2019 (36.3) to 2021 (26.2) and rebounded in 2022 (34.7). District scores dropped in grade 6 from 2019 (25.4) to 2021 (14.5) and rebounded in 2022 (26.2). District scores dropped in grade 7 from 2019 (24.1) to 2021 (11.8) and rebounded in 2022 (23.2).

### Challenges

The mean scaled score for Algebra I Keystones dropped slightly from Spring 2021 (1472.7) and Spring 2022 (1470)

PSSA Grade 3 and 4 mathematics proficient/adv district scores dropped from 2019 to 2022

PSSA Grade 8 mathematics district scores increased in grade 8 from 2019 (41.9) to 2021 (44.8) and then dropped in 2022 (38.7).

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Grade 4 Science pro/adv	Maintained relatively consistent each year 2019 (78.9), 2021 (76.7) and 2022 (77.9)
The mean scaled score for Biology Keystones	Dropped slightly from Spring 2021 (1482.0) and Spring 2022 (1474.4)

## Science, Technology, and Engineering Education Summary

### Strengths

Grade 4 Science pro/adv maintained relatively consistently each year 2019 (78.9), 2021 (76.7) and 2022 (77.9)

### Challenges

The mean scaled score for Biology Keystones - Dropped slightly from Spring 2021 (1482.0) and Spring 2022 (1474.4)

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
All elementary schools and the middle school did not meet the benchmark for Career Readiness	
CAHS did meet the benchmark for Career Readiness	

### 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

Westmoreland County Community College

### Agreement Type

### Program/Course Area

Current Course Catalog Offerings

**Uploaded Files**

WCCC 22-25\_faa65569.pdf

**Partnering Institution**

Mount Aloysius College

**Agreement Type****Program/Course Area**

Current Course Catalog Offerings

**Uploaded Files**

Mt. Aloysius 22-23.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.

CAHS made the career Readiness Benchmark

**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.

All building except CAHS did not make the Career Readiness Benchmark.

## 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
Grade 3 students with disabilities PSSA ELA and mathematics Spring 2022	Grade 3 ELA students disabilities ELA (17.6) which is lower than the all student group (40.6). Grade 3 mathematics students disabilities (23.5) which is lower than the all student group (41.4)
Grade 4 students with disabilities PSSA ELA and mathematics and science Spring 2022	Grade 4 ELA students disabilities ELA (18.9) which is lower than the all student group (40.2). Grade 4 mathematics students disabilities (17.7) which is lower than the all student group (31.8). Grade 4 science students disabilities (65.6) which is lower than the all student group (77.9)
Grade 5 students with disabilities PSSA ELA and mathematics Spring 2022	Grade 5 ELA students disabilities ELA (26.8) which is lower than the all student group (43.6). Grade 5 mathematics students disabilities (14.8) which is lower than the all student group (34.7)
Grade 6 students with disabilities PSSA ELA and mathematics Spring 2022	Grade 6 ELA students disabilities ELA (21.2) which is lower than the all student group (36.2). Grade 6 mathematics students disabilities (11.7) which is lower than the all student group (26.2)
Grade 7 students with disabilities PSSA ELA and mathematics Spring 2022	Grade 7 ELA students disabilities ELA (16.9) which is lower than the all student group (40.0). Grade 7 mathematics students disabilities (12.0) which is lower than the all student group (23.2)
Grade 8 students with disabilities PSSA ELA and mathematics and science Spring 2022	Grade 8 ELA students disabilities ELA (15.9) which is lower than the all student group (26.7). Grade 8 mathematics students disabilities (3.7) which is lower than the all student group (11.3) Grade 8 science students disabilities (22.9) which is lower than the all student group (38.7)
Students with disabilities Keystone data for Algebra, Biology and Literature Spring 2022	Best mean scaled score for student with a disability taking the Keystone for Algebra is 1449.3 and the all student group is 1470.0. Best mean scaled score for student with a disability taking the Keystone for Biology is 1457.4 and the all student group is 1474.4. Best mean scaled score for student with a disability taking the Keystone for Literature is 1461.3 and the all student group is 1488.5.

## Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Grade 3 students with disabilities PSSA ELA and mathematics and science Spring 2022	Grade 3 ELA students disabilities ELA (15.9) which is lower than the all student group (26.7). Grade 3 mathematics students disabilities (3.7) which is lower than the all student group (11.3) Grade 8 science students disabilities (22.9) which is lower than the all student group (38.7)
Grade 4 economically disadvantaged students PSSA ELA and mathematics and science Spring 2022	Grade 4 ED students ELA (31.1) which is lower than the all student group (40.2). Grade 4 mathematics ED students (31.8) which is lower than the all student group (24.3). Grade 4 ED students (70.9) which is lower than the all student group (77.9)
Grade 5 economically disadvantaged students PSSA ELA and mathematics Spring 2022	Grade 5 ELA students disabilities ELA (36.4) which is lower than the all student group (48.1). Grade 5 mathematics students disabilities (20.9) which is lower than the all student group (34.7)
Grade 6 economically disadvantaged students PSSA ELA and mathematics Spring 2022	Grade 6 ELA students disabilities ELA (27.0) which is lower than the all student group (36.2). Grade 6 mathematics students disabilities (15.2) which is lower than the all student group (26.2)
Grade 7 economically disadvantaged students PSSA ELA and mathematics Spring 2022	Grade 7 ELA students disabilities ELA (23.0) which is lower than the all student group (40.0). Grade 7 mathematics students disabilities (11.6) which is lower than the all student group (23.2)
Grade 8 economically disadvantaged students PSSA ELA and mathematics and science Spring 2022	Grade 8 ELA students disabilities ELA (19.0) which is lower than the all student group (26.7). Grade 8 mathematics students disabilities (5.0) which is lower than the all student group (11.3). Grade 8 science students disabilities (29.1) which is lower than the all student group (38.7)
Economically disadvantaged students data for Keystone Algebra, Biology and Literature Spring 2022	Best mean scaled score for ED students taking the Keystone for Algebra is 1454.0 and the all student group is 1470.0. Best mean scaled score for ED students taking the Keystone for Biology is 1463.4 and the all student group is 1474.4. Best mean scaled score for ED students taking the Keystone for Literature is 1471.2 and the all student group is 1488.5.

## 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.

The economically disadvantaged students scored closer to the all student group in science.
Scores improved for the 2022 Spring PSSA and Keystones overall for all subgroups across grade levels and subject areas as occurred during and immediately following the COVID 19 pandemic.

### 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.

Students with disabilities are scoring significantly lower than the all student group overall across subjects and grade levels
Economically disadvantaged students scored lower than the all student group overall across subjects and grade levels
Grade 8 students with disabilities scored 15.9% in ELA on the Spring 2022 PSSA and the all student group scored 26.7%
Grade 8 economically disadvantaged students scored 5.0% proficient or advanced on the 2022 Spring PSSA testing in mathematics and the all student group scored 11.3% prof/adv.

## Designated Schools

### Connellsville Area SHS

Priority Challenge	Comments and Notable Observations
Graduation Rate	Especially for special education students
Attendance	
School performance	in all areas and across all subgroups

### Connellsville Area MS

Priority Challenge	Comments and Notable Observations
Increase achievement across all academics areas and for all subgroups	
Increase achievement for students who are multi racial	
maintain attendance for all students	

Systemic LEA Challenges
Ways to increase growth and achievement in ELA, mathematics and science for all students and subgroups.
Sustain a positive school environments to support attendance, graduation, safety, and social and emotional supports.
Identify and address individual student learning needs for all students and support special education students through more collaboration with special education teachers to support the unique learning needs of the special education students.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	The Connellsville Area School District focus for Title I is at the elementary level. All buildings are school wide Title I. Special attention is given to the Early Reading Skills and intervention at grades K, 1 and 2.
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	

### Strengths

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

### 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.

## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

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

### Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	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	Emerging
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
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

Partner with local businesses, community organizations, and other agencies to meet the needs of the district
Coordinate and monitor supports aligned with students' and families' needs
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

**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.

Ensure effective, standards-aligned curriculum and assessment *	Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *	Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality
	professional learning, materials, and support to schools based on the analysis of a variety of data	Allocate resources, including money, staff,
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities		
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning		
Ensure effective, standards-aligned curriculum and assessment		

## 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
Bullskin Elementary exceeds the state average by 7.8% for attendance. Dunbar Twp Elementary and West Crawford Elementary also met the performance standard for attendance. Springfield CNP is also above the state average by 2.8%.	True
Springfield Elementary exceeded the state growth expectation in ELA.	False
The CAHS Economically Disadvantaged group was 62.5% in biology which is higher than the all student group at 59.2%	False
Connellsville Area High School met the 4 and 5 year graduation cohort target.	True
PSSA Grade 5 ELA and grade 7 - District scores dropped in grade 5 from 2019 (47.0) to 2021 (38.0) and rebounded in 2022 (48.1). District scores dropped in grade 7 from 2019 (39.0) to 2021 (32.2) and rebounded in 2022 (40.0).	False
Students taking the Spring 2022 Algebra Keystone scores at the Connellsville Area Middle School scored 70.5% proficient or advanced which is higher than the state average of 31%.	True
PSSA Grade 5 mathematics, Grade 6 mathematics and grade 7 mathematics - District scores dropped in grade 5 from 2019 (36.3) to 2021 (26.2) and rebounded in 2022 (34.7). District scores dropped in grade 6 from 2019 (25.4) to 2021 (14.5) and rebounded in 2022 (26.2). District scores dropped in grade 7 from 2019 (24.1) to 2021 (11.8) and rebounded in 2022 (23.2).	False
Grade 4 Science pro/adv maintained relatively consistently each year 2019 (78.9), 2021 (76.7) and 2022 (77.9)	False
The economically disadvantaged students scored closer to the all student group in science.	False
Scores improved for the 2022 Spring PSSA and Keystones overall for all subgroups across grade levels and subject areas as occurred during and immediately following the COVID 19 pandemic.	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	True
Coordinate and monitor supports aligned with students' and families' needs	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	True
CAHS made the career Readiness Benchmark	False

### Challenges

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

Strength	Check for Consideration in
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	Plan
Special education students are below the all student group in achievement across all buildings in all categories that have data associated with their subgroup.	True
Connellsville Area Middle School, Bullskin Elementary, West Crawford elementary , Springfield CNP elementary, and Dunbar Twp elementary did not meet the Career benchmark performance standard.	True
Connellsville Area High School is below the state average for attendance by 11.5%. The middle school is below the state average for attendance by 15.9%.	False
Connellsville Area Middle school and West Crawford Elementary falls below the statewide adv/proficient percentage in ELA, mathematics and science. Springfield CNP falls below the statewide adv/proficient percentage in ELA and mathematics. Dunbar Twp falls below the statewide adv/proficient percentage in ELA. Bullskin fell below the state adv/prof percentage by 12.3% in mathematics and 2.1% in ELA.	False
PSSA Grade 3, 4, 6, and 8 ELA prof/adv district scores dropped from 2019 to 2022	False
The mean scaled score for Literature Keystones dropped slightly from Spring 2021 (1499.9) and Spring 2022 (1488.5)	False
The mean scaled score for Algebra I Keystones dropped slightly from Spring 2021 (1472.7) and Spring 2022 (1470)	False
PSSA Grade 3 and 4 mathematics proficient/adv district scores dropped from 2019 to 2022	False
PSSA Grade 8 mathematics district scores increased in grade 8 from 2019 (41.9) to 2021 (44.8) and then dropped in 2022 (38.7).	False
The mean scaled score for Biology Keystones - Dropped slightly from Spring 2021 (1482.0) and Spring 2022 (1474.4)	False
Students with disabilities are scoring significantly lower than the all student group overall across subjects and grade levels	True
Economically disadvantaged students scored lower than the all student group overall across subjects and grade levels	True
Grade 8 students with disabilities scored 15.9% in ELA on the Spring 2022 PSSA and the all student group scored 26.7%	False
Grade 8 economically disadvantaged students scored 5.0% proficient or advanced on the 2022 Spring PSSA testing in mathematics and the all student group scored 11.3% prof/adv.	False
Ensure effective, standards-aligned curriculum and assessment * Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction * Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	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
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	True
All building except CAHS did not make the Career Readiness Benchmark.	False
Ensure effective, standards-aligned curriculum and assessment	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.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Special education students are below the all student group in achievement across all buildings in all categories that have data associated with their subgroup.	Additional Supports need to be put into place for the unique needs of special education students.	True
Connellsville Area Middle School, Bullskin Elementary, West Crawford elementary, Springfield CNP elementary, and Dunbar Twp elementary did not meet the Career benchmark performance standard.	Counselors will be supported through ASCA to analyze ways in which they can to attain this goal	True
Students with disabilities are scoring significantly lower than the all student group overall across subjects and grade levels	Additional Supports need to be put into place for the unique needs of special education students.	False
Economically disadvantaged students scored lower than the all student group overall across subjects and grade levels	Additional Supports need to be put into place for the unique needs of economically disadvantaged students.	True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Coaching administrators to be effective leaders in supporting instruction will help many aspects of instruction and building a positive culture	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Bullskin Elementary exceeds the state average by 7.8% for attendance. Dunbar Twp Elementary and West Crawford Elementary also met the performance standard for attendance. Springfield CNP is also above the state average by 2.8%.	maintaining attendance in elementary should manifest into building consistency in secondary. Why is it not currently?
Connellsville Area High School met the 4 and 5 year graduation cohort target.	This a a positive piece of data that has been worked on and is showing results.
Students taking the Spring 2022 Algebra Keystone scores at the Connellsville Area Middle School scored 70.5% proficient or advanced which is higher than the state average of 31%.	Continuing to support high achieving students is highly significant.
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Retention is a strength and has been a strength
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	The community works in a positive manner with the district providing for the needs of the students and contracting services needed by the district.
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Working with internal coaches and the staff at IU1 to help support this endeavor.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements

	use internal coaching, IU personnel and other outside resources to support curriculum and instructional best practices in the areas of mathematics, ELA and science.
	Implement/maintain positive school climate programs (bullying, PBIS, etc.) at all levels to increase attendance and graduation rates.
	Develop supports that can be differentiated in subject areas and across the curriculum and provide professional developments in these areas for staff.
	Provide continuous professional learning/coaching for administrators to ensure high quality teaching and learning and build a positive school culture.

## Goal Setting

Priority: use internal coaching, IU personnel and other outside resources to support curriculum and instructional best practices in the areas of mathematics, ELA and science.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
Professional learning/coaching will occur for all staff in at least one of these areas at least 2 times per year.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Professional learning in ELA, mathematics and science		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Professional learning/coaching will occur for all staff in at least one of these areas at least 2 times per year.	Professional learning/coaching will occur for all staff in at least one of these areas at least 2 times per year.	Professional learning/coaching will occur for all staff in at least one of these areas at least 2 times per year.

Priority: Implement/maintain positive school climate programs (bullying, PBIS, etc.) at all levels to increase attendance and graduation rates.

<b>Outcome Category</b>		
School climate and culture		
<b>Measurable Goal Statement (Smart Goal)</b>		
Graduation rates will increase each year of this comprehensive plan.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Graduation rates		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Evaluate current PBIS, Check and Connect and other school climate programs.	Initiate additional support for current school climate programs and add programs as needed for related to specific building data.	Graduation rates will increase each year of this comprehensive plan.

<b>Outcome Category</b>		
School climate and culture		
<b>Measurable Goal Statement (Smart Goal)</b>		
Attendance rates will increase each year of this comprehensive plan.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Attendance rates		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Evaluate current PBIS, Check and Connect	Initiate additional support for current school climate programs and	Attendance rates will increase each year

and other school climate programs.	add programs as needed for related to specific building data.	of this comprehensive plan.
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Priority: Develop supports that can be differentiated in subject areas and across the curriculum and provide professional developments in these areas for staff.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
Teachers will increase their knowledge in data driven best practices to improve differentiated supports by attending a data or professional development on data or differentiation at least 2 times per year.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Data driven differentaition		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Teachers will increase their knowledge in data driven best practices to improve differentiated supports by attending a data or professional development on data or differentiation at least 2 times per year.	Teachers will increase their knowledge in data driven best practices to improve differentiated supports by attending a data or professional development on data or differentiation at least 2 times per year.	Teachers will increase their knowledge in data driven best practices to improve differentiated supports by attending a data or professional development on data or differentiation at least 2 times per year.

Priority: Provide continuous professional learning/coaching for administrators to ensure high quality teaching and learning and build a positive school culture.

<b>Outcome Category</b>		
Essential Practices 2: Empower Leadership		
<b>Measurable Goal Statement (Smart Goal)</b>		
Administrators will be provided with professional development or coaching to support high quality teaching and learning and/or positive school culture at least 2 times per year.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Administrator coaching/professional learning		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Administrators will be provided with professional development or coaching to support high quality teaching and learning and/or positive school culture at least 2 times per year.	Administrators will be provided with professional development or coaching to support high quality teaching and learning and/or positive school culture at least 2 times per year.	Administrators will be provided with professional development or coaching to support high quality teaching and learning and/or positive school culture at least 2 times per year.

Priority: use internal coaching, IU personnel and other outside resources to support curriculum and instructional best practices in the areas of mathematics, ELA and science.

Priority: Implement/maintain positive school climate programs (bullying, PBIS, etc.) at all levels to increase attendance and graduation rates.

Priority: Develop supports that can be differentiated in subject areas and across the curriculum and provide professional developments in these areas for staff.

## Action Plan

### Measurable Goals

Professional learning in ELA, mathematics and science	Graduation rates
Attendance rates	Data driven differentiation
Administrator coaching/professional learning	

### Action Plan For: Check and Connect

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Graduation rates will increase each year of this comprehensive plan.</li> <li>Attendance rates will increase each year of this comprehensive plan.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Graduation rates will increase each year of the Comprehensive Plan		2023-03-30	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Senior High School Principal and Assistant Principals	Time, training and support materials for program	Yes	No
Action Step		Anticipated Start/Completion Date	
Attendance rates will increase each year of the Comprehensive Plan for grades 9-12.		2023-03-30	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Senior High School Principal and Assistant Principals	Time, training and support materials for program	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Graduation rates will increase each year during the duration of the comprehensive plan.	Graduation data analysis

### Action Plan For: PBIS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Attendance rates will increase each year of this comprehensive plan.</li> </ul>

Action Step		Anticipated Start/Completion Date	
PBIS will continue to be used at the elementary level to support attendance.		2023-03-30	2026-06-30
Lead	Material/Resources/Supports Needed	PD Step?	Com Step?

<b>Person/Position</b>			
Elementary Principals	Outside support services from the IU or another provider/materials to support the program/continuous professional development or training	Yes	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increase in attendance for students in grades K-5 at each building	Attendance rates at each building monitored by building principals/staff

### Action Plan For: Instructional Coaching and Leadership Development

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Professional learning/coaching will occur for all staff in at least one of these areas at least 2 times per year.</li> <li>Administrators will be provided with professional development or coaching to support high quality teaching and learning and/or positive school culture at least 2 times per year.</li> <li>Teachers will increase their knowledge in data driven best practices to improve differentiated supports by attending a data or professional development on data or differentiation at least 2 times per year.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Provide Instructional Coaching to staff in the areas of Mathematics, Science and ELA		2023-03-30	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Superintendent/Assistant to the Superintendent/Building Administrators	NISL, IU1, district staff and other outside consultants/ materials for trainings/materials for supporting best practices in the classroom	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Leadership Development		2022-03-30	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Superintendent and Assistant Superintendent	NISL resources and other outside consultants and materials	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data team meetings		2023-03-30	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
District and Building Administrations,	IU support, local resources and personnel, and other outside services/materials to	Yes	No

Coaching staff	support data dives and implementations of programs to support results		
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Educator Effectiveness Training for all staff		2023-09-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Administration	Educator Effectiveness Materials and PAETEP	Yes	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Educator Effectiveness Training for all staff		2023-09-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Administration	Educator Effectiveness Materials and PAETEP	Yes	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increases in standardized test scores, walkthrough and observation/evaluation data	Monitoring yearly by building principals and district administration

### Action Plan For: Structured Literacy

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Professional learning/coaching will occur for all staff in at least one of these areas at least 2 times per year.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teachers will be supported in learning structured literacy and how to implement reading supports in ELA courses and across the curriculum to support student learning and acquisition.		2023-09-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Asst. to the Superintendent, Pattan, IU#1, Special Education Director	IU and Pattan support	Yes	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increase in benchmarking, standardized tests scores, walkthrough and observation data, and graduation and attendance rates.	Monitoring yearly by building principals and district administration at least 3 times/year

## Action Plan For: MTSS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Professional learning/coaching will occur for all staff in at least one of these areas at least 2 times per year.</li> <li>Graduation rates will increase each year of this comprehensive plan.</li> <li>Attendance rates will increase each year of this comprehensive plan.</li> <li>Teachers will increase their knowledge in data driven best practices to improve differentiated supports by attending a data or professional development on data or differentiation at least 2 times per year.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Begin to implement the MTSS process		2023-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent, Asst. to the Superintendent, Special Education Director and Administrative Staff	Data, Pattan and IU supports, Meeting time and Professional Development	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in academic scores. Attendance rates and graduation rates	Administration and MTSS Team

## Action Plan For: MTSS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Professional learning/coaching will occur for all staff in at least one of these areas at least 2 times per year.</li> <li>Graduation rates will increase each year of this comprehensive plan.</li> <li>Attendance rates will increase each year of this comprehensive plan.</li> <li>Teachers will increase their knowledge in data driven best practices to improve differentiated supports by attending a data or professional development on data or differentiation at least 2 times per year.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Begin to implement the MTSS process		2023-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent, Asst. to the Superintendent, Special Education Director and Administrative Staff	Data, Pattan and IU supports, Meeting time and Professional Development	Yes	Yes
Action Step		Anticipated	

		<b>Start/Completion Date</b>	
Provide Trauma Informed Instruction Professional Development to support students who would be identified for that need through MTSS		2023-09-01	2026-06-21
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Student Services Supervisor	PATTAN, iu#1	Yes	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
culturally relevant AND sustaining education pd		2023-09-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Student Services Supervisor	PATTAN, iu#1	Yes	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increased graduation rate and attendance data	regular monitoring of attendance data and yearly monitoring of graduation data

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Check and Connect	Graduation rates will increase each year of the Comprehensive Plan
Check and Connect	Attendance rates will increase each year of the Comprehensive Plan for grades 9-12.
PBIS	PBIS will continue to be used at the elementary level to support attendance.
Instructional Coaching and Leadership Development	Provide Instructional Coaching to staff in the areas of Mathematics, Science and ELA
Instructional Coaching and Leadership Development	Leadership Development
Instructional Coaching and Leadership Development	Data team meetings
Instructional Coaching and Leadership Development	Educator Effectiveness Training for all staff
Instructional Coaching and Leadership Development	Educator Effectiveness Training for all staff
Structured Literacy	Teachers will be supported in learning structured literacy and how to implement reading supports in ELA courses and across the curriculum to support student learning and acquisition.
MTSS	Begin to implement the MTSS process
MTSS	Begin to implement the MTSS process
MTSS	Provide Trauma Informed Instruction Professional Development to support students who would be identified for that need through MTSS
MTSS	culturally relevant AND sustaining education pd

### Check and Connect

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Graduation rates will increase each year of the Comprehensive Plan</li> <li>Attendance rates will increase each year of the Comprehensive Plan for grades 9-12.</li> </ul>		
<b>Audience</b>		
Building administration and staff		
<b>Topics to be Included</b>		
Continued implementation and support for the Check and Connect program		
<b>Evidence of Learning</b>		
Graduation rates and/or attendance rates will increase each year of the Comprehensive Plan		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Director of Curriculum and High School Administrative Staff	2023-03-30	2026-06-30

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Yearly (as needed)
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## PBIS

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>PBIS will continue to be used at the elementary level to support attendance.</li> </ul>		
<b>Audience</b>		
All elementary staff		
<b>Topics to be Included</b>		
Best practices for PBIS to support all tiers of the program with fidelity and support a positive school climate.		
<b>Evidence of Learning</b>		
There will be an increase in the attendance rate at the elementary level		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Building principals	2023-03-30	2026-06-30

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Two times per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>2a: Creating an Environment of Respect and Rapport</li> <li>2b: Establishing a Culture for Learning</li> <li>2d: Managing Student Behavior</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Instructional Coaching

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Provide Instructional Coaching to staff in the areas of Mathematics, Science and ELA</li> <li>Data team meetings</li> </ul>
<b>Audience</b>
Teaching staff K-12
<b>Topics to be Included</b>

Best practices to support teaching and learning		
<b>Evidence of Learning</b>		
Increase in PSSA scores in ELA, mathematics and science		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
District and building Administration	2023-03-30	2026-06-30

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	At least 2 times per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 3c: Engaging Students in Learning</li> <li>• 3b: Using Questioning and Discussion Techniques</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 4a: Reflecting on Teaching</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	At least 4 times per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1c: Setting Instructional Outcomes</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 1b: Demonstrating Knowledge of Students</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

**Structured Literacy**

<b>Action Step</b>
<ul style="list-style-type: none"> <li>• Teachers will be supported in learning structured literacy and how to implement reading supports in ELA courses and across the curriculum to support student learning and acquisition.</li> <li>• Begin to implement the MTSS process</li> </ul>
<b>Audience</b>
All teaching staff and administrators
<b>Topics to be Included</b>
All aspects of structured literacy and supporting student at all levels with literacy in ELA and across the curriculum.
<b>Evidence of Learning</b>

Surveys and test scores		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Administrative staff, PATTAN and IU#1	2023-03-01	2026-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	At least once every 3 years in its entirety and additional training yearly for areas that are needed to be supported
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1e: Designing Coherent Instruction</li> <li>2b: Establishing a Culture for Learning</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	At least 1 time per year
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

### MTSS Training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Graduation rates will increase each year of the Comprehensive Plan</li> </ul>		
<b>Audience</b>		
All staff		
<b>Topics to be Included</b>		
Childhood Trauma and Behavior		
<b>Evidence of Learning</b>		
Survey, MTSS Data		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Student Services Director	2023-08-28	2026-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Yearly

<b>Observation and Practice Framework Met in this Plan</b>
<b>This Step Meets the Requirements of State Required Trainings</b>
At Least 1-hour of Trauma-informed Care Training for All Staff

### CR-SE

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>culturally relevant AND sustaining education pd</li> </ul>		
<b>Audience</b>		
All staff		
<b>Topics to be Included</b>		
Understanding one's cultural lens Understanding one's biases Provide Learners with Equitable and Differentiated Opportunities to Learn and Succeed in a culturally relevant world Perspectives and Differences Engaging with families through authentic practices Communication Establishing high expectations Microaggressions		
<b>Evidence of Learning</b>		
Survey Results		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Administration/outside consultants	2023-09-01	2026-06-22

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	one time per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4c: Communicating with Families</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Common Ground	

### Professional Ethics

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Educator Effectiveness Training for all staff</li> </ul>		
<b>Audience</b>		
All professional staff		
<b>Topics to be Included</b>		
Professional Ethics Competencies		
<b>Evidence of Learning</b>		
Survey		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

Administration/Outside Consultant	2023-08-01	2026-06-30
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**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	one time per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 4f: Showing Professionalism</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Professional Ethics	

## Communications Activities

Positive School Climate Initiative					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Parents and community members will be provided information regarding the goals of the PBIS program	This will include the goals of the PBIS program , SOAR acronym shared throughout the district of "Show it- Own It- Achieve It- Respect It" which comprises the rubric, and current building events relating to PBIS	Director of Curriculum, Director of Special Education and Student Services, and building administration and School Counselors.	03/30/2023	06/30/2026
Communications					
Type of Communication			Frequency		
Email			Parents will received communications via the email system as events occur at the building level		
Other			Community will receive various forms of communication including newspaper coverage, and the district website as events occur at the building level		
Letter			A letter will be sent out to parents electronically and posted on the website describing the PBIS initiative		

Approvals & Signatures

<b>Uploaded Files</b>
<ul style="list-style-type: none"><li>scan_tkuhns_2023-04-14-13-36-30.pdf</li></ul>

<b>Chief School Administrator</b>	<b>Date</b>
Richard Evans	2023-11-28