

Carlynton SD

**District Level Plan**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

435 Kings Hwy  
Carnegie, PA 15106  
(412)429-2500  
Superintendent: Gary Peiffer  
Director of Special Education: Rachel Andler

## Planning Process

The District is recruiting parents, teachers, community members, and administrators to serve on the comprehensive planning team. Copies of the current strategic plan will be distributed to members of the committee for review. Committee members will also be provided with data on student performance as indicated on PSSA, Attendance rates, Keystone Exam, Graduation rate, discipline reports, drop out rates, and student course selection. These will be aggregate reports in order to protect student identification. Set meeting times over the school year to review current comprehensive plan and to revise the report based on current data. The team will utilize student performance data, as well as the school climate indicators noted above to identify both short term and long term goals, as well as a monitoring system to evaluate the implementation and attainment of those goals.

## Mission Statement

The Carlynton School District recognizing the shared responsibility of the educators, students, and families of this culturally diverse community will provide a challenging educational program for all students within a safe, nurturing environment which will enable them to function as productive, ethical, and responsible global citizens.

The Carlynton School District is a community in partnership to inspire today's learners for tomorrow's challenges. Our mission is to provide all students with a rigorous, challenging education that prepares them for their chosen field of study or career and is undertaken with parents as partners.

## Vision Statement

**Working collaboratively, as a responsive and innovative staff partnered with the community, Carlynton inspires a passion for learning, a commitment to excellence,**

and a respect for the diversity of individuals as we prepare our students for the ever increasing demands of a changing global society.

- Our schools are student-centered, safe, healthy, respectful, and intellectually stimulating environments where students can focus on the future.
- The successes and challenges of our students are used as a catalyst for future growth, change, and improvement of curriculum, instruction and assessment to ensure alignment with academic standards and the use of best instructional and assessment practices.
- The district utilizes state-of-the-art technology to make learning opportunities available and accessible to all members of the learning community.
- Personnel demonstrate a passion for teaching and learning, a commitment to personal growth and a respect for individuals.
- The district provides facilities and resources that support educational programming, Pre-K through adult so that parents, schools, and the community work together to provide well-rounded educational opportunities.

## Shared Values

The Carlynton School District believes the following regarding:

### Students and Learning

- All students can be successful learners, given appropriate and supportive environments.
- Learners need to feel safe, secure, and included.
- All students are unique individuals with varied interests and talents requiring differentiated approaches to teaching and learning.
- Student growth and achievement take place not only in the academic arena but also in social, physical, and emotional contexts.

### Teachers and Teaching

- Classroom instruction must be engaging, challenging, purposeful, and relevant.
- Effective educators employ best practices and nurture a culture conducive to student learning and continuous professional growth.
- Student assessment data drives instructional decisions.
- The educational program must strive to meet the needs of all learners

### Learning Communities

- Every individual has worth and deserves to be treated with dignity and respect.
- A positive learning environment is necessary for learning to occur.
- Education is enhanced when there is collaboration, open communication, and shared responsibility among stakeholders; students, parents, faculty, staff, administrators, school board, and community members.
- Teachers must model learning themselves to their students
- Parents are a valuable partner in the education of the student

### Educational Community

The Carlynton School District is comprised of the communities of Carnegie, Rosslyn Farms, and Crafton. All three communities are in the western suburbs of Pittsburgh, 6 miles from the city. They are older, tier 1 communities. Carnegie is primarily a blue collar, working class community with a combination of manufacturing and service industries. Crafton and Rosslyn Farms are more upscale, with more professional families. Crafton has some light industry and service industries. Rosslyn Farms is upper middle class made up of primarily residential neighborhoods. Officials from the communities come to school events on a regular basis to show their support. Carnegie offers support through programs at the Carnegie Library and the school runs tutoring intervention programs at the Carnegie Towers residences. Both Crafton and Carnegie elementary schools have very active PTA programs. Dart and Head Start programs funnel children into both elementary schools.

The district has seen an increase in the number of students eligible for free or reduced lunches over the past three years. The number of transient families has grown, as has the number of homeless students and students with English as a Second Language.

### Planning Committee

Name	Role
Edward Mantich	Administrator : Professional Education
Dr. Gary Peiffer	Administrator : Professional Education
Joe Appel	Business Representative : Professional Education
Antrice Hart	Business Representative : Professional Education
Jack Kobistek	Community Representative : Professional Education
Jim Schriver	Community Representative : Professional Education

Stefanie Barnes	Ed Specialist - School Counselor : Professional Education
Dr. Patricia Serdy	Ed Specialist - School Psychologist : Professional Education
Adrienne Monaghan	Elementary School Teacher - Regular Education : Professional Education
Russell Pederson	Elementary School Teacher - Regular Education : Professional Education
Shannon Vitali	Elementary School Teacher - Special Education : Special Education
Lisa Rowley	High School Teacher - Regular Education : Professional Education Special Education
Wendy Steiner	High School Teacher - Regular Education : Professional Education
Anne Marie Bunch	High School Teacher - Special Education : Special Education
Christopher Colonna	Middle School Teacher - Regular Education : Professional Education
Tonilyn Longo	Middle School Teacher - Regular Education : Professional Education
Carrie Badger	Parent : Professional Education
Dr. Marissa Mendoza	Parent : Professional Education Special Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Accomplished	Developing
Civics and Government	Accomplished	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Non Existent	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Keyboarding classes are being implemented as a push in program at the elementary schools. Family and Consumer Sciences are not taught at the elementary level. At the elementary level we offer the PATHS programs and have multiple character education programs. We also have school wide behavior support programs in place but not a school climate e curriculum.

### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Non Existent	Non Existent
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Family and Consumer Sciences are not taught at the elementary level. At the elementary level we offer the PATHS programs and have multiple character education programs. We also have school wide behavior support programs in place are developing school climate through the guidance curriculum. At the intermediate elementary level we are developing a career readiness and interest program for grades five and six.

### Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished

Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

*This narrative is empty.*

### High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

*This narrative is empty.*



## *Adaptations*

### **Elementary Education-Primary Level**

#### *Checked answers*

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology
- Health, Safety and Physical Education

#### *Unchecked answers*

*None.*

### **Elementary Education-Intermediate Level**

#### *Checked answers*

- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

#### *Unchecked answers*

*None.*

### **Middle Level**

#### *Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

#### *Unchecked answers*

*None.*

## High School Level

### *Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

### *Unchecked answers*

*None.*

Explanation for any standards checked:

We are continue to align and revise our curriculum in ELA and math to meet the rigor of the common core and address the needs of the students. Student progress and lesson plan alignment to the Core is reviewed monthly by the department for possible revision based on data surrounding student mastery coming from local and standardized tests. The art curriculum was revised with cooperation from the Arts Education Collaborative. Social Studies curriculum was partially aligned at the upper secondary grades in 2015-2016. Additional STEM courses were added in 2015-2016 and 2016-2017 at the secondary level with an Introduction to Engineering course at the high school and a keyboarding course being implemented at the elementary level. Health and PE was revised in 2014-2015. Science and social studies will be revised in the 2017-2018 school years, with an eye on alignment to standards and graduation requirements. Project Based Assessment training and implementation will take place along the schedule devised by PDE.

## Curriculum

### *Planned Instruction*

#### Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards	Accomplished

are identified.	
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Monthly department and grade level meetings are held to review assessment data and chart student performance. Alignment with the standards on lesson plans and local assessments are reviewed in team meetings. Common definition of work deemed as Advanced, Proficient, Basic, and Below Basic are confirmed by faculty and administration. Student diagnostic assessment takes place to determine individual ability and progress, and to develop interventions designed to move student forward.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Monthly department and grade level meetings are held to review assessment data and chart student performance. Alignment with the standards on lesson plans and local assessments are reviewed in team meetings. Common definition of work deemed as Advanced, Proficient, Basic, and Below Basic are confirmed by faculty and administration. Departments dive into data from CDTs and Benchmark assessment to monitor student progress in ongoing monthly and department meetings. Lesson plans and local assessments are compared against PA Core to determine fidelity and alignment of standards. Student performance and growth is measured for overall group and student subgroups to determine individual progress and monitor effectiveness of mastering content.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Monthly department and grade level meetings are held to review assessment data and chart student performance. Alignment with the standards on lesson plans and local assessments are reviewed in team meetings. Common definition of work deemed as Advanced, Proficient, Basic, and Below Basic are confirmed by faculty and administration. Departments dive into data from CDTs and Benchmark assessment to monitor student progress in ongoing monthly and department meetings. Lesson plans and local assessments are compared against PA Core to determine fidelity and alignment of standards. Student performance and growth is measured for overall group and student subgroups to determine individual progress and monitor effectiveness of mastering content.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Departments dive into data from CDTs and Benchmark assessment to monitor student progress in ongoing monthly and department meetings. Lesson plans and local assessments are compared against PA Core to determine fidelity and alignment of standards. Student

performance and growth is measured for overall group and student subgroups to determine individual progress and monitor effectiveness of mastering content.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### ***Modification and Accommodations***

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Modification and accommodations are identified by the students IEP and 504 plans. They are made to assure students have the ability to access and demonstrate the competencies necessary to show mastery of a skill. Accommodations and modifications are made in the Least Restrictive Environment for each student to assure they have access to the aligned curriculum.

## **Instruction**

### ***Instructional Strategies***

#### *Checked Answers*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

#### *Unchecked Answers*

- Peer evaluation/coaching
- Instructional Coaching

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators
- Department Supervisors

##### *Unchecked Answers*

- Building Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

Administrators conduct formal and informal visits to classrooms as well unannounced walkthroughs. Feedback is provided to teachers both through verbal and written form. Lesson plans are submitted weekly and reviewed by administration to assure plans are aligned with both the curriculum and standards.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

The district does not employ instructional coaches and is limited by the collective bargaining unit to provide peer evaluation/coaching.

### *Responsiveness to Student Needs*

#### **Elementary Education-Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

We employ flexible grouping strategies based upon data driven instruction changes. Students are grouped by their reading level for grade level books in an accelerated reader program and library. Students are also grouped through the use of MTSS. Individual classes employ peer to peer tutoring and group work so students of multiple skill levels can work together. Students are provided individualized instruction through differentiated assessments, learning centers, and pull out for Title I services.

#### **Elementary Education-Intermediate Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

We employ flexible grouping strategies based upon data driven instruction changes.

Students are grouped by their reading level for grade level books in an accelerated reader program and library. Students are also grouped through the use of RtII. Individual classes employ peer to peer tutoring and group work, so students of multiple skill levels can work together. The MTSS is employed and resources and time allocated for centers and group work for students. Accelerated reading programs are utilized. Students are also pulled out by academic need for Title I Math and Reading.

### **Middle Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

The district does not incorporate block , cycle weeks, or flex scheduling for middle school at this point. Students do receive intervention in co-taught classes and pull out programs. Through the use of student data, the teachers meet in departments and develop individualized plans that focus on individual student needs. Students may be pulled from other classes to work with teachers in a study session during the week.

### **High School Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

The district does not incorporate block , cycle weeks, or flex scheduling for middle school at this point. Through the use of student data, the teachers meet in departments and develop individualized plans that focus on individual student needs. Students may be pulled from other classes to work with teachers in a study session during the week.

### ***Recruitment***

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

*This narrative is empty.*

### **Assessments**

#### ***Local Graduation Requirements***

<b>Course Completion</b>	<b>SY 18/19</b>	<b>SY 19/20</b>	<b>SY 20/21</b>
Total Courses	6.00	6.00	6.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	9.50	9.50	9.50
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

#### ***Graduation Requirement Specifics***

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated



Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
  - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
  - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
  - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
  - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

*Unchecked answers*

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

### *Local Assessments*

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities	X	X				
Career Education and Work		X			X	
Civics and Government		X	X			
PA Core Standards: English Language Arts		X	X	X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X	X	X		
PA Core Standards: Mathematics		X	X	X		X
Economics		X				
Environment and Ecology		X				X
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X	X			
Science and Technology and Engineering Education		X	X			X
World Language		X				

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
PSSA		X	X	
Terra Nova	X			
Keystone			X	X

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Local Assessment	X	X	X	X
DIBELS	X	X		
Study Island		X		

**Formative Assessments**

Formative Assessments	EEP	EEI	ML	HS
Teacher Created Assessments	X	X	X	X

**Diagnostic Assessments**

Diagnostic Assessments	EEP	EEI	ML	HS
DIBELS	X	X		
Local diagnostic tests		X	X	X

***Validation of Implemented Assessments***

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review			X	X
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

*This narrative is empty.*

***Development and Validation of Local Assessments***

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

*This narrative is empty.*

***Collection and Dissemination***

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

*This narrative is empty.*

***Data Informed Instruction***

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Data from various assessments is analyzed during regular data team meetings to identify interventions and remediation for each student.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Based upon multiple assessments data is analyzed to determine students areas of strengths and weaknesses, therefore students are provided both enrichment and remediation in areas of need. Teachers meet in teams to analyze lesson plans and assessments. Common assessments are developed at the elementary level. Assessments and lessons are checked for alignment to PA Core. Instructional strategies and assessment styles are utilized in part based on student need and also the rigor of the strategy or test to effectively impart content and measure mastery thereof.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

*This narrative is empty.*

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X

Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

In an effort to inform all stake holders about student achievement , the district employs various methods to reach the largest population.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

The district does not use course planning guides, school calendars and student handbook as a method of distributing summative assessment results.

## Safe and Supportive Schools

### *Assisting Struggling Schools*

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Using PSSA, PVAAS, Attendance, Graduation, the district will utilize this student performance data, along with class grades to determine which students need additional intervention and support as provided to them through RtII, Keystone Remediation, and Title I programs. Student progress toward proficiency targets will be tracked through the use of diagnostic and benchmark tests at all buildings. Teacher grade level teams will meet on a regular basis to review student progress and to implement instructional strategies designed to help students establish and make progress toward goals. Professional development for teachers is geared toward effective instruction, use of student data to inform instruction, and testing.

To help improve school climate and improve a student's sense of safety and security so the student can focus on academics, the Olweus Bully Prevention program is implemented in all three schools with scheduled events and activities. These activities compliment school wide positive behavior support programs in these schools.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X		
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs		X		
Safety and Violence Prevention Curricula	X	X	X	
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

At this time the board is reluctant to employ school resource officers. School-wide PBIS programs are not currently in place in the Junior-Senior High School, however, the updated Discipline Policy that went into effect during the 13-14 school year does incorporated a tiered approach to dealing with student problem behaviors. At the Junior-Senior High, we are working to incorporate a peer helping program at the where upperclassmen work with the upcoming seventh graders.

### *Screening, Evaluating and Programming for Gifted Students*

**Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)**

The district conducts multiple awareness activities to notify the appropriate parties of gifted services. The school district publishes annually in the summer school magazine the district's Annual Public Notice that notifies the public of the district's special education and gifted programs as well as the appropriate personnel to contact for such services. Additionally, building principals discuss the available services to parents at their building parent meetings. Faculty receives annual professional development related to the identification and instruction of gifted students.

**Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).**

Student work and performance is collected to record how the student performs in various subjects. Teachers provide input on student participation including response to questions, fluency and comprehension of reading material, math skills, initiative, interest in a topic, and aptitude. Teachers meet in team meetings to discuss student data and progress. From this data, teachers may identify a student who may be a candidate for the Gifted program and may recommend testing, consulting with and involving the parent in the process. Student performance in a particular task may be gauged to determine which forms of specially designed instruction may be implemented. PVAAS projection data will be included as an additional indicator. Upon identification, the school psychologist will employ a screener to the student and issue teacher input forms to determine if the need for additional testing is met.

**Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).**

Teachers may recommend a student to be evaluated by the school psychologist for the gifted program. Parents may also request testing for their children, based on their knowledge of their child's interests and activities, as well as academic data they may have accumulated. To help improve the accuracy and frequency of identification of students, Pupil Services created a committee to establish criteria to be met for students in order to warrant evaluation for gifted services. The committee consists of the Director of Pupil Services, the school psychologist, the gifted support teacher, regular education teacher, parents, and administrations.

If a teacher feels that a child is gifted, a screening process takes place. The process uses objective student academic performance data which may include class work, observed student participation with learning activities in class, test assignments, and content knowledge.

When a student meets the criteria for gifted as established by a gifted steering committee, the parent is contacted and permission to evaluate is issued.

Teachers may recommend a student to be evaluated by the school psychologist for the gifted program. Parents may also request testing for their children, based on their knowledge of their child's interests and activities, as well as academic data they may have accumulated. To help improve the accuracy and frequency of identification of students, Pupil Services created a committee to establish criteria to be met for students in order to warrant evaluation for gifted services. The committee consists of the Director of Pupil Services, the school psychologist, the gifted support teacher, regular education teacher, parents, and administrations.

If a teacher feels that a child is gifted, a screening process takes place. The process uses objective student academic performance data which may include class work, observed student participation with learning activities in class, test assignments, and content knowledge.

When a student meets the criteria for gifted as established by a gifted steering committee, the parent is contacted and permission to evaluate is issued.

The criteria established consists of six indicators. The including the following:

Criterion 1: Full scale IQ. The student's full scale IQ must be in the 125-130 or above range to garner 1-4 points.

Criterion 2: Academic Achievement Tests. A student must earn a score of 125 or higher on one or more of the following subtests: reading comprehension, math problem solving, or

essay composition to earn 1-4 points.

Criterion 3: Group Administered Achievement Tests: A student must earn a score of 90-99th percentile in reading and math to earn 1-4 points.

Criterion 4: GPA. A student's grade point average must be at least 3.3 to earn 1-4 points on a 4.0 scale.

Criterion 5: GES Teacher Ratings. A student must earn a minimum of 13 points on the teacher ratings in order to earn 1-4 points on the Gifted Matrix.

Criterion 6: Teacher input. To earn an additional point on the Gifted Matrix, a teacher must indicate that current modifications are insufficient to enhance the student's learning.

In order to qualify for Gifted Education services, a student's matrix must score at least 20 out of 27 points.

**Describe the gifted programs\* being offered that provide opportunities for acceleration, enrichment or both. \*The word "programs" refers to the continuum of services, not one particular option.**

Through the GIEP, students are afforded several opportunities to participate in enrichment activities aligned with the particular content area they are deemed gifted in. The student's strength will drive the GIEP goals for enrichment that begins at the classroom instructional level as part of the continuum of services and moves through to acceleration as warranted. The gifted GIEP also determines which types of acceleration may be implemented for a given area. This may take the form of different types and levels of reading, participation in AP courses, differentiated instruction in core academic or arts courses. Students may utilize a variety of means to demonstrate their proficiency from the completion of an art project, extra-curricular work in real word situations, such as writing an article for publication, creating a STEAM project, or increased rigor in the level of work in a content area.

### *Developmental Services*

Developmental Services	EEP	EEI	ML	HS
Academic Counseling		X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness		X	X	X
Career Development/Planning		X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X		X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X



Kindergarten Entrance Screening	X			
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Explanation of developmental services:

The district provides student support services to serve the whole student. These students include academic interventions/remediation, career and guidance counseling, and testing/screening to help identify student needs and monitor student progress. Academic coaching and tutoring takes place at all grade levels, and is evident during the day in remediation courses and after school tutoring programs.

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework				
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

At the elementary buildings, students are screened upon entrance into kindergarten across developmental domains. In addition, universal screenings in reading and math and speech are implemented across grade levels. Data is analyzed to place student into intervention groups through RtII and Title programs. Student progress is monitored through team meetings and elementary student assistance. Students not making expected progress after intensive interventions are referred for evaluation for special education. At the secondary level, students are referred for special needs evaluation after intervention based on student academic performance in class, behavior, and parental input. Remediation classes particularly for test preparation in the Keystone Exams and PSSA are provided for students. Additional student academic data for all students that is analyzed includes Study Island, Lexia, Dibels, Terra Nova, 4 Sight, CDT, and PSSA.

Special education evaluations are completed with parental permission and input. They are tailored to the specific concerns regarding student outcomes. All evaluations consider the range of IDEA eligibility and assess for the presence of a disability and need for special education services. Evaluations are comprehensive and include input from the parent, teaching staff, records review, and individual and group assessments.

At all schools, there are student assistance programs. The SAP teams meet on a regular basis to review referred students for student academic, emotional, behavioral, attendance, family, and drug and alcohol concerns. Appropriate referrals are made to community resources to help students when interventions in schools have not been sufficient.

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

#### Explanation of consultation and coordination services:

The Carlynton School District utilizes community liaisons through the student assistance program through Wesley Spectrum and the Bureau of Child and Adolescent MH Services. In addition, the District has a partnership with Wesley Spectrum Services to provide brief treatment counseling to referred students. Through the 21st Century Learners grant, the district has partnered with different community organizations ranging from jr. achievement, the Grable Foundation, and different recreational activities. The district has a strong partnership with the local rotary and has also partnered with local municipalities on issues affecting both towns and the the district. The district works closely with local law enforcement to provide programs such as D.A.R.E to the students and fire safety awareness. For IEP and 504 Plans, a minimum of an annual review is held. These are overseen by the building administrator and the Director of Pupil Services/Special Education. Students identified with 504 plans either went through the IEP process or provided a medical evaluation. Teacher teams are provided with copies of IEP and 504 accommodations at start of school year and must keep copies of these in folders for substitutes, so that there is no break of service for the student. Parents are invited to participate in all 504 and IEP meetings to provide input and to discuss their child with administration and faculty. Student attendance is monitored through a home and school visitor and registrar. The district has worked with the AIU on drop out and truancy prevention. Attendance incentives are offered for students. Student attendance is also monitored through SAP. Truant students and parents may be cited and brought before the local magistrate.

Pupil personnel meetings are held on a monthly basis to review and monitor services and programs offered to students and parents, and to discuss student needs and issues.

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar				
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors				
Newsletters	X	X	X	X
School Calendar				
Student Handbook	X	X	X	X

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- More than once a month

#### **Elementary Education - Intermediate Level**

- More than once a month

#### **Middle Level**

- Quarterly

## High School Level

- Quarterly

### *Collaboration for Interventions*

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Collaboration between services are noted in the child's IEP and GIEP under Support for School Personnel. Collaboration also occurs formally at monthly team meetings, ESAP and SAP meetings.

### *Community Coordination*

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Tutoring and study zones are provided to students after school. After school transportation is provided to child care sites within the district. A tutoring room is set up at the high school for student athletes to meet and complete their homework and study before they go to practice. The district works with Carnegie Borough to provide a study program at a housing highrise and the program is called the Towers Powers Hours. The district provided computers there for students and pays for three teachers to assist Monday-Thursday with tutoring.

### *Preschool Agency Coordination*

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The school psychologist attends all transition IEP meetings for students receiving early intervention services. In February, transition meetings are held for students and parents with early intervention IEPs to discuss the transition to kindergarten. All students with early intervention IEPs are evaluated by the LEA with parent permission prior to beginning kindergarten to determine need and eligibility for school age programming. In the spring, the District meets with Head Start programs/teachers to review transitioning students. Head Start students are provided with an elementary building tour and spend part of a day with the current kindergarteners. Local preschools are provided with fliers regarding kindergarten registration dates. Kindergarten registration and screening are held in the spring. At that time, parents are provided with input regarding their child's screening results as well as resources to foster continued development prior to their coming to kindergarten. Kindergarten orientation is held in August in both elementary buildings. At this time, students and parents meet the teachers, tour their classrooms, and have the opportunity to ride the bus.

## Materials and Resources

### *Description of Materials and Resources*

#### **Elementary Education-Primary Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The curriculum is being aligned to the PA Core. This is being implemented at the elementary level. Instructional materials being purchased are done with input from the teachers and building administrators. Using Dibels, Terra Nova, and PSSA data, student remediation on academic performance standards indicated is provided through RtII programs and Title I. Student progress is monitored by the faculty grade level teams, building principal, and through the use of PVAAS data.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The curriculum is being aligned to the PA Core. This is being implemented at the elementary level. Instructional materials being purchased are done with input from the teachers and building administrators. Using Study Island, Dibels, Terra Nova, and PSSA data, student remediation on academic performance standards indicated is provided through RtII programs and Title I. Student progress is monitored by the faculty grade level teams, building principal, and through the use of PVAAS

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The curriculum is aligned to the PA Core. Student progress is monitored through the use of PSSA tests and for some students Keystone Exam in Algebra. Grade level teams meet to review student progress, using a wide variety of data points such as test scores, student class work, and student articulation in class. Struggling students may receive support through tutoring programs and additional remediation provided by classroom teachers. Newer materials, both online and in hard copy are aligned to the PA Core. Student progress toward mastering academic performance standards is monitored through repeated administration of benchmark and summative exams during the course of the school year and time is given to teachers to meet as teams to review data and adjust their instruction to meet the needs of the students.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The curriculum is aligned to the PA Core. Student progress is monitored through the use of Keystone Exams in Algebra, Literature, and Biology. Student growth is also measured in non-Keystone subject areas through test results and course grades. For students taking the AP exam or dual enrollment classes, this is particularly true as their progress is monitored closely by the college board and cooperating universities. Grade level teams meet to review student progress, using a wide variety of data points such as test scores, student class work, and student participation in class. Struggling students may receive support through tutoring programs and additional remediation provided by classroom teachers. Newer materials, both online and in hard copy are aligned to the PA Core. Student progress toward mastering academic performance standards is monitored through repeated administration of benchmark and summative exams during the course of the school year and time is given to teachers to meet as teams to review data and adjust their instruction to meet the needs of the students.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

### SAS Incorporation

#### Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in

	50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Not answered
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms



Further explanation for columns selected "

The elementary program does not include instruction in family and consumer science so this does not apply. The arts and humanities are in process, as the district is working with the Arts Education Collaborative.

#### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of

	district classrooms
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The elementary program does not include instruction in family and consumer science so this does not apply. The arts and humanities are in process, as the district is working with the Arts Education Collaborative.

### **Middle Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms

Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Full Implementation

Further explanation for columns selected "

Economics is covered at the high school.

### High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Full Implementation

Further explanation for columns selected "

*This narrative is empty.*

## Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

No, we have another early warning system that we are currently utilizing.

## Professional Education

### Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X

Instructs the leader in managing resources for effective results.	X	X	X	X
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Provide brief explanation of your process for ensuring these selected characteristics.

The district has a committee to plan professional development. Teachers are surveyed and able to provide feedback on professional development needs throughout the year. Ongoing coaching and support are provided to teachers and other staff. Administrators and other educators are encouraged to attend professional development and conferences outside the district, as well as pursuing formal coursework in higher education.

The district plans professional development for the year that address effective instruction, student needs, and the implementation of state initiatives and mandates. Using data to inform instruction and to assessments to monitor student progress and mastery of PA Core anchors and standards, teachers have opportunities to meet in grade level teams with their principal to review the effect of their own instruction. Webb's Depth of Knowledge is emphasized, as is the level of rigor in the class and differentiation to meet student needs. The district is in the process of creating professional learning communities and providing a better ways to intergrate technology into instruction and assessment

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

The district will be working with the Board and faculty to revise the gifted program, focusing on how acceleration is determined for gifted students and how that can be preplanned into a GIEP. Local level training will take place on acceleration first among the Gifted teachers and admin team, and then with the entire faculty. Identification of gifted students, precision in GIEPS and specific learning goals of a GIEP will be reviewed by the Gifted teachers and admin team to determine whether our identification system is effective, whether the GIEPS truly push gifted students beyond their abilities to succeed academically, and whether the rigor in gifted work is truly stringent and challenging enough for the individual student. The makeup of students in GATE programs will be examined to determine if there is an unconscious bias for Caucasian students and against African-American and minority students. A team of administrators and the GATE coordinator will visit other schools to discuss successful components of their gifted programs. In a train the trainer format, this team will provide professional development training on Gifted Programs, including the need for acceleration as well as enrichment, to the whole faculty.

### ***Educator Discipline Act 126, 71***

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/24/2015 Act 126 training
1/18/2016 Act 126 training

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
9/23/2016
10/14/2016

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA has conducted the training on:
9/23/2016
10/14/2016

### *Strategies Ensuring Fidelity*

#### *Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

#### *Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

Staff needs assessment are completed, student data is reviewed, initiatives from the state are reviewed, professional development activities are designed for teachers, administration and all support staff. Observations and walk-throughs are completed to assure consistencies and need for continued professional development.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

*This narrative is empty.*

### ***Induction Program***

#### *Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will work to utilize data to inform instruction. Inductees will work to improve communication and relations with parents. Inductees will work to address individual academic needs of all students

#### *Unchecked answers*

*None.*



Provide brief explanation of your process for ensuring these selected characteristics.

These items will be included in a formal induction program and will be reviewed by both inductee and mentor. Inductee will have ability to reflect on item and to self-assess progress toward goal. Student work will also service as evidence of progress toward goal.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

*This narrative is empty.*

### ***Needs of Inductees***

#### *Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

#### *Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

Induction is a year long program involving the development of a portfolio on these items. Evidence of inductee progress is noted through artifacts of instruction, such as lesson plans

and student work. A survey will be given to inductees in the first and second semester to help measure growth in ability and attitude with instruction.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

*This narrative is empty.*

### ***Mentor Characteristics***

#### *Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

#### *Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

Administrators will select mentors from applicants based on their experience and competence. Mentors will be aligned to inductees by content and grade level. Mentors must not only have a strong content knowledge but must also have demonstrated ability to work with others and to work toward district goals. A good mentor must demonstrate that the position and work do not end when the bell rings for the students to board the bus at the end of the day, but continues into the afternoon as contacts are made with parents and other interactions with students begin. Mentors must be able to should the extra time and professional commitment to developing future teacher leaders.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

*This narrative is empty.*

### ***Induction Program Timeline***

Topics	Aug-	Oct-	Dec-	Feb-	Apr-	Jun-
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	Sep	Nov	Jan	Mar	May	Jul
Code of Professional Practice and Conduct for Educators	X	X			X	
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X	X	X	X	X	
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X	X	X	X	
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

*This narrative is empty.*

### ***Monitoring and Evaluating the Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

In addition to measuring the progress of the mentee from items such as lesson plans, grade books, student grades, and student work, a survey will be used to monitor mentee growth. Feedback from the mentee will be essential for evaluated whether the program met the inductee's needs. Feedback from the mentor will also be helpful to determine the relevency of topics covered and the length of time needed to cover them.

### ***Recording Process***

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*

*None.*

## Special Education

### *Special Education Students*

Total students identified: **245**

### *Identification Method*

Identify the District's method for identifying students with specific learning disabilities.

The Carlynton School District currently utilizes a discrepancy model when determining the presence of a specific learning disability. This process consists of examining whether a child exhibits patterns of strengths and weaknesses relative to his or her intellectual ability, as defined by a severe discrepancy between ability and achievement, or relative to age and grade level. A linear regression approach, examining the standard error of estimates, is utilized in order to determine whether a statistically significant discrepancy exists between measured cognitive ability and performance and norm-referenced measures of academic achievement. The inclusionary and exclusionary criteria set forth by the Department of Education are utilized in determining the existence of a specific learning disability.

### *Enrollment*

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

There are no significant disproportionalities. District met indicator 9 and 10 targets.

### *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The district does not have any non-resident student facilities.

If non-resident facilities were opened, the district would seek guidance and assistance. The

district would contact PDE in order to be sure that obligations under Section 1306 were being followed. In any circumstance, the district would consider Least Restrictive Options before any others.

If the district were to have facilities for non-resident students, it would assume the responsibility for locating, evaluating and serving eligible children. Carlynton would assume the LEA duties for students in the facility.

### *Incarcerated Students Oversight*

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

In Allegheny County, incarcerated students are reported back to the home district through the Allegheny Intermediate Unit, who provides the educational component for these students. All IEPs and other pertinent records are forwarded to the AIU for the student's education. In the event that the LEA does not know where a student is located, the district waits for the receipt of a PDE 4605. Upon receipt, the Director of Pupil Services contacts the educating entity and provides appropriate information, such as IEP, ER, and NOREP.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

Inclusion in the general education curriculum is always the first consideration for any student requiring special education services in the Carlynton School District. Utilization of supplementary aids and services to meet student needs in general education environments is the first consideration before exploring more restrictive placements. Currently only 4.6%

of students receiving special education services within the district are receiving services in the general classroom for less than 40% of the school day. This is well below the state average for this level of service. Students in more restrictive placements, such as life skills support or autism support, are provided with varying amounts of access to educational opportunities within general education environments. The IEP team determines the amount of time each student spends within various environments based upon student needs.

The district employs special education paraprofessionals who provide behavioral, academic, and personal care support to students with disabilities. The IEP team makes the determination as to whether paraprofessional support is required, and to what extent, in order for a student to access the general education classroom and/or general education curriculum. In collaboration with IEP teams, building level administration develops schedules for general education classrooms to have access to paraprofessionals to provide academic and/or behavioral support for students with disabilities. At the elementary level there is one K-6 inclusion aide in each building to provide support to student in the general education setting.

All administrators and special education teachers within the district are provided with professional development activities in order to enhance the continuum of supports, services, and educational placement options available. All staff receives yearly training addressing updates in special education law, regulations, and practices. The special education teachers have received training in use of research-based curriculum, progress monitoring, and using technology within the classroom. Further, special education teachers and administrators were trained in the use of the supplementary aides and services toolkit and strategies for differentiated instruction. The general education teachers were given an overview of the supplementary aides and services toolkit at faculty meetings. The district provides multiple training opportunities for all faculty, including paraprofessionals throughout the year. Onsite trainings are provided on designated Act 80 and professional development days. Faculty members participate in training opportunities offered by the AIU and PaTTAN. Conferences and workshops provided by outside facilities and agencies are utilized as appropriate.

The Carlynton School District is committed to ensuring that all students receive instruction using research-based curriculum materials. At the high school level, the Language! Live curriculum is being implemented to address reading disabilities. The elementary schools utilize the research-based Reading Mastery and the LEXIA program. For math at the secondary level, the district is modifying the grade level curriculum while continuing to explore an appropriate research-based intervention. At the elementary level, pull out math intervention is supported with Connecting Math Concepts, with Touch Math and Reflex math as supplemental interventions.

The district recognizes that too many students are placed out of the home schools in the category of emotional disturbance. The rates of out of district placement for students with emotional disturbance are higher than any other category. In order to address the needs of students recognized with emotional disturbance, multiple steps have been taken. The district employs the services of an intervention specialist from Wesley Spectrum Services at the secondary level. In addition the district has received training over the past year on

trauma informed care. The district hosts a site license for both outpatient mental health counseling (Wesley Spectrum Services) and drug and alcohol counseling (SHORES). Partnering with a local mental health agency has allowed for services to be provided in the schools, with a family and individual clinician placed in the junior-senior high and Carnegie elementary school. Further, the district is partnering with the county to pilot the Youth Cross-Over model, integrating supports and services from the county and partnering with the district to keep students in schools. The district has formed a diversity committee, a component of which is examining the over-identification of students with emotional disturbance in out of district placements. Within the district infrastructure, over the last 3 years, the district has employed an additional elementary school counselor and district-wide school psychologist to meet mental health needs of students. Social skills groups have started for students who are already identified in special education. Supplemental aides and services are always considered by the IEP team. Positive behavioral interventions and individualized positive behavior support plans can be utilized for individual students. At the secondary level the school counselors have partnered with teachers to form a mentorship program. The mental health professionals provide individual and group counseling, as well as social skills instruction. Unfortunately, the district continues to have more students identified with emotional disturbance than the state average. The district intends to continue to provide programming for students by increasing social skills, problem solving, and emotional regulation instruction.

At the elementary level, the IEP team discussion starts with the consideration of supplementary aides and services and options for differentiated instruction that would allow a student to be successful in the general education setting. In addition need for related services is considered. The student's individual strengths and needs drive the discussion. Specially designed instruction is paired with student strengths and needs. Paraprofessional support is utilized to support implementation of specially designed instruction and generalization in the general education classroom. The next level of support would be time with a special education teacher or paraprofessional to review and reinforce the concepts taught in the general education classroom. When the IEP team determines that a modified curriculum is needed, pull out intervention is recommended. Based on the student's needs, the determination is made for itinerant versus supplemental instruction.

Need for related services is also factored into the determination. The student's LRE is monitored through progress monitoring, annual IEP reviews, and reevaluations. At the elementary level there are 3 learning support teachers at Carnegie and 2 learning support teachers at Crafton. There is a .50 FTE life skills support and .50 learning teacher at Carnegie. In addition, over the past 3 years the district has opened autism support classroom in each elementary. For students in life skills and autism support inclusion occurs for homeroom, specials, calendar/morning time, lunch recess, fieldtrips, and assemblies. There is increased paraprofessional support for students in life skills and autism support programs for general education inclusion. The district is also using reverse inclusion in the autism support program, whereby typical peers are brought into the autism support classroom for social skills modeling. There are further opportunities for inclusion based on individual student strengths and needs.

Similarly at the junior-senior high, the IEP team discussion starts with the consideration of supplementary aides and services and options for differentiated instruction that would allow a student to be successful in the general education setting. In addition need for related services is considered. The students individual strengths and needs drive the discussion. Specially designed instruction is paired with student strengths and needs.

Paraprofessional support is utilized to support implementation of specially designed instruction and generalization in the general education classroom. Next, the need for a resource, which is available to students with IEPs, 504s, and general education when needs match the curriculum, to reinforce regular education concepts, learn and develop study and organizational skills, and complete assignments is considered. The team also considers the appropriateness of general education setting in a co-taught learning environment. When the IEP team determines that a modified curriculum is needed, pull out intervention is recommended. At the high school level, life skills students are included in regular education classes as determined by the IEP team. Students participate in core courses with modifications and specially designed instruction, physical education and elective classes with paraprofessional support. Emotional support is provided for students when needed through the resource teacher, paraprofessional, and/or through co-teaching for students included in the general education classroom. Learning support teachers provide pull-out services for students in reading, English, and math as determined by the IEP team. Co-taught classes can be provided in science, social studies, English, and math. Increasing the use of co-taught offerings has increased the opportunities for students to participate in general education classrooms 80% or more of their school day. Looking at SEDR data from 2010-2011 school year through the last reported SEDR (2013-2014), the LEA has made a 17.2% growth in the number of students educated inside the regular education class 80% or more percent of the day. While still below the state average, the LEA has made progress in this area. As of 2/29/2016, the district currently has 64.10% inclusion in regular education setting 80% of more of the day. This is a 4.5% increase from the 2013-2014 SEDR data which was used in the most recent cyclical monitoring. With regards to students who are educated in "other settings", the district made .5% growth from 2010-11 to 2013-2014; however in looking at current district data, there has been a 4.5% reduction in students in other settings since the 2013-2014 SEDR. This change in how classrooms are structured and how students are served has made a difference with including more students throughout the day. In addition, supplemental aides and services are always considered. In the co-taught classrooms, student assignments can be modified. Class work can be completed with assistance from the special education teacher, or with assistance in after school programs.

All of the special education teachers within the district have achieved "highly qualified" status.

The administrative team meets monthly to review the progress of all students placed out of the district. This meeting is used to discuss how each student is performing, and whether or not they are in the most appropriate setting. Progress is monitored so that other options for a less restrictive environment or more supports can be offered to the child and family, as needed. At the secondary level, this meeting includes guidance, the principals, the guidance



counselors, psychologists, and the Coordinator of Special Education and Student Services. The elementary meeting includes representatives of the same disciplines, with both elementary principals present. The team considers, monthly, if every student in the district is being educated in the least restrictive setting. Students are educated in Carlynton Schools to the maximum extent possible, recognizing IEP team decisions and individual student needs.

Carlynton has had many students move into the district after they were already placed in private or separate schools. This has been addressed by offering opportunities for these students to tour Carlynton Schools and learn more about attending the public school.

Unfortunately, these options are often met with resistance by families. The district continues to try to offer a full range of educational settings, so that students can be educated in district programs. Thus, the district continues to struggle with meeting targets for students in other settings. The goal has been to return every possible student back to Carlynton schools. In order to meet the state target, and decrease out of district placements, the district has trained teachers over the past three years. As a part of a corrective action plan, teachers have been engaged in learning about supplementary aides and services, least restrictive environment, appropriate modifications, positive behavior planning, behavioral interventions, and meeting the mental health needs of all students. Students in Carlynton schools are delivered the most appropriate services, as determined by the IEP team. The goal is always to remain in the home school. Every possible step is taken to meet the needs of students within the school district. This has shown to decrease the number of students in other settings, over the past three years.

In order to meet the needs of students through the use of supplemental aides and services, the district considers that they must be available to all students who needs them, provide meaningful benefit, and that they are provided in a manner that does not create stigma.- The full range of supplemental aides and services includes collaborative, such as: time for teachers to have scheduled team meetings and co-planning, co-teaching assignments, professional development for co-teaching, scheduled times to collaborate with parents, and the ability for all staff to collaborate to provide for students. Delivery of instruction to meet diverse needs includes: test modification, changing the method of presentation, providing research based supplemental materials, and providing instructional adaptations.

Adaptations and modifications to the physical environment include: specific seating arrangements, adaptive equipment, environmental aides, adjustments to sensory input, and structural aides. Supports and services for emotional and behavioral needs include social skills instruction, counseling supports, peer supports (Peer to Peer PE, Best Buddies), individualized support plans, cooperative learning strategies, and modifications of rules and expectations.

### *Behavior Support Services*

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The Carlynton School District Policy on Behavior Support begins by stating that students with disabilities shall be educated in the least restrictive environment. The policy indicates that the IEP team will develop a positive behavior support plan if the student requires interventions. All implementation is to be conducted in accordance with state and federal regulations.

A continuum of behavioral health interventions is in place for all students, with additional supports for special education students. All buildings have implemented Student Assistance Programs. These programs can make direct referrals for mental health assessments from the local county agency, or drug and alcohol screenings with parent permission. The district also holds a contract with Wesley in order to provide counseling services at the secondary level for students with emotional and behavioral needs. This individual provides proactive group and individual counseling, per student IEPs. A full time intervention specialist is provided for students with counseling in their IEPs at the secondary level. This service is provided in addition to SAP, outside referrals, and guidance counselors. In addition the district has received training over the past year on trauma informed care. The district hosts a site license for both outpatient mental health counseling (Wesley Spectrum Services) and drug and alcohol counseling (SHORES). Partnering with a local mental health agency has allowed for services to be provided in the schools, with a family and individual clinician placed in the junior-senior high and Carnegie elementary school. An additional elementary school counselor was added during the 2013-2014 school year.

The district now employs 2 full-time, district-wide school psychologists and yearlong school psychology practicum students to provide counseling services and direct counseling services for students. The school psychologists serve as leader/members of the elementary student assistance and RtII teams. The school psychologist conduct functional behavior assessments and consult with special education teachers/case managers regarding the development and implementation of positive behavior support plans. Further, they support the district in providing professional development to teachers, paraprofessionals, and parents regarding behavioral strategies and mental health. At the elementary level, students with counseling in their IEPs are provided services through the guidance counselor or the school psychologist.

At the elementary level, school wide positive behavior supports and character education are in place. This is for all students in the building. Teachers meet with administration, school psychologist, guidance counselor and trained SAP team members regularly to review student data and progress. Additional supports are always considered. The administration utilizes any or all private agencies willing to provide additional supports. The district attempts to work with all community providers, in order to ensure a seamless plan throughout the day for children.

At the secondary level, a new Student Code of Conduct was implemented during the 2013-2014 school, which has resulted in a significant decline in truancy and discipline referrals,

including suspensions. The teaching staff identified a need to provide supports for students transitioning from 6th to 7th grade and created a transition class, where all 7th grade students receive support for study skills and social skills during the first quarter. Through a mentoring framework, at the 8th grade level, teachers now meet to identify students at risk for emotional, behavioral, and academic concerns. Teacher mentors meet with students to establish goals and monitor student progress. The guidance department has been restructured to focus on one counselor for grades 7-9 and one for grades 10-12. In the junior high, team meetings are held to review student data and design interventions to be trialed in the regular education setting. Students in 7-12 can also be monitored through the Student Assistance team and referred for more intensive mental health/drug and alcohol evaluation and intervention. The junior-senior high staff, in recognition of the need to eliminate barriers to learning has established a backpacks for kids program, which provides food for when students are not in school for greater than an evening. In recognition of the need to address behavioral needs of students, the administration has made trauma informed care a professional development initiative over the next two years. The district also holds a contract with Wesley in order to provide counseling services at the secondary level for students with emotional and behavioral needs. This individual provides proactive group and individual counseling, per student IEPs. A full time intervention specialist is provided for students with counseling in their IEPs at the secondary level. This service is provided in addition to SAP, outside referrals, and guidance counselors. In addition the district has received training over the past year on trauma informed care. The district hosts a site license for both outpatient mental health counseling (Wesley Spectrum Services) and drug and alcohol counseling (SHORES).

District special education staff are inserviced at the beginning of each school year on conducting functional behavior assessments and writing positive behavior support plans. Copies of PBSPs are provided to teachers and administrators prior to the start of each school year.

The district recognizes a need to provide up dated staff-wide training on crisis prevention and intervention, de-escalation and restraints.

In summarizing the policy, it should also be noted that the district will follow required procedures in notifying parents and/or police when needed. Aversive techniques are listed and considered inappropriate.

Adopted October 2006; Revised December 2014

### **Re: Student Restraints**

In regard to positive Behavior Support and Management for Students, refer to Carlynton School District Policy No. 113.2 — Behavior Management for Exception Children.

The term “restraint” refers to the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student’s or eligible young child’s body.

The term does not include: Briefly holding, without force, a student or eligible young child

to calm or comfort; or guiding a student or eligible young child's hand to safely escort him/her from one area to another.

The term does not include: Hand-over-hand assistance with feeding or task completion and techniques prescribed by treatment; or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's or eligible young child's parents and specified in the child's IEP.

The term does not include: Devices for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety. Safety harnesses in buses, and functional positioning devices are also examples of mechanical restraints which are excluded from the definition.

Prone restraints are those in which a student or eligible young child is held face down on the floor. The use of prone restraints is prohibited in educational programs.

If any restraint is used, as described in Carlynton School Board Policy No. 113.2, a meeting of the IEP team will be called within ten (10) school days of the inappropriate behavior causing the use of restraints. The parent may waive this meeting in writing after being notified in writing of the need for a meeting. At the meeting, the IEP team shall consider whether the eligible student or young child needs a functional behavioral assessment, reevaluation, a new or revised behavior support plan, or a change of placement to address the inappropriate behavior.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Carlynton School District boasts a highly experienced staff of special education teachers, counselors, psychologists, speech-language pathologists, and contracted occupational therapists, physical therapists, vision teachers, and hearing support teachers. Paraprofessionals are available to provide support within special education classrooms and the regular education environment to students identified with special needs. IEP teams within the district work in collaboration to ensure that every student receives a free and appropriate education. A continuum of supports, services, and placement decisions are available to students within the district. Parental support and input is a critical component in determining needed supports and placement decisions for students with special needs. The Carlynton School District is able to provide free and appropriate educations in alternative school settings for the few students with disabilities whose educational and

behavioral needs are unable to be adequately addressed within the public school setting. The district works in cooperation with parents, IEP teams, and these providers in order ensure that educational needs are addressed in the least restrictive environment educationally possible.

During the life of the previous plan, two additional elementary classrooms were added to the continuum of services, based on identified need for additional supports for children with autism. Within the new plan, the district is looking to offer a high school emotional support classroom with a therapeutic component that blends traditional learning, with online learning opportunities.

For individual students who are particularly hard to place, the district would first call a meeting with parents any or all involved outside providers. The district would consult with involved providers. If no other agencies were involved, the district would assist the parents in locating needed services. In regard to school issues, the district provides for parents the contact information for Allegheny County School Based Liaisons. Often, having an additional outside voice at the meeting can provide insight into options. In addition, in the most difficult cases, the Director of Pupil Services would seek guidance from the AIU, PaTTAN, and the Department of Education. Thus, if there was a student for whom a placement could not be identified, the district would seek out guidance from the county, AIU, PaTTAN, and PDE.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Carlynton School District is proud to provide an extensive range of services for students with disabilities. Despite the small size of the district, a variety of educational settings and supports are available to meet the needs of students with a variety of disabilities. The district has always maintained a responsibility for the provision of education in the least restrictive environment.

At the elementary level, the district has embraced Response to Intervention and Instruction (RtII) and Elementary Student Assistance (ESAP). The district employs an RtII reading teacher at each elementary school, as well Title 1 Reading and Math supports. At the Tier 1 level, all students are instructed in the general education setting with a research-based, empirically supported curriculum. Students participate in universal screening with DIBELS Next and DAZE. At all grade levels 30-45 minutes of RtII time is allotted to provide differentiation or intervention based on student needs on a daily basis. Interventions available include Reading Mastery, Leveled Literacy, Lexia, and other interventions from the AIU Reading Achievement Center. For math, students are universally screened with DIBELS MATH. Interventions currently utilized prior to a referral for special education include Reflex Math, TouchMath, Red Bird, and Rocket Math. School wide positive behavior support is being implemented at both elementary buildings, with focus skills each month. Carnegie Elementary is utilizing concepts from "Leader in Me", while Crafton Elementary is using the

Hartwood Character Attributes. The district also implements the OLWEUS Bullying Prevention Program in grades K-6. Students with behavioral needs can be referred for individual and group counseling through the E-SAP process. Through E-SAP, the district has an onsite SAP Liaison through UPMC Addiction Services for participation in SAP meetings. In addition, the district has partnered with Wesley Spectrum Services to provide outpatient mental health services at Carnegie Elementary. Student data for reading, math and behavior are reviewed by teams on a monthly basis. Within special education, Reading Mastery is being implemented K-6 in the pull-out learning support program, while Connecting Math Concepts is being used in the pull-out math environment. Since the last special education plan, the district has added 2 autism support programs, one at each elementary school, to meet the changing needs of our population. Programs at both buildings allows for education in the least restrictive environment, as well as within the student's neighborhood school. The autism support classrooms provide verbal behavior based instruction using the VBMAP as a form of assessment used to guide instruction. In addition, the classroom employed best teaching Autism practices such as TEACCH, precision teaching, discrete trial, and other components of ABA. Each classroom is supported with 2 paraprofessional staff to keep student to teacher ratios low, while providing increased opportunities for inclusion. Further, a reverse inclusion model is utilized for social skills instruction, where students in grades 5-6 are pushed into the autism support classroom to provide social skills via peer modeling. This is supported by co-teaching from the speech language pathologist and the school counselor.

Multiple after school programs have been started within the district. Regular education and special education students have access to a program started in local subsidized housing and funded by community grants then staffed by district teachers. Junior high students have access to community after school tutoring programs. The district is in the fourth year of the 21st Century grant. This has offered additional after school support to students in grades 5-8. These programs run Monday-Thursday and offer three hours a night of instruction, tutoring, adult mentoring, counseling, and physical education, as well as a dinner. The district currently employs 2 full-time and contractual speech-language pathologists, who are providing both IEP speech and language services, as well as RtII supports for language and comprehension. Related service contracts are held with the AIU for vision and hearing services, and with Pediatric Therapy Specialists for physical and occupational therapy. The district has expanded from 3 to 4 school counselors, from 1 to 2 school psychologists since the last special education plan. In addition, the district partners with local universities to acquire psychology interns and/or practicum students. The district has a full-time intervention specialist at the Jr-Sr High, contracted through Wesley Spectrum services. All related services professionals are readily available to provide collaboration and support to teachers, students, and parents. The district employs a full-time transition coordinator to assist parents and students transitioning from school-age to adulthood. The transition process begins at or before the age of fourteen. The transition coordinator provides students with opportunities for college preparation experiences, school to work experiences, community-based instruction

experiences, job shadowing, and vocational counseling on an individual basis as determined by the IEP team.

With regards to instruction at the Jr-Sr High, co-taught course offerings have been added at each grade level across  $\frac{3}{4}$  core subject areas. Reading for 7th and 8th grade students was added back into the course of studies to address student needs across general education.

For students requiring more intensive reading intervention, the Language! Live curriculum is being utilized. In mathematics, three levels of pull-out support are available adjust the depth and pacing of the core instruction. Resource periods are offered during each instructional period to address organizational skills, study skills, and academic backup support/reinforcement. In 2016-2017 school year the district included a new supplemental emotional support program which incorporated traditional teaching with online courses, within a therapeutic context. The district is utilizing the intervention specialist contract to provide group and individual counseling and skills for success. At the secondary level, the focus has been on promoting a culture and climate of inclusion. The district proudly offers Peer 2 Peer Course offerings in physical education and science. The courses are general education courses where teachers facilitate general education students in enhancing the instruction of students with disabilities. Further, the district holds a charter for Best Buddies and is participating in Special Olympics Unified Sports (Bocce).

Prior to the onset of the 2014-2015 school year, the district transitioned to IEP Writer to decrease the time that teachers needed to spend creating paperwork and create ease with transferring records for students transitioning to and from the district. This was intended to increase student instruction time and ensure more prompt access to educational records of students transitioning into the district. Further, the IEP writer program generates excellent data for review at the admin level when considering student educational placements.

To better meet the needs of students with emotional problems, the district has spent the 2015-2016 partnering with Allegheny County's Data Share program and Wesley Spectrum Services to provide Trauma Informed Care training and will continue into the following years as well.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))



- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Bradley Center	Other	Emotional Support	1
Childrens Institute	Approved Private Schools	Multiple Disabilities/ ID	1
Pathfinder School	Special Education Centers	Multiple Disabilities/ Autistic Support/ Lifeskills	1
Tilloston School	Approved Private Schools	Learning Support	1
The Watson Institute	Approved Private Schools	Autistic Support	3
Wesley Spectrum Highland	Approved Private Schools	Emotional Support	3
Gertrude A Barber School	Approved Private Schools	Multiple Disabilities Support	1
Western PA School for the Deaf	Approved Private Schools	Deaf Hard of Hearing Support	1
Mon Valley	Special Education Centers	Intellectual Disability/Career	2
Godwill Industries	Other	Career/Vocational Training	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 22, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 18	19	0.5
Justification: Not servicing children beyond the age range span at the same time.				
Locations:				
Carlynton Junior Senior High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 18	5	0.2
Justification: Teacher never services students beyond the age range during the same instructional period.				
Locations:				
Carlynton Junior-Senior High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 18	5	0.3
Justification: Students with this age range variance are not instructed by teacher at same time.				
Locations:				
Carlynton Jr-Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* February 27, 2015

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	20	0.4
Locations:				
Carlynton Junior Senior High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 18	15	0.4
Justification: Teacher is not instructing students on her caseload who exceed the age range at the same time.				
Locations:				
Carlynton Junior-Senior High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 18	3	0.2
Justification: Teacher is not instructing students who exceed the age range during the same instructional period				
Locations:				
Carlynton Jr-Senior High	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Program Position #3 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 22, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 18	4	0.2
Justification: Students in emotional support participate in general education classrooms, and are not getting instruction in a mixed age classroom. Students in resource rooms are grouped in appropriate age ranges. If a student is outside the age range in a resource room instructional grouping, this is discussed by the IEP team and documented in the IEP.				
Locations:				
Carlynton Junior Senior High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.3
Justification: Teacher is never instructing students who exceed the age range requirements within the same instructional period.				
Locations:				
Carlynton Junior Senior High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 18	9	0.5
Justification: Teacher is never instructing students on the roster who exceed the age range requirements within the same instructional period.				
Locations:				
Carlynton Jr-Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #4 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 22, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 18	9	0.5
Justification: Students who exceed the age range requirements are not instructed at the same time.				
Locations:				
Carlynton Jr-Sr	A Junior/Senior High School	A building in which General Education		

High	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 18	6	0.5
Justification: Students who exceed the age range requirements are not instructed at the same time.				
Locations:				
Carlynton Jr-Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #5 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 24, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 19	10	0.5
Justification: This learning support teacher acts as a case manager, but teaches in co-teaching situations. Students are not in a pull out classroom. Students do not exceed age range in instructional groups.				
Locations:				
Carlynton Junior Senior High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 18	5	0.4
Justification: Teacher does not instruct students beyond the age-range requirements at the same time. In many instances, teacher is acting as case manager for students who may receive support from more than one special education teacher.				
Locations:				
Carlynton Jr-Sr high	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	19 to 21	1	0.1
Locations:				
Carlynton Jr-Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #6 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* March 10, 2015

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	13	0.5
Locations:				
Carlynton Junior Senior High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.5
Locations:				
Carlynton Junior Senior High	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #7**

*Operator:* School District

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 20	12	1
Justification: The secondary life skills classroom meets the needs of life skills students by individualizing their daily schedules. When students are in the special education room, they are grouped by ability. They also are involved in general education classrooms and learning support classrooms with assistance from paraeducators. If grouping exceeds age range, this is a decision made by the IEP team and is documented in the IEP.				
Locations:				
Carlynton Junior Senior High	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #8 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* April 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	20	0.4
Locations:				
Carnegie Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.6
Locations:				

Carnegie Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #9***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	20	0.5
Locations:				
Carnegie Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	10	0.5
Locations:				
Carnegie Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #10 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* February 27, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 13	12	0.5
Justification: The life skills room is operated to educate students in the LRE. Students are working toward individual goals, as directed by IEP teams. If student grouping is beyond the age range, this is discussed in the IEP team meeting and documented in the IEP.				
Locations:				
Carnegie Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	5	0.5
Locations:				
Carnegie Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	20	0.5
Locations:				
Carnegie Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	10	0.5
Locations:				
Carnegie Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 21, 2015

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	20	0.4
Locations:				
Crafton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	6	0.6
Locations:				
Crafton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #13 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* August 21, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	20	0.5
Locations:				



Crafton Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	6	0.5
Locations:				
Crafton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #14 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* September 2, 2014

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 13	8	1
Justification: This program is being added in order to better support students in the least restrictive environment. The goal is to provide behavioral supports, and to have the majority of instruction delivered in other classrooms. If students are exceeding the age range in an instructional grouping, this is discussed by the IEP team and documented in the IEP.				
Locations:				
Carnegie Elementary School	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #15 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 22, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	55	1
Justification: This position is speech and language support. Students are never grouped outside of the recommended age range for services				
Locations:				
District wide	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #16 - Proposed Program

*Operator:* Intermediate Unit

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* March 4, 2015

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 16	5	0.25
Justification: Students are never grouped for instruction outside of the age range.				
Locations:				
All buildings	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #17**

*Operator:* Intermediate Unit

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 15	4	0.1
Justification: Students are never grouped for instruction outside of the recommended age range.				
Locations:				
All buildings in district	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #18 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 26, 2015

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 21	60	1
Justification: Students are never grouped for instruction outside of the recommended age range.				
Locations:				
Junior Senior High and Elementary	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #19 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 21, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 12	5	0.75
Justification: Students will be serviced in a highly specialized special education classroom utilizing best practice teaching strategies for students with autism spectrum disorders. Students require the extent of this programming in order to develop verbal behavior.				
Locations:				
Crafton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	2	0.05
Justification: To reflect the needs of the school population.				
Locations:				
Crafton Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	5	0.1
Locations:				
Crafton Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	2	0.1
Locations:				
Crafton Elementary	An Elementary School Building	A building in which General Education programs are operated		

## Special Education Support Services

Support Service	Location	Teacher FTE
Psychological Services	District Wide	2
Transition Coordinator	Carlynton Junior Senior High	1
Coordinator of Special Education & Student Services/School Psychologist	District Wide	1

## Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
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Psychological testing	Intermediate Unit	30 Minutes
Psychological testing	Outside Contractor	30 Minutes
Occupational Therapy	Outside Contractor	5 Hours
Physical therapy	Outside Contractor	280 Minutes
Audiology	Intermediate Unit	65 Minutes
Intervention Specialist	Outside Contractor	5 Days

# Needs Assessment

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## Record School Patterns

### Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

### Answer:

The district developed a coordinated, system wide approach to curriculum development and alignment to the PA Core. Transition from Pre-K programs to kindergarten are established and regular meetings are held with local Pre-K providers, Head Start and Dart to coordinate learning and behavioral expectations. Orientation programs from 6th grade to 7th grade are implemented and inter building meetings between elementary and secondary faculties take place to plan activities and coordinate academic subject material. Student academic performance and growth has to be at the forefront of any initiative. The district needs to continue to find ways to monitor this growth and to provide teachers with student performance data in a manner that is user friendly and can be integrated into their daily teaching routines. Opportunities for teachers to meet to review student academic performance and to develop intervention and remediation plans must continue to be provided. The use of student data to drive both professional development and program implementation is critical to the success of the program.

Data indicates that particular attention has to be paid to student performance in Algebra I, Biology, and Literature, as well as PSSA math and ELA. Student performance in reading needs to improve at the elementary buildings, and attention has to be paid on how we are helping to prepare pre-school students to transition to kindergarten. Data suggests we need to focus on PSSA math and reading in grades 7 and 8. Data also suggests that we need to improve instruction in algebra I for all grade levels.

We are developing local student assessments to monitor student growth to accompany PVAAS projection and growth data. We are implementing text dependent analysis to gauge student reading and writing ability.

## District Accomplishments

### Accomplishment #1:

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At the high school, students who took the SAT exam scored an average of 1050 on the Math and Reading tests, and scored an overall 1553 composite score with the writing exam included. These scores ranked our JSHS 23rd out of 102 schools according to the Pittsburgh Business times. The high school added dual enrollment statistics classes and established a makerspace for STEAM activities

and classes in order to increase the opportunities for our students. Our Pennsylvania School Performance Profile indicated that we are making considerable strides in closing the achievement gaps for all of our students in Science/Biology including our historically low-performing students in these subjects. PVAAS growth scores indicate that the JSHS students are exceeding expectations in ELA/Literature and Science /Biology. The high school has maintained an average attendance rate between 93 - 94 percent which indicates a slight but continual improvement. As a result of these accomplishments, the Pennsylvania School Performance Profile has shown improvement from the previous two years moving from an overall score of 71.7 to 78.8 up 7.1 points from the previous year. In addition, the foreign language department was awarded the bronze PEP Award for excellence in instruction. The high school english department has developed monthly writing focal points to be embedded into each english curriculum in an effort to improve the writing skills of our students.

At Carnegie Elementary, they continue to reach their benchmarks in reading, math and science. The latest Pennsylvania School Performance Profile score is 80.3, which is the highest building score since the inception of this school performance measure. The indicators of academic achievement in reading and science shows that they both have exceeded the 80% mark for students who performed proficient or advanced on the PSSAs. There is also significant evidence that the Carnegie students have begun to close the achievement gap in science for all students and the historically low-performing student subgroup. PVAAS has also indicated that Carnegie students continue to meet the annual growth expectations in both math and science. Carnegie has implemented their STEAM initiatives to increase the learning opportunities for our students. Carnegie received an education leadership award from Junior Achievement and was identified as an On the Cusp School by the Penn Can.

At Crafton Elementary, they continue to reach their benchmarks in reading, math and science. The latest Pennsylvania School Performance Profile score has risen to 77.1, which is the highest building score since the creation of this school performance measure. The percent of proficient or advanced students have both exceeded the 85% mark in math and science, and they are closing the achievement gaps in both subjects for the all student group and the historically low-performing student subgroup. The attendance rates are still high at nearly 96%. Crafton has continued and expanded their STEAM initiative in an attempt to include more student in the program.

Both elementary schools have implemented and maintained positive behavior intervention programs, developed and maintained level reading libraries to address the reading needs of the students and continue to support a strong RtII/MTSS program to best meet the remedial needs of our students.

### **Accomplishment #2:**

On October 12, 2017, Carnegie Elementary was recognized as a High Progress Title I School by PDE

## **District Concerns**

### **Concern #1:**

With the implementation of the new PA Core-aligned PSSA exams in 2015 and the accompanying increase in rigor therein, all student groups need to improve their proficiency rates in the areas of English Language Arts and Mathematics at all grade levels, as well as Algebra 1 and Biology Keystone Exams. Grade 7 Mathematics (22%) and Grade 8 Mathematics (12%) and Algebra 1(36%). PSSA and Keystone Exam results from 2017 indicate that while there was growth in these testable subject, we need to increase the proficiency of more students. Algebra I remains the area of greatest concern because of continued student low proficiency rates and PVAAS Growth Measures.

### **Concern #2:**

Although the PSSA ELA, PSSA Math, PSSA Science and the three Keystone related course curricula were aligned to the PA core and the Keystone Eligible Content, there is a need to ensure the curriculum is taught with fidelity and that lesson plans are addressing the standards and are developed to reflect the rigor level (Depth of Knowledge) of these standards and their corresponding assessments.

### **Concern #3:**

As data use within the district increased significantly, student performance data needs to be more effectively used by teachers to assess student academic progress as it relates to mastery of the standards, anchors, and eligible content so that the overall academic performance improves. Formative, summative, and diagnostic data needs to clearly indicate student strengths and weaknesses so as to implement interventions for these who have not mastered the standards and provide enrichment for those who have.

### **Concern #4:**

There needs to be a researched-based K-8 mathematics program aligned to the PA Core Standards implemented into all three buildings. With the New PA Core PSSA tests and their accompanying increased rigor therein, the need to address this depth of knowledge and the 8 mathematical practices will be helped by providing the students and teachers with the resources they require to increase student learning and the ultimately the achievement rates of our students.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #0*) Develop a system wide approach to use data to identify student needs and plot a system approach toward instruction, assessment, intervention development, resources, and path toward graduation so that supports are provided the student through out and a map of the progress can be developed.

### Aligned Concerns:

With the implementation of the new PA Core-aligned PSSA exams in 2015 and the accompanying increase in rigor therein, all student groups need to improve their proficiency rates in the areas of English Language Arts and Mathematics at all grade levels, as well as Algebra 1 and Biology Keystone Exams. Grade 7 Mathematics (22%) and Grade 8 Mathematics (12%) and Algebra 1(36%). PSSA and Keystone Exam results from 2017 indicate that while there was growth in these testable subject, we need to increase the proficiency of more students. Algebra I remains the area of greatest concern because of continued student low proficiency rates and PVAAS Growth Measures.

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**Systemic Challenge #2** (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

### Aligned Concerns:

With the implementation of the new PA Core-aligned PSSA exams in 2015 and the accompanying increase in rigor therein, all student groups need to improve their proficiency rates in the areas of English Language Arts and Mathematics at all grade levels, as well as Algebra 1 and Biology Keystone Exams. Grade 7 Mathematics (22%) and Grade 8 Mathematics (12%) and Algebra 1(36%). PSSA and Keystone Exam results from



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**Systemic Challenge #3** (*Guiding Question #0*) Integrate technology into all curricular areas so as through its use to promote critical thinking skills, analytical skills, 21st Century learning skills, collaboration and creativity among all students.

**Aligned Concerns:**

With the implementation of the new PA Core-aligned PSSA exams in 2015 and the accompanying increase in rigor therein, all student groups need to improve their proficiency rates in the areas of English Language Arts and Mathematics at all grade levels, as well as Algebra 1 and Biology Keystone Exams. Grade 7 Mathematics (22%) and Grade 8 Mathematics (12%) and Algebra 1(36%). PSSA and Keystone Exam results from 2017 indicate that while there was growth in these testable subject, we need to increase the proficiency of more students. Algebra I remains the area of greatest concern because of continued student low proficiency rates and PVAAS Growth Measures.

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# District Level Plan

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## Action Plans

**Goal #1:** Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

### Related Challenges:

- Integrate technology into all curricular areas so as through its use to promote critical thinking skills, analytical skills, 21st Century learning skills, collaboration and creativity among all students.

### Indicators of Effectiveness:

Type: Annual

Data Source: Teacher lesson plans, local and state assessments

Specific Targets: Performance and contextual targets will be used to monitor teacher use of standards aligned assessments and how it affects student academic performance. Over the course of the plan, overall student test scores in Math, ELA, and Science will increase by 3% each year.

### Strategies:

#### *Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

#### *Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,

[http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf) Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

### *Common Unit Benchmark Assessment*

#### **Description:**

Teachers will create common unit benchmark assessments that model the PSSA and Keystone Exams in structure and design. The test items will be consistent with the style, and Depth of Knowledge (DoK) levels of the PSSA/Keystone exam and every question in the assessment will align with a standard, anchor and eligible content addressed in the unit. These common benchmark exams will upload to an assessment builder and performance tracker of our new Student Information system and the teacher will generate individual reports on the performance of each student and the mastery level for the specific eligible content that is assessed. Teachers can use this data to provide interventions promptly to help the students demonstrate mastery of the specific eligible content that is assessed.

The teachers can monitor student progress and growth through the different administrations of the Classroom Diagnostic Tools (CDTs), and other diagnostic assessments. The CDTs and other diagnostic assessments identify student strengths and weakness in prior knowledge, as well as eligible content that may not be mastered as a result of these deficiencies. Teachers will be able to provide strategies and interventions to support these students to increase the likelihood of future success. Teachers can begin to differentiate instruction to meet the needs of the individual students and modify lesson plans and create introductory mini-lessons to address the student weaknesses in background knowledge that may be prevent them from future success at the grade level standards.

Teachers may also use these common unit exams in the form of a unit pre-test to inform the teacher of where the class is in regards to the eligible content and modify their curriculum and instruction according to the results of the individual class results.

**SAS Alignment:** Assessment, Instruction, Materials & Resources, Safe and Supportive Schools

### ***Implementation Steps:***

*The district curriculum and test coordinator will monitor, revise, and update curriculum alignment to the PA Core Standards*

#### **Description:**

Teachers will continue to develop frameworks in Mathematics and Language Arts. These will be revised as student data is analyzed on an annual basis. Science and Social Studies will be other subjects for which a curriculum map and revision will be implemented to maintain fidelity to PA Core.

The teams have worked to obtain and analyze resources. They are utilizing time to create and revise common assessments aligned to the PA Core. A three year professional development plan where teachers will meet in departments, interdisciplinary teams, and inter-building teams to develop curricular transitions, student competency progressions, and common assessments.

**Start Date:** 7/1/2018      **End Date:** 6/30/2021

**Program Area(s):** Professional Education

#### **Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

*Professional development on effective instructional methods to individualize instruction and assessment*

#### **Description:**

Teachers will work in department and grade level teams to use data to identify individual and cohort student needs and map out multiple instructional methods to address student and group learning needs. These strategies will include use of modified text materials, multiple presentations of material and opportunities for student mastery, and effective use of multiple formative assessments to monitor student growth and progress

**Start Date:** 8/15/2018      **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction

# Appendix: Professional Development Implementation Step Details

<b>LEA Goals Addressed:</b>		<b>Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.</b>			<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b>		
<b>Start</b>	<b>End</b>	<b>Title</b>			<b>Description</b>		
7/1/2018	6/30/2021	The district curriculum and test coordinator will monitor, revise, and update curriculum alignment to the PA Core Standards			Teachers will continue to develop frameworks in Mathematics and Language Arts. These will be revised as student data is analyzed on an annual basis. Science and Social Studies will be other subjects for which a curriculum map and revision will be implemented to maintain fidelity to PA Core.  The teams have worked to obtain and analyze resources. They are utilizing time to create and revise common assessments aligned to the PA Core. A three year professional development plan where teachers will meet in departments, interdisciplinary teams, and inter-building teams to develop curricular transitions, student competency progressions, and common assessments.		
<b>Person Responsible</b>		<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Principals; Departmental Curriculum Coordinators; Curriculum and Test Coordinator		1.0	4	20	LEA	School Entity	No

## Knowledge

Teachers and administrators will work to align curriculum to PA Core, utilize curriculum mapping, and data to

monitor student progress toward achievement goals

**Supportive  
Research**

Danielson Framework, Tomlinson, Marzano, and the National Research Council- text How People Learn, Expanded Edition, 2000.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Training Format**

LEA Whole Group Presentation  
Series of Workshops  
School Whole Group Presentation  
Department Focused Presentation  
Professional Learning Communities

**Participant Roles**

Classroom teachers

**Grade Levels**

Elementary - Primary (preK - grade 1)



	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>
	<b>Evaluation Methods</b>	

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.</b>	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b> <b>Strategy #2: Differentiating Instruction</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
8/15/2018	6/30/2021	Professional development on effective instructional methods to individualize instruction and assessment	Teachers will work in department and grade level teams to use data to identify individual and cohort student needs and map out multiple instructional methods to address student and group learning needs. These strategies will include use of

				modified text materials, multiple presentations of material and opportunities for student mastery, and effective use of multiple formative assessments to monitor student growth and progress		
<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Curriculum coordinator, building principals, central office administration	2.0	12	112	School	School Entity	No

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<b>Knowledge</b>	Teachers will develop and improve their skills with content delivery and assessment. Teachers will improve their skills to develop lesson plans that are SAS aligned and align to curriculum map.					
<b>Supportive Research</b>	Teachers will meet as teams to review student performance data, develop standards aligned instruction and assessment, develop course scope and sequences, and design individualized student academic performance interventions based upon student data derived from classroom diagnostic tests, benchmark assessments, and formative assessments.					
<b>Designed to Accomplish</b>						
	Enhances the educator's content knowledge in the area of the educator's certification or assignment.					
	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.					
	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.					
For classroom teachers, school counselors and education specialists:						
	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.					
For school and district administrators, and other educators seeking leadership roles:						
	Provides leaders with the ability to access and use appropriate data to inform decision-making.					

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Professional Learning Communities	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors New Staff		
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Journaling and reflecting	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

## District Level Affirmations

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We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

**Affirmed by Jim Schriver on 10/13/2017**

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*Board President*

**Affirmed by Gary Peiffer on 10/13/2017**

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

**Affirmed by Jim Schriver on 10/13/2017**

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*Board President*

**Affirmed by Gary Peiffer on 10/13/2017**

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*Superintendent/Chief Executive Officer*