

Profile and Plan Essentials

LEA Type		AUN
Carlynton School District		103021603
Address 1		
435 Kings Hwy		
Address 2		
City	State	Zip Code
Carnegie	PA	15106
Chief School Administrator		Chief School Administrator Email
John W. Kreider, Ed.D.		john.kreider@carlynton.k12.pa.us
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## LEA Profile

The Carlynton School District, proudly encompassing the unique communities of Carnegie, Crafton, and Rosslyn Farms, epitomizes a harmonious blend of heritage, culture, and community spirit. Positioned in a suburban setting, these neighborhoods are conveniently located near key transportation arteries, just a short distance from Pittsburgh and the Pittsburgh International Airport. They offer welcoming residential areas, neighborhood schools, and walkable commercial zones, blending accessibility with a sense of community.

Carnegie and Crafton, each boasting its own charm and character, are home to elementary schools that equally benefit from the innovative Chill Room initiative. This space provides students with a supportive environment to learn mindfulness and behavioral management techniques, fostering a positive and inclusive school experience.

Both Carnegie and Crafton Elementary Schools have embraced expanded STEAM (Science, Technology, Engineering, Arts, and Mathematics) opportunities. Crafton Elementary features a Lego Lab, an exciting and interactive space where students engage with hands-on learning. This equipment in this space is shared with Carnegie Elementary, promoting collaboration and resource sharing between the schools. Additionally, Carnegie Elementary has formed a valuable partnership with Matt's Maker Space, further enhancing its STEAM activities and providing diverse learning experiences.

The Carlynton Junior-Senior High School, serving the older students of the district, has integrated The Shop into its curriculum for project-based learning. This innovative space allows students to apply their knowledge in real-world contexts, nurturing creativity, problem-solving, and technical skills. The junior-senior high school also houses its own Chill Room, extending the supportive environment found in the elementary schools. Complementing this, a robust Student Assistance Program is in place, featuring teachers as mentors. This program provides personalized support and guidance, helping students navigate academic and personal challenges.

Through these initiatives, the Carlynton School District remains committed to its mission of cultivating a nurturing, challenging, and diverse educational environment. The district's dedication to incorporating modern learning tools and supporting each student's individual needs exemplifies its commitment to preparing students for a dynamic and evolving global society.

## Mission and Vision

### **Mission**

The Mission of the Carlynton School District is to empower every student to thrive in a global society through a nurturing and challenging education.

### **Vision**

The vision of the Carlynton School District is to prepare all students for success in a dynamic global economy.

## Educational Values

### **Students**

Students assume a vital role in the District's ability to attain the mission and the vision. Students must respect learning through active participation and a scholarly approach. Students must respect school property issued to support learning activities and facilities that enhance learning in both curricular and extracurricular activities. Students must respect themselves through healthy lifestyles and respect the needs and differences of others. Students must respect safety to ensure all students have access to all available services.

### **Staff**

All members of the staff must recognize that instruction must be engaging, challenging, purposeful and relevant and be able to employ best practices to nurture a culture conducive to student learning and continuous professional growth. Staff members must utilize a variety of assessment data to assist in driving instructional decisions. Through the recognize and belief that students can be successful learners, all staff must be diligent in creating appropriate and supportive environments. Staff must recognize that growth and achievement take place not only in the academic arena but also in social, physical and emotional contexts. Collectively the staff must contribute to creating a safe environment where all students can take intellectual risks.

### **Administration**

School District administrators must embrace decision making models that are aligned to the Mission, Vision and Strategic Goals with Financial Stewardship. Administrators must contribute and use supervisory positions to ensure that learning and workplace environments are safe and conducive to learning and work flow. Administrators must communicate effectively to all stakeholders and manage conflict in a manner that is constructive and respectful while listening and effectively responding to concerns. School officials must maintain high expectations for students growth and provide effective resources, facilities, and support for instruction and learning. School administrators must regularly examine and support a curriculum that is engaging, relevant, and accessible to all students.

### **Parents**

Parent involvement and active engagement in their child's education is inherently connected to the success of the District successfully attaining the mission and vision. Parents must encourage and support all students in their pursuit and participation in academics, arts, activities, and athletics. Parents must provide feedback to appropriate school personnel and share concerns to promote positive change and institutional growth. Parents must have opportunities to build productive partnerships through community engagement.

### **Community**

Community members must feel as welcomed partners while contributing to the successful attainment of the mission and vision of the school district. Community members must be provided with opportunities to work in unison with the school district to accomplish goals. Community members must support and encourage the general wellbeing of all students in their pursuit of academics, arts, activities, and athletics. Community members must provide feedback to appropriate school personnel and share concerns to promote positive change and institutional growth. Community members must have opportunities to build productive partnerships through community engagement.

## Future Ready PA Index

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

#### Strengths

Indicator	Comments/Notable Observations
Crafton Elementary All Student Group met the growth standard for math.	All Student Group Met the Standard Demonstrating Growth in Mathematics/Algebra (Grade 3, 4, 5, 6)
Crafton Elementary All Student Group met the growth standard for ELA/Literature.	All Student Group Exceeded the Standard Demonstrating Growth in ELA/Literature (Grade 3, 4, 5, 6)
Carlynton JSHS Science/ Biology exceed the Annual Academic Growth Expectations (PVAAS).	All Student Group Met the Standard Demonstrating Growth in Science/Biology (Grade 8 and 11)
Crafton Elementary All Student Group met the interim goal/improvement target for science.	All Student Group Met Interim Goal/Improvement Target in Science/Biology (Grade 4)
Carnegie Elementary All Student Group interim goal/improvement in Science.	All Student Group met the interim goal improvement in Science.
Carnegie Elementary All Student Group met the growth standard for Science.	All Student Group Met the Standard Demonstrating Growth in Science.
Crafton Elementary All Student Group met the interim goal/improvement target for mathematics.	All Student Group Met Interim Goal/Improvement Target in Mathematics/Algebra (Grade 3, 4, 5, 6)
Carnegie Elementary All Student Group met the growth standard for Mathematics.	All Student Group Exceeded the Standard Demonstrating Growth in Mathematics.
Crafton Elementary All Student Group met the interim goal/improvement target for English Language Arts	All Student Group Met Interim Goal/Improvement Target in ELA/Literature (Grade 3, 4, 5, 6)

#### Challenges

Indicator	Comments/Notable Observations
Carnegie Elementary Mathematics All Student Group Did Not Meet Interim Goal/Improvement Target in Mathematics.	All Student Group Did Not Meet Interim Goal/Improvement Target in Mathematics/Algebra (Grades 3, 4, 5 and 6)
Carnegie Elementary ELA/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	All Student Group Did Not Meet Interim Goal/Improvement Target in ELA/Literature (Grades 3, 4, 5 and 6)
Carlynton JSHS English Language Arts did not meet the Annual Academic Growth Expectations (PVAAS),	All Student Group Did Not Meet the Standard Demonstrating Growth in ELA/Literature (Grades 7, 8 and 11)
Carlynton JSHS Mathematics/Algebra did not meet the Annual Academic Growth Expectations (PVAAS),	All Student Group Did Not Meet the Standard Demonstrating Growth in Mathematics/Algebra (Grades 7, 8 and 11)
Carlynton JSHS Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target	All Student Group Did Not Meet Interim Goal/Improvement Target in Science/Biology (Grades 8 and 11)
Carlynton JSHS Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	All Student Group Did Not Meet Interim Goal/Improvement Target in Mathematics/Algebra (Grades 7, 8 and 11)

Carnegie Elementary All Student Group Did Not Meet the Standard Demonstrating Growth in ELA.	All Student Group Did Not Meet the Standard Demonstrating Growth in ELA/Literature (Grades 3, 4, 5 and 6)
Carlynton JSHS ELA/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	All Student Group Did Not Meet Interim Goal/Improvement Target in ELA/Literature (Grades 7, 8 and 11)
Crafton Elementary Science All Student Group Did Not Meet the Standard Demonstrating Growth	All Student Group Did Not Meet the Standard Demonstrating Growth in Science/Biology (Grade 4)

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

### Strengths

<b>Indicator</b> Carlynton JSHS Science/ Biology exceed the Annual Academic Growth Expectations (PVAAS). <b>Grade Level(s) and/or Student Group(s)</b> Grades 7, 8, and 11: All Student Group meeting interim goals/ improvement targets.	<b>Comments/Notable Observations</b> All student group is at 73%, the white subgroup was 74.5%, two or more races was 71%, and students with disabilities was 74.5%.
<b>Indicator</b> Carnegie Elementary All Student Group interim goal/improvement in Science. <b>Grade Level(s) and/or Student Group(s)</b> Grade 4: All Student Group meeting interim goals/ improvement targets.	<b>Comments/Notable Observations</b> All student group is was 79.2%, white subgroup was 77.8%, and the economically disadvantaged group was 80%. All other subgroups had a insufficient sample size for the indicator.
<b>Indicator</b> Carnegie Elementary All Student Group exceeded the growth standard for Science. <b>Grade Level(s) and/or Student Group(s)</b> Grades 3-6: All Student Group exceeded the growth standard in Science.	<b>Comments/Notable Observations</b> All student group is at 91%, the white subgroup was 84%, economically disadvantaged was 90%, and all other subgroups had insufficient sample size for the indicator.
<b>Indicator</b> Carnegie Elementary All Student Group met the growth standard for Mathematics. <b>Grade Level(s) and/or Student Group(s)</b> Grades 3-6: All student group met the growth standard for mathematics.	<b>Comments/Notable Observations</b> All student group is at 73% and our white subgroup was at 71%, economically disadvantaged was 74%, students with disabilities was 94% and and all other subgroups had insufficient sample size for the indicator.
<b>Indicator</b> Crafton Elementary All Student Group met the interim goal/improvement target for English Language Arts	<b>Comments/Notable Observations</b> The All Student Group was 69.6% and the white subgroup was 73.4%. The economically disadvantaged (65.2%) and students with disabilities (34.5%) did not meet interim goal target, however, the subgroups have shown improvement over the years.

<b>Grade Level(s) and/or Student Group(s)</b> Grade 3-6 All Student Group meeting interim goals/ improvement targets for ELA.	
<b>Indicator</b> Crafton Elementary All Student Group met the interim goal/improvement target for mathematics. <b>Grade Level(s) and/or Student Group(s)</b> All student group met the targets.	<b>Comments/Notable Observations</b> The All Student Group was 55.4% and the white subgroup was 61.3% and the economically disadvantaged was 48.9%. The students with disabilities (31.0%) did not meet interim goal target, however, the subgroups have shown improvement over the years.
<b>Indicator</b> Crafton Elementary All Student Group met the interim goal/improvement target for science. <b>Grade Level(s) and/or Student Group(s)</b> Grade 4 All Student group met the interim goal/improvement target.	<b>Comments/Notable Observations</b> The All Student Group was 77.1% and the white subgroup was 79.3%. All other subgroups had insufficient sample sizes.
<b>Indicator</b> Crafton Elementary All Student Group exceeded the growth standard for ELA/Literature. <b>Grade Level(s) and/or Student Group(s)</b> Grades 3-6 all student groups exceeded the growth standard.	<b>Comments/Notable Observations</b> The All Student Group was 92% and the white subgroup was 83%, and the economically disadvantaged was 92%. All other subgroups had insufficient sample sizes.
<b>Indicator</b> Crafton Elementary All Student Group met the growth standard for math. <b>Grade Level(s) and/or Student Group(s)</b> All grade level (3-6) met this growth standards.	<b>Comments/Notable Observations</b> Although All Student Group was 76%, the white subgroup was 75%, the economically disadvantaged was 74%. All other subgroups had insufficient sample sizes.

### Challenges

<b>Indicator</b> Carlynton JSHS English Language Arts did not meet the Annual Academic Growth Expectations (PVAAS), <b>Grade Level(s) and/or Student Group(s)</b> Grade 7 , 8 and 11 All Student Group did not meet annual growth expectations.	<b>Comments/Notable Observations</b> All student group is at 62%, White subgroup was at 59.7, and students with disabilities was 59.7%. However, the economically disadvantaged students (70%) did meet the standard demonstrating growth and has shown improvement over the previous years.
<b>Indicator</b>	<b>Comments/Notable Observations</b> All student group was 60.7%, the white subgroup was 67.2%, the English language learners was 25.0%, and students with disabilities did not meet the interim goal targets for ELA, however, have shown improvement

<p>Carlynton JSHS ELA/Literature All Student Group Did Not Meet Interim Goal/Improvement Target</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Grade 7 , 8 and 11 All Student Group did not meet interim goal/improvement target.</p>	<p>over the previous year. Our black subgroup 41.4%, our two or more races was 41.4% did not meet the interim goal target for ELA. Our economically disadvantaged was 59.1 did meet the interim goal target for ELA and has shown improvement over the previous year.</p>
<p><b>Indicator</b> Carlynton JSHS Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Grade 7, 8 and 11 All Student Group did not meet the interim goal/improvement target.</p>	<p><b>Comments/Notable Observations</b> None of our reported subgroups with sufficient sample size met the interim growth/improvement targets, however, our students with disabilities has shown improvement from the previous year.</p>
<p><b>Indicator</b> Carlynton JSHS Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Grades 7, 8, and 11 All student group did not meet interim goal/improvement target.</p>	<p><b>Comments/Notable Observations</b> None of our reported subgroups with sufficient sample size met the interim growth/improvement targets, however, our all student group, white subgroup, and economically disadvantaged subgroups have shown improvement from the previous year.</p>
<p><b>Indicator</b> Carlynton JSHS Mathematics/Algebra did not meet the Annual Academic Growth Expectations (PVAAS),</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Grades 7, 8, and 11 did not meet the annual growth expectations.</p>	<p><b>Comments/Notable Observations</b> None of our reported subgroups with sufficient sample size met the growth expectation, however, our two or more races have shown improvement from the previous year. Our all student group and economically disadvantaged maintained the same performance from the previous year.</p>
<p><b>Indicator</b> Carnegie Elementary ELA/Literature All Student Group Did Not Meet Interim Goal/Improvement Target</p> <p><b>Grade Level(s) and/or Student Group(s)</b> All Student Group (Grades 3-6) did not meet the interim goal/improvement target.</p>	<p><b>Comments/Notable Observations</b> None of our reported subgroups with sufficient sample size met the interim goal/improvement target except for the two or more races which have shown improvement from the previous year.</p>
<b>Indicator</b>	<b>Comments/Notable Observations</b>

<p>Carnegie Elementary Mathematics All Student Group Did Not Meet Interim Goal/Improvement Target</p> <p><b>Grade Level(s) and/or Student Group(s)</b></p> <p>All Student Group Grade 3-6 did not meet interim goal/improvement target.</p>	<p>None of our reported subgroups with sufficient sample size met the interim goal/improvement target, however, the all student group, our black subgroup, our white subgroup, economically disadvantaged subgroup, ELL subgroup, and students with disabilities have all shown improvement from the previous year.</p>
<p><b>Indicator</b></p> <p>Carnegie Elementary All Student Group Did Not Meet the Standard Demonstrating Growth in ELA</p> <p><b>Grade Level(s) and/or Student Group(s)</b></p> <p>All Student Group (Grades 3-6) did not meet the Growth Standard in ELA.</p>	<p><b>Comments/Notable Observations</b></p> <p>Although our all student subgroup (68%) did not meet the standard demonstrating growth in ELA, our white subgroup (72%) our economically disadvantaged (70%) did meet the standard for demonstrating growth and our students with disabilities (90%) exceeded the standard demonstrating growth. All other subgroups reported insufficient sample size.</p>
<p><b>Indicator</b></p> <p>Crafton Elementary Science All Student Group Did Not Meet the Standard Demonstrating Growth</p> <p><b>Grade Level(s) and/or Student Group(s)</b></p> <p>All student group grade 3-6 did not meet the standard demonstrating growth.</p>	<p><b>Comments/Notable Observations</b></p> <p>All student group and the white subgroup did not meet the standard demonstrating growth. All other subgroups reported insufficient sample size.</p>

## 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.

Carlynton JSHS Science/ Biology exceed the Annual Academic Growth Expectations (PVAAS).
Carnegie Elementary All Student Group interim goal/improvement in Science.
Carnegie Elementary All Student Group met the growth standard for Mathematics.
Crafton Elementary All Student Group met the interim goal/improvement target for English Language Arts
Crafton Elementary All Student Group met the interim goal/improvement target for mathematics.

## 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.

Carlynton JSHS ELA/Literature All Student Group Did Not Meet Interim Goal/Improvement Target
Carlynton JSHS Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target
Carnegie Elementary ELA/Literature All Student Group Did Not Meet Interim Goal/Improvement Target



Carnegie Elementary Mathematics All Student Group Did Not Meet Interim Goal/Improvement Target
Crafton Elementary Science All Student Group Did Not Meet the Standard Demonstrating Growth

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Classroom Diagnostic Tools	Diagnose both strengths and weaknesses for use by our teachers to provide target remediation and identify missing prerequisite eligible content necessary to be successful at their current grade level of course. These only provide a multiple choice questions and do not provide the written portion of TDA that the PSSAs require.
NWEA MAP Test	Provides RIT Scores and indicators of future success on PSSAs as well as diagnose both strengths and weaknesses for use in our personalize learning initiative of Enrichment and Intervention.
Teacher created performance tasks such as Text Dependent Analysis exercises.	Text Dependent Analysis exercises allow students to develop close reading and comprehension skills. These exercises help develop the reading response strategies that will provide the experiences students need to develop complete, correct responses from a passage or passages. The CDT only provides multiple choice exercises and do not provide the written response exercises as required by the PSSAs.
Historical PSSA/Keystone Data	Provides a detailed look at the grade level/cohort's performance on the specific grade level standards, anchors and eligible content. This allows us to determine curricular strengths and weaknesses. It can also help discover if our challenges are a result of a curricular problem, a student problem or a teacher problem.
Dibbles	Early Literacy Assessment
Course Grades	Compare the course grades to the state assessment results to determine if there is a possible rigor issue within the grade levels or courses.
EdMentum Exact Path Diagnostic	Diagnose both strengths and weaknesses for use by our teachers to provide target remediation and identify missing prerequisite eligible content necessary to be successful at their current grade level of course.

### English Language Arts Summary

#### Strengths

All Student Group at Crafton Elementary Met Interim Goal/Improvement Target in ELA/Literature (Grade 3, 4, 5, 6)
All Student Group at Crafton Elementary Exceeded the Standard Demonstrating Growth in ELA/Literature (Grade 3, 4, 5, 6)

#### Challenges

All Student Group at JSHS Did Not Meet Interim Goal/Improvement Target in ELA/Literature (Grades 7, 8 and 11)
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All Student Group at JSHS Did Not Meet the Standard Demonstrating Growth in ELA/Literature (Grades 7, 8 and 11)
All Student Group at Carnegie Did Not Meet Interim Goal/Improvement Target in ELA/Literature (Grades 3, 4, 5 and 6)
All Student Group at Carnegie Did Not Meet the Standard Demonstrating Growth in ELA/Literature (Grades 3, 4, 5 and 6)

## Mathematics

Data	Comments/Notable Observations
Classroom Diagnostic Tools	Diagnose both strengths and weaknesses for use by our teachers to provide target remediation and identify missing prerequisite eligible content necessary to be successful at their current grade level of course. These only provide a multiple choice questions and do not provide the open-ended style responses that the PSSAs/ Keystone require.
NWEA MAP Test	Provides RIT Scores and indicators of future success on PSSAs as well as diagnose both strengths and weaknesses for use in our personalize learning initiative of Enrichment and Intervention.
Classroom Formative and Summative Assessments	Teacher made quizzes and tests allow for more in-depth analysis of student work. In mathematics, teachers can grade student work step by step and not just from a multiple choice format. Teacher and students can uncover misconceptions and common errors in the students mathematical thinking and processes. The CDT alone only provide multiple choice exercises and do not provide the constructive response exercises as required by the PSSAs/Keystone Exams.
Historical PSSA/Keystone Data	Provides a detailed look at the grade level/cohort's performance on the specific grade level standards, anchors and eligible content. This allows us to determine curricular strengths and weaknesses. It can also help discover if our challenges are a result of a curricular problem, a student problem or a teacher problem.
Course Grades	Compare the course grades to the state assessment results to determine if there is a possible rigor issue within the grade levels or courses.
EdMentum Exact Path Diagnostic	Diagnose both strengths and weaknesses for use by our teachers to provide target remediation and identify missing prerequisite eligible content necessary to be successful at their current grade level of course.

## Mathematics Summary

### Strengths

All Student Group at Carnegie Met the Standard Demonstrating Growth in Mathematics/Algebra (Grade 3, 4, 5, 6)
All Student Group at Crafton Met Interim Goal/Improvement Target in Mathematics/Algebra (Grade 3, 4, 5, 6)
All Student Group at Crafton Met the Standard Demonstrating Growth in Mathematics/Algebra (Grade 3, 4, 5, 6)

### Challenges

All Student Group at JSHS Did Not Meet Interim Goal/Improvement Target in Mathematics/Algebra (Grades 7, 8 and 11)
All Student Group at JSHS Did Not Meet the Standard Demonstrating Growth in Mathematics/Algebra (Grades 7, 8 and 11)
All Student Group Did Not Meet Interim Goal/Improvement Target in Mathematics/Algebra (Grades 3, 4, 5 and 6)

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Classroom Diagnostic Tools	Diagnose both strengths and weaknesses for use by our teachers to provide target remediation and identify missing prerequisite eligible content necessary to be successful at their current grade level of course. These only provide a multiple choice questions and do not provide the open-ended style responses that the PSSAs/ Keystone require.
Classroom Formative and Summative Assessments	Teacher made quizzes and tests allow for more in-depth analysis of student work. In mathematics, teachers can grade student work step by step and not just from a multiple choice format. Teacher and students can uncover misconceptions and common errors in the students mathematical thinking and processes. The CDT alone only provide multiple choice exercises and do not provide the constructive response exercises as required by the PSSAs/Keystone Exams.
Historical PSSA/Keystone Data	Provides a detailed look at the grade level/cohort's performance on the specific grade level standards, anchors and eligible content. This allows us to determine curricular strengths and weaknesses. It can also help discover if our challenges are a result of a curricular problem, a student problem or a teacher problem.
Course Grades	Compare the course grades to the state assessment results to determine if there is a possible rigor issue within the grade levels or courses.

## Science, Technology, and Engineering Education Summary

### Strengths

All Student Group Met the Standard Demonstrating Growth in Science/Biology (Grade 8 and 11)
All Student Group Met Interim Goal/Improvement Target in Science/Biology (Grade 4)
All Student Group Exceeded the Standard Demonstrating Growth in Science/Biology (Grade 4)
All Student Group Met Interim Goal/Improvement Target in Science/Biology (Grade 4)

### Challenges

All Student Group Did Not Meet Interim Goal/Improvement Target in Science/Biology (Grades 8 and 11)
All Student Group Did Not Meet the Standard Demonstrating Growth in Science/Biology (Grade 4)

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
ASVAB	Career Interest Inventory and Assessment
Grade 8 Individualized Career Plan	A document or similar item developed by the student that identifies a series of educational studies and experiences to prepare them for post-secondary education or the work force.
Career Portfolio (Artifacts)	An ongoing individualized collection of materials (paper or electronic) that documents a student's educational performance, career exploration, and employment experiences over time. This typically included a range of work, containing assignments by the teacher,

	counselor and selections by the students. It serves as a guide for the student to transition to postsecondary education/training, or the workplace.
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## Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

## Arts and Humanities

**False** Arts and Humanities Omit

Data	Comments/Notable Observations
School Level Fall Plays and Spring Musicals	These are a combination of Production, Performance and Exhibition of Dance, Music, Theater, and Visual Arts.
Student Work and Creations in the Arts within our Art and Music curricular offerings.	Art and Music Curriculum was developed with the assistance and guidance of the Arts Education Collaborative of Pittsburgh.
Art History Curriculum and teacher made assessments	The course is journey to explain the historical, cultural and social contexts of individual pieces of art. This opportunity will also allow the student to recognize their critical process used in the examination of works of art.

## Environment and Ecology

**False** Environment and Ecology Omit

Data	Comments/Notable Observations
Classroom Formative and Summative Assessments	Assesses the three-dimensional approach guiding the study of physical sciences, life sciences and earth and space sciences.
Historical PSSA/Keystone Data	Provides a detailed look at the grade level/Cohort's performance in the specific grade level standards, anchors and eligible content. This allows us to determine curricular strengths and weaknesses. It can also help to discover challenges that may be a result of a curricular problem, a student problem, or a teacher problem.
Classroom Diagnostic Tools	Diagnoses both strengths and weaknesses for the use by our teachers to provide target interventions and identify missing prerequisite and current Eligible Content necessary to the students achievement in the discipline

## Family and Consumer Sciences

**False** Family and Consumer Sciences Omit

Data	Comments/Notable Observations
Classroom Formative and Summative Assessments	Provides students feedback on their progress through the learning goals and objectives of the lessons and units. Determines if they have learned or mastered what they were intended to learn.
Authentic Performance Tasks	Hands learning activity asking students to perform to demonstrate their knowledge, understanding and proficiency. This allows the students to apply their learning in context.

## Health, Safety, and Physical Education

**False** Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Classroom Formative and Summative Assessments	Provides students feedback on their progress through the learning goals and objectives of the lessons and units. Determines if they have learned or mastered what they were intended to learn.
Authentic Performance Tasks	Hands learning activity asking students to perform to demonstrate their knowledge, understanding and proficiency. This allow the students to apply their learning in context. Dribbling a basketball versus playing a game of basketball.

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

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

Data	Comments/Notable Observations
Classroom Formative and Summative Assessments	Provides students feedback on their progress through the learning goals and objectives of the lessons and units. Determines if they have learned or mastered what they were intended to learn.
PDE mandated Civics Exam (Act 35 of 2018)	May use the U.S. Citizenship and Immigration Services Test , or create a local version to satisfy the requirement. District will be required to report how many students took the exam and how many passed. Students who score perfect on the exam are supposed to be awarded a certificate developed by PDE.
Project Based Learning Activities	Projects that allow students to practice being good citizens, makes learning authentic, and prepares the students to be engages citizen after graduation.

## 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.

Family and Consumer Sciences has a focus on the individual, the family and the community at large. The standards focus on family and its responsibility of determining who a person is and what a person becomes. The essential learnings outlined in the standards supports the knowledge and skills that students need both now and in the future. A focus of the standards is on reoccurring practical problems of individuals and families. This is not the former Home Economics as some may think.
In the age of high stakes testing, this Civic Exam mandate (Act 35) provides the ability for schools to bring back the very basic purpose of public education which is to prepare students to be productive and active member of society. Civics and government presents our representative form government as

portrayed and experienced by the acts and policies of the framers of the Declaration of Independence, the Constitution and the Bill of Rights. The need for an well inform citizenry must not be lost to federally mandated district and school accountability measures. Act 35 reassures its importance.

### 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.

Time and resources of other important disciplines sometimes take a secondary role to the state tested subjects of Mathematics, English Language Arts and Science. These should be interrelated.

The goal of physical education is to provide students with the knowledge, skills and confidence needed to participate in health enhancing physical activities for a lifetime, and not just their time in school. However, physical Education is not required for every year in high school. Requirements say that Physical Education instruction must be standards based. This only requires that school provide sufficient time to achieve a proficient level on these grade band standards. School district independently determine the proficiency standards and only provide the required time for students to demonstrate proficiency of these standards.

### Equity Considerations

#### English Learners

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

Data	Comments/Notable Observations
Meets Interim Goal/Improvement Target in English Language Arts/Literature (Carlynton JSHS)	Did not meet the interim goal/improvement target: 25.0%
Meets the Standard Demonstrating Growth (PVAAS) in English Language Arts/Literature (Carlynton JSHS)	Insufficient Sample Size
Meets Interim Goal/Improvement Target in Mathematics/Algebra (Carlynton JSHS)	Did not meet the interim goal/improvement target: 0.00%
Meets the Standard Demonstrating Growth (PVAAS) in Mathematics/Algebra (Carlynton JSHS)	Insufficient Sample Size
Meets Interim Goal/Improvement Target in Science/ Biology (Carlynton JSHS)	Insufficient Sample Size
Meets the Standard Demonstrating Growth (PVAAS) in Science/Biology (Carlynton JSHS)	Insufficient Sample Size
Meets Interim Goal/Improvement Target in English Language Arts/Literature (Carnegie Elementary)	Did not meet the interim goal/improvement target: 20.9%
Meets the Standard Demonstrating Growth (PVAAS) in English Language Arts/Literature (Carnegie Elementary)	Insufficient Sample Size
Meets Interim Goal/Improvement Target in Mathematics/Algebra (Carnegie Elementary)	Did not meet the interim goal/improvement target: 28.3%
Meets the Standard Demonstrating Growth (PVAAS) in Mathematics/Algebra (Carnegie Elementary)	Insufficient Sample Size

Meets Interim Goal/Improvement Target in Science/ Biology (Carnegie Elementary)	Insufficient Sample Size
Meets the Standard Demonstrating Growth (PVAAS) in Science/Biology (Carnegie Elementary)	Insufficient Sample Size
Meets Interim Goal/Improvement Target in English Language Arts/Literature (Crafton Elementary)	Insufficient Sample Size
Meets Interim Goal/Improvement Target in Mathematics/Algebra (Crafton Elementary)	Insufficient Sample Size
Meets the Standard Demonstrating Growth (PVAAS) in Mathematics/Algebra (Crafton Elementary)	Insufficient Sample Size
Meets Interim Goal/Improvement Target in Science/ Biology (Crafton Elementary)	Insufficient Sample Size
Meets the Standard Demonstrating Growth (PVAAS) in Science/Biology (Crafton Elementary)	Insufficient Sample Size
Meets the Standard Demonstrating Growth (PVAAS) in English Language Arts/Literature (Crafton Elementary)	Insufficient Sample Size

### Students with Disabilities

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

Data	Comments/Notable Observations
Meets Interim Goal/Improvement Target in English Language Arts/Literature (Carlynton JSHS)	Did not meet the interim goal/improvement target: 29.6%
Meets the Standard Demonstrating Growth (PVAAS) in English Language Arts/Literature (Carlynton JSHS)	Did not meet the interim goal/improvement target: 61.7%
Meets Interim Goal/Improvement Target in Mathematics/Algebra (Carlynton JSHS)	Did not meet the interim goal/improvement target: 5.9%
Meets the Standard Demonstrating Growth (PVAAS) in Mathematics/Algebra (Carlynton JSHS)	Did not meet the interim goal/improvement target: 61.7%
Meets Interim Goal/Improvement Target in Science/ Biology (Carlynton JSHS)	Did not meet the interim goal/improvement target: 22.9%
Meets the Standard Demonstrating Growth (PVAAS) in Science/Biology (Carlynton JSHS)	Met the Standard Demonstrating Growth (PVAAS) in Science/Biology: 74.5%
Meets Interim Goal/Improvement Target in English Language Arts/Literature (Carnegie Elementary)	Did not meet the interim goal/improvement target: 18.9%
Meets the Standard Demonstrating Growth (PVAAS) in English Language Arts/Literature (Carnegie Elementary)	Exceeded Standard Demonstrating Growth PVAAS in ELA: 90.0%
Meets Interim Goal/Improvement Target in Mathematics/Algebra (Carnegie Elementary)	Did not meet the interim goal/improvement target: 24.1%
Meets the Standard Demonstrating Growth (PVAAS) in Mathematics/Algebra (Carnegie Elementary)	Exceeded Standard Demonstrating Growth PVAAS in Math: 94.0%
Meets Interim Goal/Improvement Target in Science/ Biology (Carnegie Elementary)	Insufficient Sample Size
Meets the Standard Demonstrating Growth (PVAAS) in Science/Biology (Carnegie Elementary)	Insufficient Sample Size
Meets Interim Goal/Improvement Target in English Language Arts/Literature (Crafton Elementary)	Did not meet the interim goal/improvement target: 34.5%

Meets the Standard Demonstrating Growth (PVAAS) in English Language Arts/Literature (Crafton Elementary)	Insufficient Sample Size
Meets Interim Goal/Improvement Target in Mathematics/Algebra (Crafton Elementary)	Did not meet the interim goal/improvement target: 31.0%
Meets the Standard Demonstrating Growth (PVAAS) in Mathematics/Algebra (Crafton Elementary)	Insufficient Sample Size
Meets Interim Goal/Improvement Target in Science/ Biology (Crafton Elementary)	Insufficient Sample Size
Meets the Standard Demonstrating Growth (PVAAS) in Science/Biology (Crafton Elementary)	Insufficient Sample Size

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Meets Interim Goal/Improvement Target in English Language Arts/Literature (Carlynton JSHS)	Met the target: 59.1%
Meets the Standard Demonstrating Growth (PVAAS) in English Language Arts/Literature (Carlynton JSHS)	Met the target: 70.0%
Meets Interim Goal/Improvement Target in Mathematics/Algebra (Carlynton JSHS)	Did not meet the interim goal/improvement target: 17.1%
Meets the Standard Demonstrating Growth (PVAAS) in Mathematics/Algebra (Carlynton JSHS)	Did not meet the interim goal/improvement target: 50.0%
Meets Interim Goal/Improvement Target in Science/ Biology (Carlynton JSHS)	Did not meet the interim goal/improvement target: 52.9%
Meets the Standard Demonstrating Growth (PVAAS) in Science/Biology (Carlynton JSHS)	Did not meet the interim goal/improvement target: 69.5%
Meets Interim Goal/Improvement Target in English Language Arts/Literature (Carnegie Elementary)	Did not meet the interim goal/improvement target: 44.0%
Meets the Standard Demonstrating Growth (PVAAS) in English Language Arts/Literature (Carnegie Elementary)	Met the standard 70.0%
Meets Interim Goal/Improvement Target in Mathematics/Algebra (Carnegie Elementary)	Did not meet the interim goal/improvement target: 36.4%
Meets the Standard Demonstrating Growth (PVAAS) in Mathematics/Algebra (Carnegie Elementary)	Met the standard 74.0%
Meets Interim Goal/Improvement Target in Science/ Biology (Carnegie Elementary)	Met the standard 80.0%
Meets the Standard Demonstrating Growth (PVAAS) in Science/Biology (Carnegie Elementary)	Exceeded the standard 90.0%
Meets Interim Goal/Improvement Target in English Language Arts/Literature (Crafton Elementary)	Did not meet the interim goal/improvement target: 62.5%
Meets the Standard Demonstrating Growth (PVAAS) in English Language Arts/Literature (Caton Elementary)	Exceeded the standard 92.0%



Meets Interim Goal/Improvement Target in Mathematics/Algebra (Crafton Elementary)	Met the standard 48.9%
Meets the Standard Demonstrating Growth (PVAAS) in Mathematics/Algebra (Crafton Elementary)	Met the standard 74.0%
Meets Interim Goal/Improvement Target in Science/ Biology (Crafton Elementary)	Insufficient sample size.
Meets the Standard Demonstrating Growth (PVAAS) in Science/Biology (Crafton Elementary)	Insufficient sample size.

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Students are not meeting the interim goal/improvement targets at the Carlynton JSHS ( Mathematics/Algebra 11.5%, ELA/Literature 41.4% and Science 36.8%)
Black	Students are not meeting the Standard for demonstrating growth (PVAAS) at the Carlynton JSHS Mathematics/Algebra 56.0%. Insufficient data for ELA and Science.
Black	Students are not meeting the interim goal/improvement targets at the Carnegie Elementary (Mathematics/Algebra 25.0%, ELA/Literature 21.1%)
2 or More Races	Carnegie Elementary did not meet interim targets for math (37.9%) or ELA (48.3%)

### 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.

Students with Disabilities Meets the Standard Demonstrating Growth (PVAAS) in Science/Biology (Carlynton JSHS)
Students with Disabilities Exceeded Standard Demonstrating Growth PVAAS in ELA (90.0%) in Math: 94.0% Carnegie Elementary
Economically Disadvantaged Students Exceeded the Standard Demonstrating Growth (PVAAS) in English Language Arts/Literature (92.0%) Craton Elementary
Economically Disadvantaged Students met or exceeded Standard in Demonstrating Growth (PVAAS) in ELA, Math, and Science at Carnegie Elementary School.
ELL are demonstrating growth in interim goal improvement has improved in the area ELA when compared to previous years.

#### 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.

English Learners did not meet the goal/improvement targets in ELA/Literature (25.0%) or Mathematics (0.0%) at JSHS.
Students with Disabilities did not meet the goal/improvement targets in ELA/Literature (29.6%), Mathematics/Algebra (5.9%), and Science/Biology (22.9%) at JSHS.

Black and 2 or more races did not meet goal/improvement targets in ELA/Literature, Mathematics/Algebra, and Science at the JSHS.
Economically disadvantaged students did not meet goal/improvement targets in ELA/Literature, Mathematics/Algebra, and Science at the JSHS.
Economically disadvantaged, ELL, and students with disabilities did not meet the interim goal/improvement targets at Carnegie Elementary.

## Designated Schools

### Carlynton JSHS

Priority Challenge	Comments and Notable Observations
Increase regular attendance rates for Black subgroup and Students with Disabilities.	Regular attendance rates did not meet the performance standard.
Increase proficiency rates in ELA, Mathematics, and Science for all subgroups.	Proficiency rates did not meet the interim goal/improvement targets.

Systemic LEA Challenges
Regular Attendance Rates At Carlynton JSHS do not meet the designated targets.
The All Student Group are not meeting their Interim Goal/Improvement target in ELA, Mathematics, or Science.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Our plan was completed in the 2022/2023 school year and is currently being implemented successfully. An audit was conducted by the Bureau of Special Education that produced limited corrective actions.
Title 1 Program	The District has a Federal Programs Coordinator that oversees all Title Programming in unison with District administration. This is a strong component of our programming as it has a direct impact on how federal funds are allocated to support the learning of students.
Student Services	COVID-19 has had a significant impact on the delivery of educational services to all students. The pandemic has increased areas of concerns regarding social and emotional well-being of students and staff. Our SAP program appropriately meets the needs of a large number of students.
K-12 Guidance Plan (339 Plan)	We have a District level administrator who oversees the implementation of the K-12 Guidance Plan. To ensure it is implemented with fidelity, it ensures all students will meet their grade level benchmarks. The District recently purchases Xello to manage all student data.
Technology Plan	With the rapid development of technology integration in the district, this plan continues to be revised to align with current practice.
English Language Development Programs	The population of students and families within the boundaries are the school district continue to grow rapidly. We are currently working on programming to help support both students and families as they transition to school.

## Strengths

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

Title 1 Programming: The District has a Federal Programs Coordinator that oversees all Title Programming in unison with District administration. This is a strong component of our programming as it has a direct impact on how federal funds are allocated to support the learning of students.
K-12 Guidance Plan: We have a District level administrator who oversees the implementation of the K-12 Guidance Plan. To ensure it is implemented with fidelity, it ensures all students will meet their grade level benchmarks. The District recently purchases Xello to manage all student data.
Special Education Plan: Our plan was completed in the 2022/2023 school year and is currently being implemented successfully. An audit was conducted by the Bureau of Special Education that produced limited corrective actions.

## 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.

English Language Development Programs: The population of students and families within the boundaries are the school district continue to grow rapidly. We are currently working on programming to help support both students and families as they transition to school.
Student Services: Mental health issues continue to increase in the K-12 environment. The District has invested heavily in supports such as additional counseling, Chill Programs, and school psychologists.
Special Education: Although this program is listed as a strength, there are some areas for which we would like to address. Specifically, our graduation rate is directly related to attendance rates of two subgroups.
Technology Plan: With the rapid development of technology integration in the district, this plan continues to be revised to align with current practice.

## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

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

### Focus on Continuous Improvement of Instruction

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

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

Coordinate and monitor supports aligned with students' and families' needs	Exemplary
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	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

### Organize and Allocate Resources and Services Strategically and Equitably

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

### 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.

Provide Student Centered Supports so that All Students Are Ready to Learn: Our SAP engages a large number of students who benefit from interventions. We have expanded the number of SAP trained personnel in our district to help meet the growing needs of our students and expanded our services to include local agencies to further support students.
Focus of Continuous Improvement of Instruction: All courses are standards aligned to the PA Core Standards or the Common Core State Standards. The District utilizes standards based assessments such as CDTs, PSSA/Keystones/PASA/ACCESS, and NWEA Map to constantly monitor student progress towards mastery of the standards. This data is used to inform and direct instruction as well as the selection of course materials.
The District will to move this plan forward through strategic planning and the development of a profile of a graduate.
Over the past two years, the District invested heavily to refresh curricular materials.

#### 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.

Additional professional development for central office staff, instructional staff, and support staff will be beneficial in the area of technology. Additionally, these activities will enhance professional practice in this area.
Staff members have not been provided with recent professional development in the area of interpreting and analyzing student performance data.
Staff members have not been provided with adequate time to examine student performance data to design lessons that target the individual needs of students.

## 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
Carnegie Elementary All Student Group interim goal/improvement in Science.	True
Carnegie Elementary All Student Group met the growth standard for Mathematics.	True
All Student Group at Crafton Elementary Met Interim Goal/Improvement Target in ELA/Literature (Grade 3, 4, 5, 6)	True
Crafton Elementary All Student Group met the interim goal/improvement target for English Language Arts	True
Crafton Elementary All Student Group met the interim goal/improvement target for mathematics.	True
All Student Group at Crafton Elementary Exceeded the Standard Demonstrating Growth in ELA/Literature (Grade 3, 4, 5, 6)	True
All Student Group at Carnegie Met the Standard Demonstrating Growth in Mathematics/Algebra (Grade 3, 4, 5, 6)	True
All Student Group Met the Standard Demonstrating Growth in Science/Biology (Grade 8 and 11)	True
All Student Group Met Interim Goal/Improvement Target in Science/Biology (Grade 4)	True
All Student Group Exceeded the Standard Demonstrating Growth in Science/Biology (Grade 4)	True
All Student Group Met Interim Goal/Improvement Target in Science/Biology (Grade 4)	True
Carlynton JSHS Science/ Biology exceed the Annual Academic Growth Expectations (PVAAS).	False
All Student Group at Crafton Met Interim Goal/Improvement Target in Mathematics/Algebra (Grade 3, 4, 5, 6)	False
Family and Consumer Sciences has a focus on the individual, the family and the community at large. The standards focus on family and its responsibility of determining who a person is and what a person becomes. The essential learnings outlined in the standards supports the knowledge and skills that students need both now and in the future. A focus of the standards is on reoccurring practical problems of individuals and families. This is not the former Home Economics as some may think.	False
In the age of high stakes testing, this Civic Exam mandate (Act 35) provides the ability for schools to bring back the very basic purpose of public education which is to prepare students to be productive and active member of society. Civics and government presents our representative form government as portrayed and experienced by the acts and policies of the framers of the Declaration of Independence, the Constitution and the Bill of Rights. The need for a well inform citizenry must not be lost to federally mandated district and school accountability measures. Act 35 reassures its importance.	True
Students with Disabilities Meets the Standard Demonstrating Growth (PVAAS) in Science/Biology (Carlynton JSHS)	True
Students with Disabilities Exceeded Standard Demonstrating Growth PVAAS in ELA (90.0%) in Math: 94.0% Carnegie Elementary	True

Economically Disadvantaged Students Exceeded the Standard Demonstrating Growth (PVAAS) in English Language Arts/Literature (92.0%) Craton Elementary	True
Title 1 Programming: The District has a Federal Programs Coordinator that oversees all Title Programming in unison with District administration. This is a strong component of our programming as it has a direct impact on how federal funds are allocated to support the learning of students.	False
K-12 Guidance Plan: We have a District level administrator who oversees the implementation of the K-12 Guidance Plan. To ensure it is implemented with fidelity, it ensures all students will meet their grade level benchmarks. The District recently purchases Xello to manage all student data.	False
Special Education Plan: Our plan was completed in the 2022/2023 school year and is currently being implemented successfully. An audit was conducted by the Bureau of Special Education that produced limited corrective actions.	False
Provide Student Centered Supports so that All Students Are Ready to Learn: Our SAP engages a large number of students who benefit from interventions. We have expanded the number of SAP trained personnel in our district to help meet the growing needs of our students and expanded our services to include local agencies to further support students.	False
Focus of Continuous Improvement of Instruction: All courses are standards aligned to the PA Core Standards or the Common Core State Standards. The District utilizes standards based assessments such as CDTs, PSSA/Keystones/PASA/ACCESS, and NWEA Map to constantly monitor student progress towards mastery of the standards. This data is used to inform and direct instruction as well as the selection of course materials.	False
All Student Group at Crafton Met the Standard Demonstrating Growth in Mathematics/Algebra (Grade 3, 4, 5, 6)	False
Economically Disadvantaged Students met or exceeded Standard in Demonstrating Growth (PVAAS) in ELA, Math, and Science at Carnegie Elementary School.	False
ELL are demonstrating growth in interim goal improvement has improved in the area ELA when compared to previous years.	False
The District will to move this plan forward through strategic planning and the development of a profile of a graduate.	False
Over the past two years, the District invested heavily to refresh curricular materials.	False

## Challenges

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

Strength	Check for Consideration in Plan
Carlynton JSHS Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	False
Carnegie Elementary ELA/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	True
Carnegie Elementary Mathematics All Student Group Did Not Meet Interim Goal/Improvement Target	True
Crafton Elementary Science All Student Group Did Not Meet the Standard Demonstrating Growth	False
Carlynton JSHS ELA/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	True
All Student Group at JSHS Did Not Meet Interim Goal/Improvement Target in ELA/Literature (Grades 7, 8 and 11)	True
All Student Group at JSHS Did Not Meet the Standard Demonstrating Growth in ELA/Literature (Grades 7, 8 and 11)	False

All Student Group at Carnegie Did Not Meet Interim Goal/Improvement Target in ELA/Literature (Grades 3, 4, 5 and 6)	True
All Student Group at Carnegie Did Not Meet the Standard Demonstrating Growth in ELA/Literature (Grades 3, 4, 5 and 6)	True
All Student Group at JSHS Did Not Meet Interim Goal/Improvement Target in Mathematics/Algebra (Grades 7, 8 and 11)	False
All Student Group at JSHS Did Not Meet the Standard Demonstrating Growth in Mathematics/Algebra (Grades 7, 8 and 11)	True
All Student Group Did Not Meet Interim Goal/Improvement Target in Mathematics/Algebra (Grades 3, 4, 5 and 6)	False
Staff members have not been provided with recent professional development in the area of interpreting and analyzing student performance data.	False
Staff members have not been provided with adequate time to examine student performance data to design lessons that target the individual needs of students.	False
All Student Group Did Not Meet Interim Goal/Improvement Target in Science/Biology (Grades 8 and 11)	False
All Student Group Did Not Meet the Standard Demonstrating Growth in Science/Biology (Grade 4)	True
Time and resources of other important disciplines sometimes take a secondary role to the state tested subjects of Mathematics, English Language Arts and Science. These should be interrelated.	False
The goal of physical education is to provide students with the knowledge, skills and confidence needed to participate in health enhancing physical activities for a lifetime, and not just their time in school. However, physical Education is not required for every year in high school. Requirements say that Physical Education instruction must be standards based. This only requires that school provide sufficient time to achieve a proficient level on these grade band standards. School district independently determine the proficiency standards and only provide the required time for students to demonstrate proficiency of these standards.	False
English Learners did not meet the goal/improvement targets in ELA/Literature (25.0%) or Mathematics (0.0%) at JSHS.	False
Students with Disabilities did not meet the goal/improvement targets in ELA/Literature (29.6%), Mathematics/Algebra (5.9%), and Science/Biology (22.9%) at JSHS.	False
Black and 2 or more races did not meet goal/improvement targets in ELA/Literature, Mathematics/Algebra, and Science at the JSHS.	False
Economically disadvantaged students did not meet goal/improvement targets in ELA/Literature, Mathematics/Algebra, and Science at the JSHS.	True
Economically disadvantaged, ELL, and students with disabilities did not meet the interim goal/improvement targets at Carnegie Elementary.	False
English Language Development Programs: The population of students and families within the boundaries are the school district continue to grow rapidly. We are currently working on programming to help support both students and families as they transition to school.	False
Student Services: Mental health issues continue to increase in the K-12 environment. The District has invested heavily in supports such as additional counseling, Chill Programs, and school psychologists.	False
Special Education: Although this program is listed as a strength, there are some areas for which we would like to address. Specifically, our graduation rate is directly related to attendance rates of two subgroups.	False
Additional professional development for central office staff, instructional staff, and support staff will be beneficial in the area of technology. Additionally, these activities will enhance professional practice in this area.	False

Technology Plan: With the rapid development of technology integration in the district, this plan continues to be revised to align with current practice.	False
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### 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.

Interim Goal/Improvement targets are being met in a number of areas, however, Annual Academic Growth Expectations are not producing desired results that lead to higher PVAAS scores and proficiency on state exams. Greater emphasis must be placed on closing gaps for all students through regular curriculum cycles, a focus on learning from assessment data, and responding to individual needs in the classroom.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Carnegie Elementary ELA/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	Hypothesized Root Cause: The District has not provided adequate time or training to examine student performance data to determine specific learning gaps. Through a review of data at the district level, it appears student performance on open ended constructive response questions is an area of concern.	True
Carnegie Elementary Mathematics All Student Group Did Not Meet Interim Goal/Improvement Target	Hypothesized Root Cause: The District has not provided adequate time or training to examine student performance data to determine specific learning gaps. Through a review of data at the district level, it appears student performance on open ended constructive response questions is an area of concern.	True
Carlynton JSHS ELA/Literature All Student Group Did Not Meet Interim Goal/Improvement Target		False
All Student Group at JSHS Did Not Meet the Standard Demonstrating Growth in Mathematics/Algebra (Grades 7, 8 and 11)		False
All Student Group at JSHS Did Not Meet Interim Goal/Improvement Target in ELA/Literature (Grades 7, 8 and 11)	Hypothesized Root Cause: The District has not provided adequate time or training to examine student performance data to determine specific learning gaps. Through a review of data at the district level, it appears student performance on open ended constructive response questions is an area of concern.	True
All Student Group at Carnegie Did Not Meet Interim Goal/Improvement Target in ELA/Literature (Grades 3, 4, 5 and 6)		False



All Student Group at Carnegie Did Not Meet the Standard Demonstrating Growth in ELA/Literature (Grades 3, 4, 5 and 6)		False
Economically disadvantaged students did not meet goal/improvement targets in ELA/Literature, Mathematics/Algebra, and Science at the JSHS.	Hypothesized Root Cause: The District has not provided adequate time or training to examine student performance data to determine specific learning gaps. Through a review of data at the district level, it appears student performance on open ended constructive response questions is an area of concern.	True
All Student Group Did Not Meet the Standard Demonstrating Growth in Science/Biology (Grade 4)		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
All Student Group at Crafton Elementary Met Interim Goal/Improvement Target in ELA/Literature (Grade 3, 4, 5, 6)	
All Student Group at Crafton Elementary Exceeded the Standard Demonstrating Growth in ELA/Literature (Grade 3, 4, 5, 6)	
Students with Disabilities Meets the Standard Demonstrating Growth (PVAAS) in Science/Biology (Carlynton JSHS)	
Students with Disabilities Exceeded Standard Demonstrating Growth PVAAS in ELA (90.0%) in Math: 94.0% Carnegie Elementary	
Economically Disadvantaged Students Exceeded the Standard Demonstrating Growth (PVAAS) in English Language Arts/Literature (92.0%) Craton Elementary	
All Student Group Met the Standard Demonstrating Growth in Science/Biology (Grade 8 and 11)	
All Student Group Met Interim Goal/Improvement Target in Science/Biology (Grade 4)	
All Student Group Exceeded the Standard Demonstrating Growth in Science/Biology (Grade 4)	
All Student Group Met Interim Goal/Improvement Target in Science/Biology (Grade 4)	
Carnegie Elementary All Student Group interim goal/improvement in Science.	
Carnegie Elementary All Student Group met the growth standard for Mathematics.	
Crafton Elementary All Student Group met the interim goal/improvement target for English Language Arts	
Crafton Elementary All Student Group met the interim goal/improvement target for mathematics.	
In the age of high stakes testing, this Civic Exam mandate (Act 35) provides the ability for schools to bring back the very basic purpose of public education which is to prepare students to be productive and active member of society. Civics and government presents our representative form government as portrayed and experienced by the acts and policies of the framers of the Declaration of Independence, the Constitution and the Bill of Rights. The need for an well inform citizenry must not be lost to federally mandated district and school accountability measures. Act 35 reassures its importance.	
All Student Group at Carnegie Met the Standard Demonstrating Growth in Mathematics/Algebra (Grade 3, 4, 5, 6)	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
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	The Carlynton School District will increase student proficiency in ELA with a focus on students in grades three through eight to prepare students for success in subsequent coursework.
	The Carlynton School District will increase student proficiency in mathematics with a focus on students in grades three through eight to prepare students for success in subsequent coursework.
	The Carlynton School District will increase student proficiency in English Language Arts with a focus on students in grades 7, 8, and 10 to prepare students for success in subsequent coursework.
	The Carlynton School District will increase student proficiency in Mathematics, ELA, and Science with a focus on students in grades seven through ten to prepare students for success in subsequent coursework.

## Goal Setting

Priority: The Carlynton School District will increase student proficiency in ELA with a focus on students in grades three through eight to prepare students for success in subsequent coursework.

<b>Outcome Category</b>		
English Language Arts		
<b>Measurable Goal Statement (Smart Goal)</b>		
To increase grade level cohort student performance on the ELA portion of the PSSA between grades four through eight to affect a nine percent increase in grade eight performance.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
ELA PSSA Performance 3 through 8		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Three percent increase from the previous year.	Three percent increase from the previous year.	To increase grade level cohort student performance on the ELA portion of the PSSA between grades four through eight to affect a nine percent increase in grade eight performance.

<b>Outcome Category</b>		
English Language Arts		
<b>Measurable Goal Statement (Smart Goal)</b>		
To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA in grades three through eight by 15%.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
ELA PSSA Constructive Response 3 through 8		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>

To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA in grades three through eight by 5%	To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA in grades three through eight by 10%	To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA in grades three through eight by 15%.
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<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
Teachers will be provided with additional time and professional development in the area of analyzing student performance data to create targeted classroom lessons to close achievement gaps.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
ELA Data Analysis and Lesson Design		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Teachers will be provided with eight additional hours to examine student performance data and additional professional development to interpret data.	Teachers will be provided with eight additional hours to examine student performance data and additional professional development to interpret data.	Teachers will be provided with additional time and professional development in the area of analyzing student performance data to create targeted classroom lessons to close achievement gaps.

Priority: The Carlynton School District will increase student proficiency in English Language Arts with a focus on students in grades 7, 8, and 10 to prepare students for success in subsequent coursework.

<b>Outcome Category</b>		
English Language Arts		
<b>Measurable Goal Statement (Smart Goal)</b>		
To increase grade level cohort student performance on the ELA portion of the PSSA and Keystone Exam in grades seven, eight, and eleven to affect a nine percent increase in grade eight performance.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
ELA PSSA Performance JSHS		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Three percent increase from the previous year.	Three percent increase from the previous year.	To increase grade level cohort student performance on the ELA portion of the PSSA and Keystone Exam in grades seven, eight, and eleven to affect a nine percent increase in grade eight performance.

<b>Outcome Category</b>		
English Language Arts		
<b>Measurable Goal Statement (Smart Goal)</b>		
To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA in grades three through eight by 15%.		

<b>Measurable Goal Nickname (35 Character Max)</b>		
ELA PSSA Constructive Response JSHS		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA in grades three through eight by 5%	To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA in grades three through eight by 10%	To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA in grades three through eight by 15%.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
Teachers will be provided with additional time and professional development in the area of analyzing student performance data to create targeted classroom lessons to close achievement gaps.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Math Data Analysis and Lesson Design		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Teachers will be provided with eight additional hours to examine student performance data and additional professional development to interpret data.	Teachers will be provided with eight additional hours to examine student performance data and additional professional development to interpret data.	Teachers will be provided with additional time and professional development in the area of analyzing student performance data to create targeted classroom lessons to close achievement gaps.

Priority: The Carlynton School District will increase student proficiency in mathematics with a focus on students in grades three through eight to prepare students for success in subsequent coursework.

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
To increase grade level cohort student performance on the Math portion of the PSSA between grades four through eight to affect a nine percent increase in grade eight performance.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Math PSSA Performance 3 through 8		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Three percent increase from the previous year.	Three percent increase from the previous year.	To increase grade level cohort student performance on the Math portion of the PSSA between grades four through eight to affect a nine percent increase in grade eight performance.

<b>Outcome Category</b>
Mathematics

<b>Measurable Goal Statement (Smart Goal)</b>		
To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA in grades three through eight by 15%.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Math PSSA Constructive Response 3 through 8		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA in grades three through eight by 5%	To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA in grades three through eight by 10%	To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA in grades three through eight by 15%.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
Teachers will be provided with additional time and professional development in the area of analyzing student performance data to create targeted classroom lessons to close achievement gaps.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Data Analysis and Lesson Design		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Teachers will be provided with eight additional hours to examine student performance data and additional professional development to interpret data.	Teachers will be provided with eight additional hours to examine student performance data and additional professional development to interpret data.	Teachers will be provided with additional time and professional development in the area of analyzing student performance data to create targeted classroom lessons to close achievement gaps.

Priority: The Carlynton School District will increase student proficiency in Mathematics, ELA, and Science with a focus on students in grades seven through ten to prepare students for success in subsequent coursework.

<b>Outcome Category</b>		
English Language Arts		
<b>Measurable Goal Statement (Smart Goal)</b>		
To decrease the number of students recording a 0 or 1 on the constructive response questions on the ELA portion of the PSSA and Keystone Exam at the junior/senior high school by 15%.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
ELA PSSA & Keystone Exam		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA and Keystone Exam by 5%	To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA and Keystone Exam by 10%	To decrease the number of students recording a 0 or 1 on the constructive response questions on the ELA portion of the PSSA and Keystone Exam at the junior/senior high school by 15%.

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
To decrease the number of students recording a 0 or 1 on the constructive response questions on the Math portion of the PSSA and Algebra Keystone Exam at the junior/senior high 15%.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Math PSSA & Algebra Keystone		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA and Keystone Exam by 5%	To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA and Keystone Exam by 10%	To decrease the number of students recording a 0 or 1 on the constructive response questions on the Math portion of the PSSA and Algebra Keystone Exam at the junior/senior high 15%.

<b>Outcome Category</b>		
STEM		
<b>Measurable Goal Statement (Smart Goal)</b>		
To decrease the number of students recording a 0 or 1 on the constructive response questions on the Science portion of the PSSA and Biology Keystone Exam at the junior/senior high 15%.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Science PSSA and Biology Keystone		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA and Keystone Exam by 5%	To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA and Keystone Exam by 10%	To decrease the number of students recording a 0 or 1 on the constructive response questions on the Science portion of the PSSA and Biology Keystone Exam at the junior/senior high 15%.

## Action Plan

### Measurable Goals

ELA PSSA Performance 3 through 8	ELA PSSA Constructive Response 3 through 8
ELA Data Analysis and Lesson Design	ELA PSSA Performance JSHS
ELA PSSA Constructive Response JSHS	Math Data Analysis and Lesson Design
Math PSSA Performance 3 through 8	Math PSSA Constructive Response 3 through 8
Data Analysis and Lesson Design	ELA PSSA & Keystone Exam

Math PSSA & Algebra Keystone	Science PSSA and Biology Keystone
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### Action Plan For: Targeted Instruction

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>To increase grade level cohort student performance on the ELA portion of the PSSA and Keystone Exam in grades seven, eight, and eleven to affect a nine percent increase in grade eight performance.</li> <li>To increase grade level cohort student performance on the ELA portion of the PSSA between grades four through eight to affect a nine percent increase in grade eight performance.</li> <li>To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA in grades three through eight by 15%.</li> <li>Teachers will be provided with additional time and professional development in the area of analyzing student performance data to create targeted classroom lessons to close achievement gaps.</li> <li>To increase grade level cohort student performance on the Math portion of the PSSA between grades four through eight to affect a nine percent increase in grade eight performance.</li> <li>To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA in grades three through eight by 15%.</li> <li>Teachers will be provided with additional time and professional development in the area of analyzing student performance data to create targeted classroom lessons to close achievement gaps.</li> <li>To decrease the number of students recording a 0 or 1 on the constructive response questions on the PSSA in grades three through eight by 15%.</li> <li>Teachers will be provided with additional time and professional development in the area of analyzing student performance data to create targeted classroom lessons to close achievement gaps.</li> <li>To decrease the number of students recording a 0 or 1 on the constructive response questions on the ELA portion of the PSSA and Keystone Exam at the junior/senior high school by 15%.</li> <li>To decrease the number of students recording a 0 or 1 on the constructive response questions on the Math portion of the PSSA and Algebra Keystone Exam at the junior/senior high 15%.</li> <li>To decrease the number of students recording a 0 or 1 on the constructive response questions on the Science portion of the PSSA and Biology Keystone Exam at the junior/senior high 15%.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Provide professional development to enhance teacher and administrator understanding of how to extract and interpret performance data housed in the data warehouse (EdInsight).		2024-08-15	2025-03-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent, Building Principals, & AIU.	Performance data uploads into EdInsight	Yes	No
Action Step		Anticipated Start/Completion Date	
Classroom teachers will examine student performance on open ended constructive response questions to identify common areas of difficulty.		2024-08-15	2027-03-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Building Principals and Curriculum Coordinator.	Performance data uploads into EdInsight	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teachers will collaborate in subject-specific teams to share best practices and innovative strategies and integrate these insights into the design of targeted classroom lessons and assessments.		2024-08-26	2027-03-20
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Building Principals, Curriculum Coordinator, & Department Chairs.	Time will be provided during planned professional development days and department meetings.	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teachers will incorporate varied instructional strategies, such as model responses, peer review sessions, and critical thinking exercises, to support diverse learning styles.		2024-08-26	2027-03-20
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Building Principals, Curriculum Coordinator, & Department Chairs.	Lesson Planning Materials.	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Implement personalized learning activities using the Edmentum Exact Path or IXL online program.		2024-08-26	2027-03-20
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Teachers and Building Principals	NWEA MAP Assessment Data, Edmentum Exact Path, and IXL program, Technology, and Time	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Utilize NWEA MAP, Edmentum Exact Path, and/or IXL program to implement an enrichment and intervention program in grades K through 6.		2024-08-26	2027-03-20
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Teachers and Building Principals	NWEA MAP Assessment Data, Edmentum Exact Path, and IXL program, Technology, and Time	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Incorporate at least four two hour sessions in school calendar to provide teachers and administrators with additional time to examine student performance data, collaborate with colleagues, and design classroom lessons/assessments.		2024-08-15	2027-01-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Superintendent	Collaboration with committee and board agenda.	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	



Implement a comprehensive approach to target elementary students mastery of basic math facts.		2024-08-15	2027-03-20
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Principals, Department Chairs, & Curriculum Coordinator.	Engaging classroom activities and assessments to measure student performance.	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Teachers and Administrators will have a firm understanding of performance data housed in EdInsight and will be able to use these data to design classroom instructional activities/assessments. Students will be able to successfully apply their acquired skills towards open ended and constructive response based questions.	Superintendent will collect Professional Development feedback surveys after completion of each training session. Regular formative assessments and adjustments will be made based on student performance data. Building Principals will review weekly lesson plans and assessment results in PowerSchool.

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Targeted Instruction	Provide professional development to enhance teacher and administrator understanding of how to extract and interpret performance data housed in the data warehouse (EdInsight).
Targeted Instruction	Classroom teachers will examine student performance on open ended constructive response questions to identify common areas of difficulty.

### Data Informed Decisions

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Provide professional development to enhance teacher and administrator understanding of how to extract and interpret performance data housed in the data warehouse (EdInsight).</li> </ul>
<b>Audience</b>
Classroom Teachers and Administrators
<b>Topics to be Included</b>
Introduction to EdInsight: Navigating the Platform to include the following: Overview of EdInsight features. Data Extraction Techniques, Interpreting Data for Action, and Data-Informed Decision Making,
<b>Evidence of Learning</b>

Teachers will Participants complete design targeted instructional and assessments using EdInsight to analyze a set of data related to their students and embed them into lesson plans.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Curriculum Coordinator and Building Principals	2024-08-15	2027-06-01

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	Professional development will provided during established days on the district calendar and using two hour sessions designed specially for data review.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3d: Using Assessment in Instruction</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1e: Designing Coherent Instruction</li> <li>1b: Demonstrating Knowledge of Students</li> <li>4e: Growing and Developing Professionally</li> <li>1c: Setting Instructional Outcomes</li> <li>1f: Designing Student Assessments</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Designing Constructive Response Questions

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Classroom teachers will examine student performance on open ended constructive response questions to identify common areas of difficulty.</li> </ul>		
<b>Audience</b>		
Classroom Teachers and Administrators		
<b>Topics to be Included</b>		
Principles of designing open-ended constructive response questions that stimulate critical thinking and comprehensive responses and differentiating between higher-order and lower-order questioning techniques. Overview of Language Support Services and Technological Tools for Language Interpretation and Translation.		
<b>Evidence of Learning</b>		
Collections and sharing with colleagues of developed open-ended questions demonstrating an understanding of how to craft effective questions. Accompanying rubrics or scoring guides that outline criteria for assessing student responses, indicating teachers' ability to set clear expectations for open-ended questions. Teachers are able to successfully arrange for interpretation services and are able to demonstrate proficiency using technology to support communication with ELLs and families.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Curriculum Coordinator and Building Principals	2024-08-15	2027-06-01

## Learning Format

Type of Activities	Frequency
Workshop(s)	Professional development will provided during established days on the district calendar.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3d: Using Assessment in Instruction</li> <li>1c: Setting Instructional Outcomes</li> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> <li>4e: Growing and Developing Professionally</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Communications

### Communications Action Steps

Evidence-based Strategy	Action Steps
Targeted Instruction	Incorporate at least four two hour sessions in school calendar to provide teachers and administrators with additional time to examine student performance data, collaborate with colleagues, and design classroom lessons/assessments.

### Data Day Communications

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Incorporate at least four two hour sessions in school calendar to provide teachers and administrators with additional time to examine student performance data, collaborate with colleagues, and design classroom lessons/assessments.</li> </ul>		
<b>Audience</b>		
Students and Parents		
<b>Topics to be Included</b>		
Information related to district procedures and policy related to reporting student absence from school. Directions to participate and complete the Annual Climate Survey. Information related to the Back to School Celebration Information related to student driven communications to foster student engagement. Information to families of English Language Learners to access interpretations services and related technology.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Superintendent	2024-08-02	2027-06-01

### Communication

Type of Communication	Frequency
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Email	At minimum at the beginning of the school year and beginning of second semester each year. More frequently for student driven engagement and interpretation services and related technology. Information related to the Back to School Celebration and Climate Survey will be targeted during the scheduled time.
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