

CLAIRTON CITY SD

501 Mitchell Ave

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

Clairton City School District will prepare all students to be career and college ready by fostering positive relationships, providing rigorous academic experiences, and technology-rich opportunities in an collaborative environment.

VISION STATEMENT

Students will graduate Clairton City School District having developed the knowledge, skills, and depositions required for 21st century success as defined by our Portrait of a Graduate. Creativity, Critical Thinking, Collaboration, Global Citizenship, Resilience, Communication.

CREATIVITY >Use a wide range of idea creation technologies (such as brainstorming, divergent & convergent thinking) >Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts >Demonstrate originality an inventiveness in work and understand the real world limits to adopting new ideas >View failure as an opportunity to learn, understand that creativity and innovation is a long-term cyclical process of small successes and frequent mistakes >Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur CRITICAL THINKING >Collect, assess and analyze relevant information to solve problems >Reason effectively >Use system thinking >Make sound judgements and decisions >Identify, define and solve authentic problems and essentials questions >Reflect critically on learning experiences, processes and solutions COLLABORATION >See the value of team and teamwork >Demonstrate ability to work effectively and respectfully with diverse teams >Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal >Assume shared responsibility for collaborative work and value and individual contributions made by each team member >Work with others to accomplish a common goal GLOBAL CITIZENSHIP >Act with integrity >Listen with an open mind to understand others' situations >Demonstrate empathy by seeking to understand and share feelings of another >Seek out others' perspective and experiences >Seek to serve and contribute to the local and global community by improving its quality >Demonstrate

empathy, compassion, and respect RESILIENCE >Seek and accept new and difficult challenges >Ability to take charge of a situation of problem
>Persist through difficulties >Have a growth mindset, not have a fear of failure >Show initiative by setting and achieving goals >Utilize time and
manage workload efficiently COMMUNICATION >Articulate thoughts and ideas effectively using oral, written and nonverbal communication
skills in a variety of forms and contexts >Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions >Use
communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade) >Utilize multiple media and technologies, and know
how to judge their effectiveness as well as assess their impact >Communicate effectively in diverse environments

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The Clairton City School District is committed to educating the whole child. The student's social, emotional, behavioral, physical and academic needs are addressed in a structured and safe learning environment. Collaborative learning opportunities in a technology - rich classroom provides rigorous learning that prepares students for college or a career. Students are expected to attend school regularly and to actively participate in their schooling.

STAFF

All teachers at Clairton City School District are highly qualified, and they believe that all children can learn. The staff convey high expectations by challenging all students to think critically and creatively. Through participation in weekly PLC Teams, teachers collaborate on providing supports and services that students need to succeed. Staff and teachers provide interventions during after school hours, and they actively participate in relevant Professional Development. Recently training for all staff included Trauma Informed Instruction, and currently, the training focuses on mindfulness. Our staff is committed to making learning more engaging, relevant and meaningful and to providing a safe, clean, and healthy learning environment.

ADMINISTRATION

District Administration will create an educational environment with high expectations for learning and collaboration for students and staff. Administrators will promote equity and inclusiveness. District administrators will support personal and professional growth among staff through the implementation of professional learning communities (PLC), peer observation and coaching, continuous improvement through data -driven decision making, and current relevant professional learning opportunities. A highly trained staff is necessary to prepare students with 21st Century skills.

PARENTS

Students, family, school and community all share in the responsibility for educating children. Parental involvement is an essential component

in the educational process. The district is committed to improve the quality of parent and family involvement in the learning process. Parents and families must encourage students' regular daily attendance and motivate students to excel in all aspects of school life. Strong bonds and connections between the district and families will make a positive impact on students as they transition through the grade levels and graduate college and career ready. CCSD continues to provide opportunities for parents to collaborate with the teachers and to participate in their child's education. Some of the parent involvement opportunities include: Unity Day, Open House, monthly Title I meetings, IEP meetings, student discipline or achievement meetings, monthly Title I training prior to School Board meetings (which encourages their attendance at Board Meetings), monthly special events such as Trunk or Treat in October, Senior Luncheon in November, FASFA Application assistance in January, and other special events.

COMMUNITY

The Clairton City School District Community is committed to Every Student, Every Day..... - Challenging all learners to think critically and creatively - Making learning more engaging, relevant and meaningful - Developing collaborative leadership - Promoting continuous improvement through data-driven decision making - Creating an educational environment with high expectations for learning and collaboration - Providing safe, clean, and healthy environments - Promoting equity and inclusiveness - Sustaining positive relationships and interactions among all relevant stakeholders: students, staff, families and community members.

STEERING COMMITTEE

Name	Position	Building/Group
Tom McCloskey	Administrator	District
Dr. John Wilkinson	Administrator	Clairton Middle/High School
Debra Maurizio	Administrator	Clairton Elementary School
Stacie Baur	Staff Member	Clairton Elementary School
Jennifer Schlata	Staff Member	Clairton Elementary School
Kristi Schweitzer	Staff Member	Clairton Elementary School
Andrea Carik	Administrator	District
Carol Gelet	Staff Member	Clairton Elementary School
Christopher McConnell	Staff Member	Clairton Middle School
Maureen Shaw	Staff Member	Clairton High School
Jessica Burke	Staff Member	Clairton High School
Kelly Thompson	Staff Member	Clairton High School
Monique Semian	Staff Member	District

Name	Position	Building/Group
Aaron Maricic	Administrator	District
Barbara Roberts	Board Member	District
Richard Livingston	Board Member	District
Emillinda Jarrett	Parent	Community
Mike Rhoads	Community Member	US Steel Clairton Works- busine
Ginny Hunt	Administrator	Clairton City School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
System delivery in our district is inconsistent, therefore, systemic redesign must occur to address and improve the overall school experience for students. School Culture, Social, Emotional, and Cognitive Growth must occur in equity-focused, student - centered classrooms. Our Portrait of a Graduate and AASA's New vision of Public Schools will provide strategic direction and a framework for the redesign of the overall learning experience for students and staff.	Social emotional learning School climate and culture School climate and culture
Current curricula will benefit from implementing Culturally Responsive Teaching Practices focusing on individual student needs. This will reengage students creating independent learners who become active participants and co-authors their learning journey.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

SWPBIS

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

SWPBIS

Through an intentional focus on the whole child, CCSD will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Establish a PBIS Team in (Grades 6-12) to begin planning for school wide implementation

2021-08-23 -
2022-08-22

Tiffany
Gratchic- -
Principal

Staff & teacher Volunteers, Administrators, Sped supervisor, Counselors, Social Worker

Anticipated Outcome

Reliable team who will commit to develop the PBIS Plan, roll out- the plan, evaluate and revise the plan as needed.

Monitoring/Evaluation

Agenda, Minutes and sign-in sheets from planning meetings, with regular and consistent examination of content and goal attainment.

Evidence-based Strategy
PBIS

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
SWPBIS	Through an intentional focus on the whole child, CCSD will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Intensive professional development training supported by AIU3 for the SWPBIS Team through monthly meetings.	2021-01-04 - 2024-08-14	Tiffany Gratchic - Principal	Collaboration with partners at AIU3, feedback from participants, reexamine outcomes from presenters
SWPBIS Team develops comprehensive plan for implementation of the program across grade levels, including Purpose, Action Plan, Flow Chart, Systems needed, and all aspects of implementation	2021-08-14 - 2024-08-14	Tiffany Gratchic - Principal John Wilkinson,	Team meetings and collaboration with partners at AIU3, on-going and consistent review of feedback from

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Principal	participants
SWPBIS Team will develop standardized lesson plans for schoolwide implementation of the program	2021-01-14 - 2024-08-14	John Wilkinson-Principal Deb Maurizio - Principal	Team meetings and collaboration with partners at AIU3
During year two, the SWPBIS team will roll - out the program in the school to begin full implementation with all teachers and staff.	2022-01-14 - 2023-08-14	Maria Suss - Principal Deb Maurizio-Principal	Visuals, posters, reward systems, print/ copy of materials
SWPBIS Program will be rolled out to all students in all grades	2022-01-14 - 2023-08-14	Maria Suss - Principal	Visuals, posters, reward systems, print/ copy of materials
Collect and analyze all data from year one and year two for decision making and evaluation of the SWPBIS Program. Adjustments will be made as needed.	2022-01-14 - 2024-08-14	Maria Suss - Principal	SWIS, ALMA, Behavior and discipline referrals, Attendance, and achievement
Anticipated Outcome			
SWPBIS Team members will become confident with the proposed implementation of the PBIS program. Schoolwide Discipline referrals will decrease by 10% a year.			

Monitoring/Evaluation

Agenda, Minutes and sign-in sheets from planning meetings, Classroom observation data.

Evidence-based Strategy				
Mindfulness Training				
Measurable Goals				
Goal Nickname	Measurable Goal Statement (Smart Goal)			
Mindfulness Chill Project	Systemic integration of behavioral health services will be implemented to create healthy responses and positive reactions to stressors and trauma for staff and students as measured by the Five Facets of Mindfulness Survey.			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Faculty and staff will be trained 18 hours on Mindfulness and self-regulation practices that promote metacognitive awareness and positive relationship building practices	2021-08-14 - 2024-08-14	Maureen Shaw - Counselor	Awaken PGH staff, Highmark Health, Staunton Farms, ESSERS, and CCSD	
Create a "Chill Room" in each school where students can receive Mindfulness lessons and practices	2022-01-14 - 2024-01-14	Maureen Shaw - Counselor	Collaboration with partners at AHN	
Employ Chill Room staffing to include a Program Supervisor, Behavioral Health Therapist, and a Behavioral Health school educator to be in the	2022-01-14 - 2024-08-24	Maureen Shaw -	Saunton Farms, Moonshot, and Grable Foundation	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
school 5 days a week.		Counselor	grants and CCSD ESSERS
Provide evidence-based coping skill Chill Project curriculum to all students through teacher training, as well as flexible scheduling for classes of students who desire more lessons	2022-01-14 - 2024-01-14	Maureen Shaw - Counselor	Awaken PGH, formal and informal feedback from teachers and students
Provide highly qualified outpatient school based therapy and medication management	2022-08-18 - 2024-08-18	Maureen Shaw - Counselor	Awaken PGH, formal feedback

Anticipated Outcome
Decrease in student and teacher disengagement, behavior and disciplinary reports, increased attendance, and positive academic and psychosocial outcomes.

Monitoring/Evaluation
Baseline data improvements across all areas measured by the Five Facets of Mindfulness Survey

Evidence-based Strategy
Culturally Responsive Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum Alignment	Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Culturally Responsive Teaching Practices will be implemented to create engaged, independent learners and student-centered classrooms.	2022-01-14 - 2024-08-14	Administrators, Superintendent, and Professional Development Team	Regularly scheduled PLC Team meeting times, and Professional Development days focused on Culturally Responsive Teaching and the Brain workshop and materials.
Provide Professional Development on Culturally Responsive pedagogy and the brain for teachers, paraprofessionals, and administrators.	2022-01-10 - 2024-06-30	Administrators, Superintendent	Regularly scheduled PLC Team meeting times, and Professional Development days focused on Culturally Responsive Teaching and the Brain workshop and materials.
Develop staff AWARENESS of the levels of culture, knowing and owning one's own cultural lens, understand how the brain learns,	2022-01-19 - 2023-08-19	Administrators, Superintendent,	Regularly scheduled PLC Team meeting times, and

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
broaden your interpretation of culturally and linguistically diverse students' learning behaviors as the first step in the process of implementing Culturally Responsive Teaching Practices.		and Professional Development Team	Professional Development days focused on Culturally Responsive Teaching and the Brain workshop and materials.
Reimagine the student and teacher relationship as a PARTNERSHIP by helping students cultivate a positive mindset and sense of self-efficacy and support students to take greater ownership of their learning.	2022-01-19 - 2024-08-19	Administrators, Superintendent, and Professional Development Team	Regularly scheduled PLC Team meeting times, and Professional Development days focused on Culturally Responsive Teaching and the Brain workshop and materials.
Utilize brain based INFORMATION PROCESSING strategies to provide appropriate challenge in order to increase intellectual capacity. Help students process new content by connecting it to culturally relevant examples and metaphors from the students' community and everyday lives.	2022-01-19 - 2024-08-19	Administrators, Superintendent, and Professional Development Team	Regularly scheduled PLC Team meeting times, and Professional Development days focused on Culturally Responsive Teaching and the Brain workshop and materials.
Create a COMMUNITY OF LEARNERS, and environment that is intellectually and socially safe for learning while making space for student voice. Build classroom culture and learning around sociocultural talk and task structures. Use restorative practices to	2022-08-19 - 2024-08-19	Administrators, Superintendent, and Professional	Regularly scheduled PLC Team meeting times, and Professional Development days focused on Zaretta

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
manage conflicts and redirect negative behaviors.		Development Team	Hammond developed Culturally Responsive Teaching and the Brain workshop and materials.
Teachers will make content more culturally relevant through lesson design.	2022-08-19 - 2023-08-19	Principals	Newsela online current events program and iLit Reading Program (multi-cultural literature)
Evidenced based Culturally Responsive Practices will be shared and utilized schoolwide to impact student engagement and achievement.	2022-08-19 - 2023-08-19	Principals	Newsela online current events program and iLit Reading Program (multi-cultural literature)
Develop a context specific "Playbook" to guide Culturally Responsive work on-site at each school.	2022-08-19 - 2024-08-19	Principals	Newsela online current events program and iLit Reading Program (multi-cultural literature)
Anticipated Outcome			
Student achievement will benefit from updated curricula and instruction delivered with respect and equal value and served with equity regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance or disability. The school culture will transformed and become more equity-focused.			

Monitoring/Evaluation

Lesson Plans will be monitored to ensure they contain Culturally Responsive Teaching Practices, Classroom observations will reflect CRP being implemented. Teachers will share results with their peers in PLC meetings. Each content area/grade span will develop a "playbook" to be shared in the PLCs.

Evidence-based Strategy

Curricular Alignment

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Curriculum Alignment	Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Content area teachers will collaborate in vertical and/or grade level teams to review , evaluate, and examine current curricula, resources, and outcomes in math. Develop an updated, revised, and aligned math curricula at each grade level/course.	2021-08-18 - 2024-08-18	Principals and Superintendent	Employ content area consultants to work with teachers to align curriculum and instruction to PA Core Standards, monitored via lesson plans and observational data
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			to show evidence of the new protocols.
Content area teachers will collaborate in vertical and/or grade level teams to review , evaluate, and examine current curricula, resources, and outcomes in ELA. Develop an updated, revised, and aligned ELA curricula at each grade level/course.	2022-01-18 - 2024-08-24	Principals and Superintendent	Employ content area consultants to work with teachers to align curriculum and instruction to PA Core Standards, monitored via lesson plans and observational data to show evidence of the new protocols.
Content area teachers will collaborate in vertical and/or grade level teams to review , evaluate, and examine current curricula, resources, and outcomes in Science. Develop an updated, revised, and aligned Science curricula at each grade level/course.	2022-08-18 - 2024-08-18	Principals and Superintendent	Employ content area consultants to work with teachers to align curriculum and instruction to PA Core Standards, monitored via lesson plans and observational data to show evidence of the new protocols.
Content area teachers will collaborate in vertical and/or grade level teams to review , evaluate, and examine current curricula, resources, and outcomes in Social Studies. Develop an updated, revised, and aligned Social Studies curricula at each grade level/course.	2023-01-18 - 2024-08-18	Principals and Superintendent	Employ content area consultants to work with teachers to align curriculum and instruction to PA Core Standards, monitored via lesson plans and observational data to show evidence of the new protocols.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All CCSD curriculum will be available online for teacher, parent, and student access and to serve as evidence of completion.	2023-01-19 - 2024-08-19	Principals: John Wilkinson, Tiffany Gratchic, and Debra Maurizio	Schoolwide curriculum teams will collaborate to do the writing on Professional Development days, new resources to maintain the data warehouse to house the curricula online.

Provide teachers with training on Language and Literacy Acquisition including strategies for supporting English Language Learners through a trainer through the AIU in the fall and spring semester.	2022-08-19 - 0025-08-25	Tom McCloskey	Title III Consortium AIU - provides training
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Anticipated Outcome

Curricula will include high expectations and 21st Century instructional practices that increase rigor while reengaging students in their learning. A 5% increase in growth measures will occur annually on PSSA/ Keystone exams.

Monitoring/Evaluation

Principals will monitor lesson plans aligned to the new curriculum and classroom delivery of instruction through regular walk-throughs, and observations. Achievement results will increase by 5% on Growth Measures on the PSSA/Keystone exams annually.

Evidence-based Strategy

Equity

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Equity	Build a Culture for Equity, where every student feels a sense of belonging, believes in their ability, has a voice and gets what they need to be successful as measured by data collected on the Panorama Student Survey.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Participate in AASA's Learning 2025 Demonstration Schools Western Pa. Network to support a holistic redesign of school systems to become Student-Centered, Equity-Focused and Future- Driven.	2021-08-23 - 2025-06-30	Superintendent Asst. Superintendent, Tom McCloskey	Funding- Grable Foundation to support fees, professional development and special projects, Weekly collaborative meetings via zoom, two annual conferences, District budget to support leadership team training
Administer the Panorama Student Survey to evaluate and measure student perceptions of school life.	2022-01-10 - 2023-02-28	Superintendent Assistant Superintendent, Tom McCloskey	Panorama Survey
Analyze data from the Panorama Student Survey to be used to develop an Equity Action Plan for the District.	2022-01-03 - 2025-01-25	Superintendent Asst Superintendent, Tom McCloskey, Principals	Panorama Data Analysis Protocol

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create an Equity-Focused Districtwide Committee to include community stakeholders.	2022-05-30 - 2024-08-30	Superintendent Asst. Superintendent- Tom McCloskey	Dedicated volunteers to serve on the committee and willing to participate in ongoing professional learning on DEI, Grable Foundation Support, Survey Data.
Create an Equity-focused action plan to address the barriers to equity that exist and support continuous professional learning that includes critical conversations, book studies, and seminars regarding DEI.	2022-09-30 - 2024-09-30	Superintendent Asst Superintendent- Tom McCloskey	Support from the Learning 2025 Network

Anticipated Outcome
Student achievement will benefit from updated curricula and instruction delivered with respect and equal value and served with equity regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance or disability. The school culture will transformed and become more equity-focused.

Monitoring/Evaluation
Lesson Plans will be monitored to ensure they contain Culturally Responsive Teaching Practices, Classroom observations will reflect CRP being implement. Teachers will share results with their peers in PLC meetings. Each content area/grade span will develop a "playbook" to be shared in the PLCs.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Through an intentional focus on the whole child, CCSD will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	Intensive professional development training supported by AIU3 for the SWPBIS Team through monthly meetings.	01/04/2021 - 08/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Through an intentional focus on the whole child, CCSD will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	SWPBIS Team develops comprehensive plan for implementation of the program across grade levels, including Purpose, Action Plan, Flow Chart, Systems needed, and all aspects of implementation	08/14/2021 - 08/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Through an intentional focus on the whole child, CCSD will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	SWPBIS Team will develop standardized lesson plans for schoolwide implementation of the program	01/14/2021 - 08/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Through an intentional focus on the whole child, CCSD will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	Collect and analyze all data from year one and year two for decision making and evaluation of the SWPBIS Program. Adjustments will be made as needed.	01/14/2022 - 08/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Systemic integration of behavioral health services will be implemented to create healthy responses and positive reactions to stressors and trauma for staff and students as measured by the Five Facets of Mindfulness Survey. (Mindfulness Chill Project)	Mindfulness Training	Faculty and staff will be trained 18 hours on Mindfulness and self-regulation practices that promote metacognitive awareness and positive relationship building practices	08/14/2021 - 08/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Systemic integration of behavioral health services will be implemented to create healthy responses and positive reactions to stressors and trauma for staff and students as measured by the Five Facets of Mindfulness Survey. (Mindfulness Chill Project)	Mindfulness Training	Create a "Chill Room" in each school where students can receive Mindfulness lessons and practices	01/14/2022 - 01/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Systemic integration of behavioral health services will be implemented to create healthy responses and positive reactions to stressors and trauma for staff and students as measured by the Five Facets of Mindfulness Survey. (Mindfulness Chill Project)	Mindfulness Training	Provide evidence-based coping skill Chill Project curriculum to all students through teacher training, as well as flexible scheduling for classes of students who desire more lessons	01/14/2022 - 01/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Culturally Responsive Instruction	Provide Professional Development on Culturally Responsive pedagogy and the brain for teachers, paraprofessionals, and administrators.	01/10/2022 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Curricular Alignment	Content area teachers will collaborate in vertical and/or grade level teams to review , evaluate, and examine current curricula, resources, and outcomes in math. Develop an updated, revised, and aligned math curricula at each grade level/course.	08/18/2021 - 08/18/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Curricular Alignment	Content area teachers will collaborate in vertical and/or grade level teams to review , evaluate, and examine current curricula, resources, and outcomes in ELA. Develop an updated, revised, and aligned ELA curricula at each grade level/course.	01/18/2022 - 08/24/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Curricular Alignment	Content area teachers will collaborate in vertical and/or grade level teams to review , evaluate, and examine current curricula, resources, and outcomes in Science. Develop an updated, revised, and aligned Science curricula at each grade level/course.	08/18/2022 - 08/18/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Culturally Responsive Instruction	Develop staff AWARENESS of the levels of culture, knowing and owning one's own cultural lens, understand how the brain learns, broaden your interpretation of culturally and linguistically diverse students' learning behaviors as the first step in the process of implementing Culturally Responsive Teaching Practices.	01/19/2022 - 08/19/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Culturally Responsive Instruction	Reimagine the student and teacher relationship as a PARTNERSHIP by helping students cultivate a positive mindset and sense of self-efficacy and support students to take greater ownership of their learning.	01/19/2022 - 08/19/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Culturally Responsive Instruction	Utilize brain based INFORMATION PROCESSING strategies to provide appropriate challenge in order to increase intellectual capacity. Help students process new content by connecting it to culturally relevant examples and metaphors from the students' community and everyday lives.	01/19/2022 - 08/19/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Culturally Responsive Instruction	Create a COMMUNITY OF LEARNERS, and environment that is intellectually and socially safe for learning while making space for student voice. Build classroom culture and learning around sociocultural talk and task structures. Use restorative practices to manage conflicts and redirect negative behaviors.	08/19/2022 - 08/19/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Culturally Responsive Instruction	Teachers will make content more culturally relevant through lesson design.	08/19/2022 - 08/19/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Culturally Responsive Instruction	Evidenced based	08/19/2022
		Culturally Responsive Practices will be shared and utilized schoolwide to impact student engagement and achievement.	- 08/19/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Culturally Responsive Instruction	Develop a context specific "Playbook" to guide Culturally Responsive work on-site at each school.	08/19/2022 - 08/19/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Build a Culture for Equity, where every student feels a sense of belonging, believes in their ability, has a voice and gets what they need to be successful as measured by data collected on the Panorama Student Survey. (Equity)	Equity	Participate in AASA's Learning 2025 Demonstration Schools Western Pa. Network to support a holistic redesign of school systems to become Student-Centered, Equity-Focused and Future- Driven.	08/23/2021 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Build a Culture for Equity, where every student feels a sense of belonging, believes in their ability, has a voice and gets what they need to be successful as measured by data collected on the Panorama Student Survey. (Equity)	Equity	Analyze data from the Panorama Student Survey to be used to develop an Equity Action Plan for the District.	01/03/2022 - 01/25/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Curricular Alignment	Provide teachers with training on Language and Literacy Acquisition including strategies for supporting English Language Learners through a trainer through the AIU in the fall and spring semester.	08/19/2022 - 08/25/0025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Through an intentional focus on the whole child, CCSD will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	Intensive professional development training supported by AIU3 for the SWPBIS Team through monthly meetings.	01/04/2021 - 08/14/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Through an intentional focus on the whole child, CCSD will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	SWPBIS Team develops comprehensive plan for implementation of the program across grade levels, including Purpose, Action Plan, Flow Chart, Systems needed, and all aspects of implementation	08/14/2021 - 08/14/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Through an intentional focus on the whole child, CCSD will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	SWPBIS Team will develop standardized lesson plans for schoolwide implementation of the program	01/14/2021 - 08/14/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Through an intentional focus on the whole child, CCSD will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	During year two, the SWPBIS team will roll - out the program in the school to begin full implementation with all teachers and staff.	01/14/2022 - 08/14/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Through an intentional focus on the whole child, CCSD will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	SWPBIS Program will be rolled out to all students in all grades	01/14/2022 - 08/14/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Systemic integration of behavioral health services will be implemented to create healthy responses and positive reactions to stressors and trauma for staff and students as measured by the Five Facets of Mindfulness Survey. (Mindfulness Chill Project)	Mindfulness Training	Faculty and staff will be trained 18 hours on Mindfulness and self-regulation practices that promote metacognitive awareness and positive relationship building practices	08/14/2021 - 08/14/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Systemic integration of behavioral health services will be implemented to create healthy responses and positive reactions to stressors and trauma for staff and students as measured by the Five Facets of Mindfulness Survey. (Mindfulness Chill Project)	Mindfulness Training	Create a "Chill Room" in each school where students can receive Mindfulness lessons and practices	01/14/2022 - 01/14/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Systemic integration of behavioral health services will be implemented to create healthy responses and positive reactions to stressors and trauma for staff and students as measured by the Five Facets of Mindfulness Survey. (Mindfulness Chill Project)	Mindfulness Training	Provide highly qualified outpatient school based therapy and medication management	08/18/2022 - 08/18/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Curricular Alignment	All CCSD curriculum will be available online for teacher, parent, and student access and to serve as evidence of completion.	01/19/2023 - 08/19/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Culturally Responsive Instruction	Evidenced based Culturally Responsive Practices will be shared and utilized schoolwide to impact student engagement and achievement.	08/19/2022 - 08/19/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Culturally Responsive Instruction	Develop a context specific "Playbook" to guide Culturally Responsive work on-site at each school.	08/19/2022 - 08/19/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Curricular Alignment	Provide teachers with training on Language and Literacy Acquisition including strategies for supporting English Language Learners through a trainer through the AIU in the fall and spring semester.	08/19/2022 - 08/25/0025

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school’s governing board and submission to the Department.

School Board Minutes or Affirmation Statement	2021-11-23
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Signature (Entered Electronically and must have access to web application).

Chief School Administrator	Ginny L. Hunt	2022-06-28
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ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Career Benchmarks have exceeded state averages consistently at both schools. The guidance department has chaired the 339 committee and monitored the 339 plan to oversee implementation.

Multiple grade levels and subgroups of students are experiencing Academic Growth in English Language Arts. A Districtwide Coach is working with the intermediate and middle school levels to better align and personalize instruction.

The elementary school is exceeding Academic Growth in Math which should lead to improved overall math achievement if this continues.

Recruit and employ fully credentialed, experienced and high quality leaders and teachers.

Support professional development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals and priorities.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district.

Challenges

Districtwide math scores are well below state average. Students are not meeting interim targets and few grade levels are meeting or surpassing Academic Growth Standards.

Science/ Biology scores at the middle and high school level are a concern as many students are not meeting interim targets or academic growth standards.

Regular attendance is well below the state average at both schools. Elementary is 70% and Middle/School/ High School is 65%. The Pandemic has only intensified the problem.

Grade 3 reading, an on track measure, needs addressed as achievement scores are declining.

Regular Attendance continues to be a challenge at both the elementary and Middle and High School. This has been an ongoing challenge and magnified with the Pandemic when students had an option to work from home remotely and failed to complete work. After the return to in-person education, a water-main break in the community resulted in a flood of the entire elementary school, leading to disruptions that further hampered the efforts to maintain and improve student attendance during

Strengths

The District 339 Plan is a viable plan for College and Career Readiness and is assisting students in meeting state expectations.

A plan for increasing Regular Attendance has been established and is being implemented through the ATSI Initiative. If regular attendance improves it will impact student achievement and a higher percentage of student will meet state academic expectations.

A plan for revising mathematics instruction K-8 has been implemented through the ATSI initiative. New curriculum, resources, and professional development will positively impact instruction which will impact student achievement.

A positive impact of the pandemic is that it expedited the need for all teachers and staff to become technology literate in order to deliver remote instruction effectively the past two years. Technology is now integrated into daily lessons.

MS/HS students with disabilities met the statewide growth standard in Math (76.5%).

Elementary Students with disabilities met the growth standard in ELA (78%).

MS/HS Economically disadvantaged students met the growth standard for ELA (77.3%).

Challenges

2020-2021.

Math Achievement across both the elementary and middle/high school is a concern. Although growth is evident at some grade levels, interim targets are not being met for the All Student Group and Subgroups.

ELA Achievement across both schools is far below the state average even though growth measures have been achieved.

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district .

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction .

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning .

Trauma, increased behavioral and mental health needs of students and families are impacting students in a variety of ways. Attendance, achievement, behavior, lack of emotional regulation, and lack of effort in school are the challenges.

Strengths

Elementary economically disadvantaged students (22.2%) exceeded the intertim achievement standard in math of 18%.

Elementary economically disadvantaged students exceeded the growth standards (PVAAS) in math at 79.0% Elementary economically disadvantaged students met the growth standard in ELA (72.0%).

Math at the elementary School has exceed Growth Expectations.

Colleagues and Career goals at both schools have met and exceeded state standards.

The All Student Group in Grade 4 Science met the interim goal for science in 2019 (48%).

Two or more subgroups have met or exceeded the Academic Growth Standard at grade 4 and grade 8 science.

The Academic Growth Expectation in English Language Arts for the All Student Group in 2019 met the growth standard at elementary school. The score of 75.3 in 2019 was an increase from the score of 50 in 2018. (PSSA)

The Academic Growth Expectation in English Language Arts for the All Student Group in 2019 met the growth standard at the MS/HS school. (PSSA/ Literature Keystone)

Challenges

"Learning Loss" due to the Pandemic is real and will require a sustained effort to re-engage students in learning by utilizing many research- based strategies.

9.3% of students with disabilities met the achievement measure in ELA and 1.9% in Math, below interim targets of 27% in ELA and 18.6% in Math at the MS/HS. More students meeting the interim targets will impact student achievement.

28.1% of elementary economically disadvantaged students met the achievement measure in ELA (interim target 43%) and 22.2% met the achievement measure in math (interim target (27%). More students meeting the interim targets will impact student achievement.

Algebra Achievement scores on the Keystone is a concern.

Biology Achievement scores on the Keystones is a concern.

Middle School PSSA Math Achievement is well below state standards and interim goals.

Regular Attendance is 68.2% below the state average of 85.8%.

Districtwide only 29.7% of students earned proficient on ELA stat eassessments.

Achievement goals in ELA were well below state average at each

Strengths

Academic Growth measures in ELA were met in the Black, Economically Disadvantaged and Students with Disabilities group at the Elementary school. (PSSA)

Academic Growth measures in ELA were met in the Black, (70.3) Economically Disadvantaged (77.3) and Students with Disabilities group (76.5) at the MS/HS level. (PSSA/ Literature - Keystones).

The Academic Growth Measures exceed the state standard (86.0) in math at the elementary school. (PSSA & PVAAS)

The Academic Growth Measures exceed the state standard in math at the elementary school in the All Students, Black and Economically Disadvantaged sub groups. (PSSA & PVAAS)

The Academic Growth Standard for Math is the greatest at Grade 5 with 25% of students proficient or above. (PSSA)

The percentage of students scoring Advanced/Proficient at the elementary ((6.1%) and Middle/High School (.8%) increased from 2018 to 2019.

The percentage of Students scoring Proficient/Advanced for the All Student Group in Grade 4 Science increased (9.8%) from 2018 to 2019.

The All Student Group in Grade 4 Science met the interim goal for science in 2019 (48%).

Challenges

grade level (3-8) on the PSSA.

Achievement scores in Literature are well below the state average on the Keystone Exam.

Academic Growth Measures for the All Student group are well below the standard in Literature on the Keystone Exam.

Three year average Academic Growth scores in Literature on the Keystone Exams are well below the standard.

Achievement in Math is consistently well below the state average on the PSSA in Middle School.

Three year average in middle school math (6-8) Growth standards are well below the average (PVAAS).

Algebra Achievement scores are well below the state average on the Keystone Exam.

Algebra Academic Growth Standards are below the state standard on the Keystone Exam.

Biology Achievement scores are weell below the state average.

Grade 8 Science Achievement Scors are well below the state average.

Biology Academic Growth scores have been well below the

Strengths

Grade 8 Science met the growth standard in 2019.

Two or more subgroups have met or exceeded the Academic Growth Standard at Grade 4 and grade 8 Science.

Challenges

average for the past three years.

Most Notable Observations/Patterns

Many if not all of the challenges identified have been magnified as a result of the pandemic. Achievement data is from 2019 and does not encompass the learning loss that is evident from 2020 through 2021. It is clearly evident that a major focus of this plan must be to address the "whole child". The social emotional needs of our students must be a priority if we are to see gains in achievement. Many students are disengaged and we must build a school culture that is culturally responsive, inviting and engaging. Although academic growth is evident in most areas, achievement is a challenge in all content areas. Lack of an aligned, rigorous, curriculum taught at a deep level of understanding is thought to be the root cause of the achievement concerns. A culture of high expectations needs to be consistent throughout the district. Implementation of a data driven systemic intervention program at all levels is needed.

Challenges

Discussion Point

Priority for Planning

Achievement goals in ELA were well below state average at each grade level (3-8) on the PSSA.

Achievement in Math is consistently well below the state

Challenges**Discussion Point****Priority for Planning**

average on the PSSA in Middle School.

Algebra Achievement scores are well below the state average on the Keystone Exam.

Three year average Academic Growth scores in Literature on the Keystone Exams are well below the standard.

Biology Achievement scores are well below the state average.

Grade 8 Science Achievement Scores are well below the state average.

Districtwide math scores are well below state average. Students are not meeting interim targets and few grade levels are meeting or surpassing Academic Growth Standards.

Science/ Biology scores at the middle and high school level are a concern as many students are not meeting interim targets or academic growth standards.

Regular attendance is well below the state average at both schools. Elementary is 70% and Middle/School/ High School is 65%. The Pandemic has only intensified the problem.

Challenges**Discussion Point****Priority for Planning**

Regular Attendance continues to be a challenge at both the elementary and Middle and High School. This has been an ongoing challenge and magnified with the Pandemic when students had an option to work from home remotely and failed to complete work. After the return to in-person education, a water-main break in the community resulted in a flood of the entire elementary school, leading to disruptions that further hampered the efforts to maintain and improve student attendance during 2020-2021.

Regular Attendance is a focus of both ATSI school plans and will not be the main focus of this comprehensive plan.

Math Achievement across both the elementary and middle/high school is a concern. Although growth is evident at some grade levels, interim targets are not being met for the All Student Group and Subgroups.

ELA Achievement across both schools is far below the state average even though growth measures have been achieved.

Trauma, increased behavioral and mental health needs of students and families are impacting students in a variety of ways. Attendance, achievement, behavior, lack of emotional regulation, and lack of effort in school are the challenges.

Students and families have experienced trauma resulting from various sources causing students to be absent and disconnected from school. The root cause is believed to be poverty and inequities magnified as a result of the pandemic and remote learning. The system must focus on the social, emotional, cognitive, mental health and trauma-based needs of ALL students to reengage them

Challenges	Discussion Point	Priority for Planning
	in the learning process. Addressing cognitive growth exclusively is not enough for our student population.	
"Learning Loss" due to the Pandemic is real and will require a sustained effort to re-engage students in learning by utilizing many research- based strategies.		
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district .		
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction .	Lack of rigorous, aligned curriculum & instructional practices that personalizes learning equitably for all students is believed to be the root cause of low student achievement. Redesigning a future-driven standards aligned curriculum that meets the needs of students taking them from where they are and accelerates their learning.	

ADDENDUM B: ACTION PLAN

Action Plan: SWPBIS

Action Steps	Anticipated Start/Completion Date
Establish a PBIS Team in (Grades 6-12) to begin planning for school wide implementation	08/23/2021 - 08/22/2022

Monitoring/Evaluation	Anticipated Output
Agenda, Minutes and sign--in sheets from planning meetings, with regular and consistent examination of content and goal attainment.	Reliable team who will commit to develop the PBIS Plan, roll out- the plan, evaluate and revise the plan as needed.

Material/Resources/Supports Needed	PD Step	Comm Step
Staff & teacher Volunteers, Administrators, Sped supervisor, Counselors, Social Worker	no	no

Action Plan: PBIS

Action Steps	Anticipated Start/Completion Date	
Intensive professional development training supported by AIU3 for the SWPBIS Team through monthly meetings.	01/04/2021 - 08/14/2024	
Monitoring/Evaluation	Anticipated Output	
Agenda, Minutes and sign--in sheets from planning meetings, Classroom observation data.	SWPBIS Team members will become confident with the proposed implementation of the PBIS program. Schoolwide Discipline referrals will decrease by 10% a year.	
Material/Resources/Supports Needed	PD Step	Comm Step
Collaboration with partners at AIU3, feedback from participants, reexamine outcomes from presenters	yes	yes

Action Steps		Anticipated Start/Completion Date	
SWPBIS Team develops comprehensive plan for implementation of the program across grade levels, including Purpose, Action Plan, Flow Chart, Systems needed, and all aspects of implementation		08/14/2021 - 08/14/2024	
Monitoring/Evaluation		Anticipated Output	
Agenda, Minutes and sign-in sheets from planning meetings, Classroom observation data.		SWPBIS Team members will become confident with the proposed implementation of the PBIS program. Schoolwide Discipline referrals will decrease by 10% a year.	
Material/Resources/Supports Needed		PD Step	Comm Step
Team meetings and collaboration with partners at AIU3, on-going and consistent review of feedback from participants		yes	yes

Action Steps		Anticipated Start/Completion Date	
SWPBIS Team will develop standardized lesson plans for schoolwide implementation of the program		01/14/2021 - 08/14/2024	
Monitoring/Evaluation		Anticipated Output	
Agenda, Minutes and sign--in sheets from planning meetings, Classroom observation data.		SWPBIS Team members will become confident with the proposed implementation of the PBIS program. Schoolwide Discipline referrals will decrease by 10% a year.	
Material/Resources/Supports Needed		PD Step	Comm Step
Team meetings and collaboration with partners at AIU3		yes	yes

Action Steps	Anticipated Start/Completion Date		
During year two, the SWPBIS team will roll - out the program in the school to begin full implementation with all teachers and staff.	01/14/2022 - 08/14/2023		
Monitoring/Evaluation	Anticipated Output		
Agenda, Minutes and sign--in sheets from planning meetings, Classroom observation data.	SWPBIS Team members will become confident with the proposed implementation of the PBIS program. Schoolwide Discipline referrals will decrease by 10% a year.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Visuals, posters, reward systems, print/ copy of materials	yes	yes	

Action Steps		Anticipated Start/Completion Date	
SWPBIS Program will be rolled out to all students in all grades		01/14/2022 - 08/14/2023	
Monitoring/Evaluation		Anticipated Output	
Agenda, Minutes and sign--in sheets from planning meetings, Classroom observation data.		SWPBIS Team members will become confident with the proposed implementation of the PBIS program. Schoolwide Discipline referrals will decrease by 10% a year.	
Material/Resources/Supports Needed		PD Step	Comm Step
Visuals, posters, reward systems, print/ copy of materials		no	yes

Action Steps	Anticipated Start/Completion Date
Collect and analyze all data from year one and year two for decision making and evaluation of the SWPBIS Program. Adjustments will be made as needed.	01/14/2022 - 08/14/2024

Monitoring/Evaluation	Anticipated Output
Agenda, Minutes and sign--in sheets from planning meetings, Classroom observation data.	SWPBIS Team members will become confident with the proposed implementation of the PBIS program. Schoolwide Discipline referrals will decrease by 10% a year.

Material/Resources/Supports Needed	PD Step	Comm Step
SWIS, ALMA, Behavior and discipline referrals, Attendance, and achievement	yes	no

Action Plan: Mindfulness Training

Action Steps		Anticipated Start/Completion Date	
Faculty and staff will be trained 18 hours on Mindfulness and self-regulation practices that promote metacognitive awareness and positive relationship building practices		08/14/2021 - 08/14/2024	
Monitoring/Evaluation		Anticipated Output	
Baseline data improvements across all areas measured by the Five Facets of Mindfulness Survey		Decrease in student and teacher disengagement, behavior and disciplinary reports, increased attendance, and positive academic and psychosocial outcomes.	
Material/Resources/Supports Needed		PD Step	Comm Step
Awaken PGH staff, Highmark Health, Staunton Farms, ESSERS, and CCSD		yes	yes

Action Steps	Anticipated Start/Completion Date
Create a "Chill Room" in each school where students can receive Mindfulness lessons and practices	01/14/2022 - 01/14/2024

Monitoring/Evaluation	Anticipated Output
Baseline data improvements across all areas measured by the Five Facets of Mindfulness Survey	Decrease in student and teacher disengagement, behavior and disciplinary reports, increased attendance, and positive academic and psychosocial outcomes.

Material/Resources/Supports Needed	PD Step	Comm Step
Collaboration with partners at AHN	yes	yes

Action Steps		Anticipated Start/Completion Date	
Employ Chill Room staffing to include a Program Supervisor, Behavioral Health Therapist, and a Behavioral Health school educator to be in the school 5 days a week.		01/14/2022 - 08/24/2024	
Monitoring/Evaluation		Anticipated Output	
Baseline data improvements across all areas measured by the Five Facets of Mindfulness Survey		Decrease in student and teacher disengagement, behavior and disciplinary reports, increased attendance, and positive academic and psychosocial outcomes.	
Material/Resources/Supports Needed		PD Step	Comm Step
Saunton Farms, Moonshot, and Grable Foundation grants and CCSD ESSERS		no	no

Action Steps		Anticipated Start/Completion Date	
Provide evidence-based coping skill Chill Project curriculum to all students through teacher training, as well as flexible scheduling for classes of students who desire more lessons		01/14/2022 - 01/14/2024	
Monitoring/Evaluation		Anticipated Output	
Baseline data improvements across all areas measured by the Five Facets of Mindfulness Survey		Decrease in student and teacher disengagement, behavior and disciplinary reports, increased attendance, and positive academic and psychosocial outcomes.	
Material/Resources/Supports Needed		PD Step	Comm Step
Awaken PGH, formal and informal feedback from teachers and students		yes	no

Action Steps	Anticipated Start/Completion Date
Provide highly qualified outpatient school based therapy and medication management	08/18/2022 - 08/18/2024

Monitoring/Evaluation	Anticipated Output
Baseline data improvements across all areas measured by the Five Facets of Mindfulness Survey	Decrease in student and teacher disengagement, behavior and disciplinary reports, increased attendance, and positive academic and psychosocial outcomes.

Material/Resources/Supports Needed	PD Step	Comm Step
Awaken PGH, formal feedback	no	yes

Action Plan: Culturally Responsive Instruction

Action Steps	Anticipated Start/Completion Date		
Culturally Responsive Teaching Practices will be implemented to create engaged, independent learners and student-centered classrooms.	01/14/2022 - 08/14/2024		
Monitoring/Evaluation	Anticipated Output		
Lesson Plans will be monitored to ensure they contain Culturally Responsive Teaching Practices, Classroom observations will reflect CRP being implemented. Teachers will share results with their peers in PLC meetings. Each content area/grade span will develop a "playbook" to be shared in the PLCs.	Student achievement will benefit from updated curricula and instruction delivered with respect and equal value and served with equity regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance or disability. The school culture will be transformed and become more equity-focused.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Regularly scheduled PLC Team meeting times, and Professional Development days focused on Culturally Responsive Teaching and the Brain workshop and materials.	no	no	

Action Steps	Anticipated Start/Completion Date		
Provide Professional Development on Culturally Responsive pedagogy and the brain for teachers, paraprofessionals, and administrators.	01/10/2022 - 06/30/2024		
Monitoring/Evaluation	Anticipated Output		
Lesson Plans will be monitored to ensure they contain Culturally Responsive Teaching Practices, Classroom observations will reflect CRP being implemented. Teachers will share results with their peers in PLC meetings. Each content area/grade span will develop a "playbook" to be shared in the PLCs.	Student achievement will benefit from updated curricula and instruction delivered with respect and equal value and served with equity regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance or disability. The school culture will be transformed and become more equity-focused.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Regularly scheduled PLC Team meeting times, and Professional Development days focused on Culturally Responsive Teaching and the Brain workshop and materials.	yes	no	

Action Steps	Anticipated Start/Completion Date		
Develop staff AWARENESS of the levels of culture, knowing and owning one's own cultural lens, understand how the brain learns, broaden your interpretation of culturally and linguistically diverse students' learning behaviors as the first step in the process of implementing Culturally Responsive Teaching Practices.	01/19/2022 - 08/19/2023		
Monitoring/Evaluation	Anticipated Output		
Lesson Plans will be monitored to ensure they contain Culturally Responsive Teaching Practices, Classroom observations will reflect CRP being implemented. Teachers will share results with their peers in PLC meetings. Each content area/grade span will develop a "playbook" to be shared in the PLCs.	Student achievement will benefit from updated curricula and instruction delivered with respect and equal value and served with equity regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance or disability. The school culture will transform and become more equity-focused.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Regularly scheduled PLC Team meeting times, and Professional Development days focused on Culturally Responsive Teaching and the Brain workshop and materials.	yes	no	

Action Steps	Anticipated Start/Completion Date		
Reimagine the student and teacher relationship as a PARTNERSHIP by helping students cultivate a positive mindset and sense of self-efficacy and support students to take greater ownership of their learning.	01/19/2022 - 08/19/2024		
Monitoring/Evaluation	Anticipated Output		
Lesson Plans will be monitored to ensure they contain Culturally Responsive Teaching Practices, Classroom observations will reflect CRP being implemented. Teachers will share results with their peers in PLC meetings. Each content area/grade span will develop a "playbook" to be shared in the PLCs.	Student achievement will benefit from updated curricula and instruction delivered with respect and equal value and served with equity regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance or disability. The school culture will be transformed and become more equity-focused.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Regularly scheduled PLC Team meeting times, and Professional Development days focused on Culturally Responsive Teaching and the Brain workshop and materials.	yes	no	

Action Steps	Anticipated Start/Completion Date		
Utilize brain based INFORMATION PROCESSING strategies to provide appropriate challenge in order to increase intellectual capacity. Help students process new content by connecting it to culturally relevant examples and metaphors from the students' community and everyday lives.	01/19/2022 - 08/19/2024		
Monitoring/Evaluation	Anticipated Output		
Lesson Plans will be monitored to ensure they contain Culturally Responsive Teaching Practices, Classroom observations will reflect CRP being implemented. Teachers will share results with their peers in PLC meetings. Each content area/grade span will develop a "playbook" to be shared in the PLCs.	Student achievement will benefit from updated curricula and instruction delivered with respect and equal value and served with equity regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance or disability. The school culture will be transformed and become more equity-focused.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Regularly scheduled PLC Team meeting times, and Professional Development days focused on Culturally Responsive Teaching and the Brain workshop and materials.	yes	no	

Action Steps	Anticipated Start/Completion Date	
Create a COMMUNITY OF LEARNERS, and environment that is intellectually and socially safe for learning while making space for student voice. Build classroom culture and learning around sociocultural talk and task structures. Use restorative practices to manage conflicts and redirect negative behaviors.	08/19/2022 - 08/19/2024	
Monitoring/Evaluation	Anticipated Output	
Lesson Plans will be monitored to ensure they contain Culturally Responsive Teaching Practices, Classroom observations will reflect CRP being implemented. Teachers will share results with their peers in PLC meetings. Each content area/grade span will develop a "playbook" to be shared in the PLCs.	Student achievement will benefit from updated curricula and instruction delivered with respect and equal value and served with equity regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance or disability. The school culture will be transformed and become more equity-focused.	
Material/Resources/Supports Needed	PD Step	Comm Step
Regularly scheduled PLC Team meeting times, and Professional Development days focused on Zaretta Hammond developed Culturally Responsive Teaching and the Brain workshop and materials.	yes	no

Action Steps	Anticipated Start/Completion Date		
Teachers will make content more culturally relevant through lesson design.	08/19/2022 - 08/19/2023		
Monitoring/Evaluation	Anticipated Output		
Lesson Plans will be monitored to ensure they contain Culturally Responsive Teaching Practices, Classroom observations will reflect CRP being implemented. Teachers will share results with their peers in PLC meetings. Each content area/grade span will develop a "playbook" to be shared in the PLCs.	Student achievement will benefit from updated curricula and instruction delivered with respect and equal value and served with equity regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance or disability. The school culture will transform and become more equity-focused.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Newsela online current events program and iLit Reading Program (multi-cultural literature)	yes	no	

Action Steps	Anticipated Start/Completion Date	
Evidenced based Culturally Responsive Practices will be shared and utilized schoolwide to impact student engagement and achievement.	08/19/2022 - 08/19/2023	
Monitoring/Evaluation	Anticipated Output	
Lesson Plans will be monitored to ensure they contain Culturally Responsive Teaching Practices, Classroom observations will reflect CRP being implemented. Teachers will share results with their peers in PLC meetings. Each content area/grade span will develop a "playbook" to be shared in the PLCs.	Student achievement will benefit from updated curricula and instruction delivered with respect and equal value and served with equity regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance or disability. The school culture will be transformed and become more equity-focused.	
Material/Resources/Supports Needed	PD Step	Comm Step
Newsela online current events program and iLit Reading Program (multi-cultural literature)	yes	yes

Action Steps	Anticipated Start/Completion Date
Develop a context specific "Playbook" to guide Culturally Responsive work on-site at each school.	08/19/2022 - 08/19/2024

Monitoring/Evaluation	Anticipated Output
Lesson Plans will be monitored to ensure they contain Culturally Responsive Teaching Practices, Classroom observations will reflect CRP being implemented. Teachers will share results with their peers in PLC meetings. Each content area/grade span will develop a "playbook" to be shared in the PLCs.	Student achievement will benefit from updated curricula and instruction delivered with respect and equal value and served with equity regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance or disability. The school culture will be transformed and become more equity-focused.

Material/Resources/Supports Needed	PD Step	Comm Step
Newsela online current events program and iLit Reading Program (multi-cultural literature)	yes	yes

Action Plan: Curricular Alignment

Action Steps	Anticipated Start/Completion Date		
Content area teachers will collaborate in vertical and/or grade level teams to review , evaluate, and examine current curricula, resources, and outcomes in math. Develop an updated, revised, and aligned math curricula at each grade level/course.	08/18/2021 - 08/18/2024		
Monitoring/Evaluation	Anticipated Output		
Principals will monitor lesson plans aligned to the new curriculum and classroom delivery of instruction through regular walk-throughs, and observations. Achievement results will increase by 5% on Growth Measures on the PSSA/Keystone exams annually.	Curricula will include high expectations and 21st Century instructional practices that increase rigor while reengaging students in their learning. A 5% increase in growth measures will occur annually on PSSA/ Keystone exams.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Employ content area consultants to work with teachers to align curriculum and instruction to PA Core Standards, monitored via lesson plans and observational data to show evidence of the new protocols.	yes	no	

Action Steps	Anticipated Start/Completion Date		
Content area teachers will collaborate in vertical and/or grade level teams to review , evaluate, and examine current curricula, resources, and outcomes in ELA. Develop an updated, revised, and aligned ELA curricula at each grade level/course.	01/18/2022 - 08/24/2024		
Monitoring/Evaluation	Anticipated Output		
Principals will monitor lesson plans aligned to the new curriculum and classroom delivery of instruction through regular walk-throughs, and observations. Achievement results will increase by 5% on Growth Measures on the PSSA/Keystone exams annually.	Curricula will include high expectations and 21st Century instructional practices that increase rigor while reengaging students in their learning. A 5% increase in growth measures will occur annually on PSSA/ Keystone exams.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Employ content area consultants to work with teachers to align curriculum and instruction to PA Core Standards, monitored via lesson plans and observational data to show evidence of the new protocols.	yes	no	

Action Steps	Anticipated Start/Completion Date		
Content area teachers will collaborate in vertical and/or grade level teams to review , evaluate, and examine current curricula, resources, and outcomes in Science. Develop an updated, revised, and aligned Science curricula at each grade level/course.	08/18/2022 - 08/18/2024		
Monitoring/Evaluation	Anticipated Output		
Principals will monitor lesson plans aligned to the new curriculum and classroom delivery of instruction through regular walk-throughs, and observations. Achievement results will increase by 5% on Growth Measures on the PSSA/Keystone exams annually.	Curricula will include high expectations and 21st Century instructional practices that increase rigor while reengaging students in their learning. A 5% increase in growth measures will occur annually on PSSA/ Keystone exams.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Employ content area consultants to work with teachers to align curriculum and instruction to PA Core Standards, monitored via lesson plans and observational data to show evidence of the new protocols.	yes	no	

Action Steps	Anticipated Start/Completion Date		
Content area teachers will collaborate in vertical and/or grade level teams to review , evaluate, and examine current curricula, resources, and outcomes in Social Studies. Develop an updated, revised, and aligned Social Studies curricula at each grade level/course.	01/18/2023 - 08/18/2024		
Monitoring/Evaluation	Anticipated Output		
Principals will monitor lesson plans aligned to the new curriculum and classroom delivery of instruction through regular walk-throughs, and observations. Achievement results will increase by 5% on Growth Measures on the PSSA/Keystone exams annually.	Curricula will include high expectations and 21st Century instructional practices that increase rigor while reengaging students in their learning. A 5% increase in growth measures will occur annually on PSSA/ Keystone exams.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Employ content area consultants to work with teachers to align curriculum and instruction to PA Core Standards, monitored via lesson plans and observational data to show evidence of the new protocols.	yes	no	

Action Steps	Anticipated Start/Completion Date		
All CCSD curriculum will be available online for teacher, parent, and student access and to serve as evidence of completion.	01/19/2023 - 08/19/2024		
Monitoring/Evaluation	Anticipated Output		
Principals will monitor lesson plans aligned to the new curriculum and classroom delivery of instruction through regular walk-throughs, and observations. Achievement results will increase by 5% on Growth Measures on the PSSA/Keystone exams annually.	Curricula will include high expectations and 21st Century instructional practices that increase rigor while reengaging students in their learning. A 5% increase in growth measures will occur annually on PSSA/ Keystone exams.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Schoolwide curriculum teams will collaborate to do the writing on Professional Development days, new resources to maintain the data warehouse to house the curricula online.	yes	yes	

Action Steps	Anticipated Start/Completion Date
Provide teachers with training on Language and Literacy Acquisition including strategies for supporting English Language Learners through a trainer through the AIU in the fall and spring semester.	08/19/2022 - 08/25/0025

Monitoring/Evaluation	Anticipated Output
Principals will monitor lesson plans aligned to the new curriculum and classroom delivery of instruction through regular walk-throughs, and observations. Achievement results will increase by 5% on Growth Measures on the PSSA/Keystone exams annually.	Curricula will include high expectations and 21st Century instructional practices that increase rigor while reengaging students in their learning. A 5% increase in growth measures will occur annually on PSSA/ Keystone exams.

Material/Resources/Supports Needed	PD Step	Comm Step
Title III Consortium AIU - provides training	yes	yes

Action Plan: Equity

Action Steps	Anticipated Start/Completion Date		
Participate in AASA's Learning 2025 Demonstration Schools Western Pa. Network to support a holistic redesign of school systems to become Student-Centered, Equity-Focused and Future- Driven.	08/23/2021 - 06/30/2025		
Monitoring/Evaluation	Anticipated Output		
Lesson Plans will be monitored to ensure they contain Culturally Responsive Teaching Practices, Classroom observations will reflect CRP being implemented. Teachers will share results with their peers in PLC meetings. Each content area/grade span will develop a "playbook" to be shared in the PLCs.	Student achievement will benefit from updated curricula and instruction delivered with respect and equal value and served with equity regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance or disability. The school culture will be transformed and become more equity-focused.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Funding- Grable Foundation to support fees, professional development and special projects, Weekly collaborative meetings via zoom, two annual conferences, District budget to support leadership team training	yes	no	

Action Steps	Anticipated Start/Completion Date	
Administer the Panorama Student Survey to evaluate and measure student perceptions of school life.	01/10/2022 - 02/28/2023	
Monitoring/Evaluation	Anticipated Output	
Lesson Plans will be monitored to ensure they contain Culturally Responsive Teaching Practices, Classroom observations will reflect CRP being implemented. Teachers will share results with their peers in PLC meetings. Each content area/grade span will develop a "playbook" to be shared in the PLCs.	Student achievement will benefit from updated curricula and instruction delivered with respect and equal value and served with equity regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance or disability. The school culture will transform and become more equity-focused.	
Material/Resources/Supports Needed	PD Step	Comm Step
Panorama Survey	no	no

Action Steps		Anticipated Start/Completion Date	
Analyze data from the Panorama Student Survey to be used to develop an Equity Action Plan for the District.		01/03/2022 - 01/25/2025	
Monitoring/Evaluation		Anticipated Output	
Lesson Plans will be monitored to ensure they contain Culturally Responsive Teaching Practices, Classroom observations will reflect CRP being implemented. Teachers will share results with their peers in PLC meetings. Each content area/grade span will develop a "playbook" to be shared in the PLCs.		Student achievement will benefit from updated curricula and instruction delivered with respect and equal value and served with equity regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance or disability. The school culture will transform and become more equity-focused.	
Material/Resources/Supports Needed		PD Step	Comm Step
Panorama Data Analysis Protocol		yes	no

Action Steps		Anticipated Start/Completion Date	
Create an Equity-Focused Districtwide Committee to include community stakeholders.		05/30/2022 - 08/30/2024	
Monitoring/Evaluation		Anticipated Output	
Lesson Plans will be monitored to ensure they contain Culturally Responsive Teaching Practices, Classroom observations will reflect CRP being implemented. Teachers will share results with their peers in PLC meetings. Each content area/grade span will develop a "playbook" to be shared in the PLCs.		Student achievement will benefit from updated curricula and instruction delivered with respect and equal value and served with equity regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance or disability. The school culture will transform and become more equity-focused.	
Material/Resources/Supports Needed		PD Step	Comm Step
Dedicated volunteers to serve on the committee and willing to participate in ongoing professional learning on DEI, Grable Foundation Support, Survey Data.		no	no

Action Steps	Anticipated Start/Completion Date
Create an Equity-focused action plan to address the barriers to equity that exist and support continuous professional learning that includes critical conversations, book studies, and seminars regarding DEI.	09/30/2022 - 09/30/2024

Monitoring/Evaluation	Anticipated Output
Lesson Plans will be monitored to ensure they contain Culturally Responsive Teaching Practices, Classroom observations will reflect CRP being implemented. Teachers will share results with their peers in PLC meetings. Each content area/grade span will develop a "playbook" to be shared in the PLCs.	Student achievement will benefit from updated curricula and instruction delivered with respect and equal value and served with equity regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance or disability. The school culture will transform and become more equity-focused.

Material/Resources/Supports Needed	PD Step	Comm Step
Support from the Learning 2025 Network	no	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Through an intentional focus on the whole child, CCSD will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	Intensive professional development training supported by AIU3 for the SWPBIS Team through monthly meetings.	01/04/2021 - 08/14/2024
Through an intentional focus on the whole child, CCSD will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	SWPBIS Team develops comprehensive plan for implementation of the program across grade levels, including Purpose, Action Plan, Flow Chart, Systems needed, and all aspects of implementation	08/14/2021 - 08/14/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Through an intentional focus on the whole child, CCSO will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	SWPBIS Team will develop standardized lesson plans for schoolwide implementation of the program	01/14/2021 - 08/14/2024
Through an intentional focus on the whole child, CCSO will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	During year two, the SWPBIS team will roll - out the program in the school to begin full implementation with all teachers and staff.	01/14/2022 - 08/14/2023
Through an intentional focus on the whole child, CCSO will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	Collect and analyze all data from year one and year two for decision making and evaluation of the SWPBIS Program.	01/14/2022 - 08/14/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		Adjustments will be made as needed.	
Systemic integration of behavioral health services will be implemented to create healthy responses and positive reactions to stressors and trauma for staff and students as measured by the Five Facets of Mindfulness Survey. (Mindfulness Chill Project)	Mindfulness Training	Faculty and staff will be trained 18 hours on Mindfulness and self-regulation practices that promote metacognitive awareness and positive relationship building practices	08/14/2021 - 08/14/2024
Systemic integration of behavioral health services will be implemented to create healthy responses and positive reactions to stressors and trauma for staff and students as measured by the Five Facets of Mindfulness Survey. (Mindfulness Chill Project)	Mindfulness Training	Create a "Chill Room" in each school where students can receive Mindfulness lessons and practices	01/14/2022 - 01/14/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Systemic integration of behavioral health services will be implemented to create healthy responses and positive reactions to stressors and trauma for staff and students as measured by the Five Facets of Mindfulness Survey. (Mindfulness Chill Project)	Mindfulness Training	Provide evidence-based coping skill Chill Project curriculum to all students through teacher training, as well as flexible scheduling for classes of students who desire more lessons	01/14/2022 - 01/14/2024
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Culturally Responsive Instruction	Provide Professional Development on Culturally Responsive pedagogy and the brain for teachers, paraprofessionals, and administrators.	01/10/2022 - 06/30/2024
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st	Curricular Alignment	Content area teachers will	08/18/2021 - 08/18/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)		collaborate in vertical and/or grade level teams to review , evaluate, and examine current curricula, resources, and outcomes in math. Develop an updated, revised, and aligned math curricula at each grade level/course.	
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Curricular Alignment	Content area teachers will collaborate in vertical and/or grade level teams to review , evaluate, and examine current curricula, resources, and	01/18/2022 - 08/24/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		outcomes in ELA. Develop an updated, revised, and aligned ELA curricula at each grade level/course.	
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Curricular Alignment	Content area teachers will collaborate in vertical and/or grade level teams to review , evaluate, and examine current curricula, resources, and outcomes in Science. Develop an updated, revised, and aligned Science curricula at each grade level/course.	08/18/2022 - 08/18/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Curricular Alignment	Content area teachers will collaborate in vertical and/or grade level teams to review , evaluate, and examine current curricula, resources, and outcomes in Social Studies. Develop an updated, revised, and aligned Social Studies curricula at each grade level/course.	01/18/2023 - 08/18/2024
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Curricular Alignment	All CCSD curriculum will be available online for teacher, parent, and student access	01/19/2023 - 08/19/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		and to serve as evidence of completion.	
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Culturally Responsive Instruction	Develop staff AWARENESS of the levels of culture, knowing and owning one's own cultural lens, understand how the brain learns, broaden your interpretation of culturally and linguistically diverse students' learning behaviors as the first step in the process of implementing Culturally Responsive Teaching Practices.	01/19/2022 - 08/19/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Culturally Responsive Instruction	Reimagine the student and teacher relationship as a PARTNERSHIP by helping students cultivate a positive mindset and sense of self-efficacy and support students to take greater ownership of their learning.	01/19/2022 - 08/19/2024
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Culturally Responsive Instruction	Utilize brain based INFORMATION PROCESSING strategies to provide appropriate challenge in order to increase intellectual capacity. Help students process	01/19/2022 - 08/19/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		new content by connecting it to culturally relevant examples and metaphors from the students' community and everyday lives.	
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Culturally Responsive Instruction	Create a COMMUNITY OF LEARNERS, and environment that is intellectually and socially safe for learning while making space for student voice. Build classroom culture and learning around sociocultural talk and task structures. Use restorative practices to	08/19/2022 - 08/19/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		manage conflicts and redirect negative behaviors.	
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Culturally Responsive Instruction	Teachers will make content more culturally relevant through lesson design.	08/19/2022 - 08/19/2023
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Culturally Responsive Instruction	Evidenced based Culturally Responsive Practices will be shared and utilized schoolwide to impact student engagement and achievement.	08/19/2022 - 08/19/2023
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as	Culturally Responsive Instruction	Develop a context specific "Playbook" to	08/19/2022 - 08/19/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)		guide Culturally Responsive work on-site at each school.	
Build a Culture for Equity, where every student feels a sense of belonging, believes in their ability, has a voice and gets what they need to be successful as measured by data collected on the Panorama Student Survey. (Equity)	Equity	Participate in AASA's Learning 2025 Demonstration Schools Western Pa. Network to support a holistic redesign of school systems to become Student-Centered, Equity-Focused and Future- Driven.	08/23/2021 - 06/30/2025
Build a Culture for Equity, where every student feels a sense of belonging, believes in their ability, has a voice and gets what they need to be successful as measured by data collected on the Panorama Student Survey. (Equity)	Equity	Analyze data from the Panorama Student Survey to be used to develop an Equity Action Plan for the District.	01/03/2022 - 01/25/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Curricular Alignment	Provide teachers with training on Language and Literacy Acquisition including strategies for supporting English Language Learners through a trainer through the AIU in the fall and spring semester.	08/19/2022 - 08/25/0025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Intro to Mindfulness Training	All teachers and staff	Social and emotional skills and competencies, building empathy, methods to establish and maintain positive relationships by respecting others practicing social skills and making responsible choices. Learn mindfulness skills to identify triggers, reduce emotional reactivity, cultivate kindness, compassion, and forgiveness, recover more quickly from intense emotions.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Agendas, sign-in sheets, feedback surveys, SEL rubrics	08/15/2021 - 08/28/2024	Maureen Shaw - Counselor

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4c: Communicating with Families	Trauma Informed Training (Act 18)
2b: Establishing a Culture for Learning	
2d: Managing Student Behavior	
2a: Creating an Environment of Respect and Rapport	

Professional Development Step	Audience	Topics of Prof. Dev
SWPBIS Training	Teacher and staff volunteers, Administrators, Special Education Supervisor, Social Worker, School Counselors	Purpose, Action Plan, Flow Chart for discipline and consequences, identify systems in place and those needed, set expectations for students, staff, and teachers, create visuals and posters with reward systems, and acknowledgements

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Development of the SWPBIS Plan to begin implementation	08/14/2021 - 08/24/2024	Tiffany Gratchic - Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2d: Managing Student Behavior	Teaching Diverse Learners in an Inclusive Setting
2b: Establishing a Culture for Learning	
2a: Creating an Environment of Respect and Rapport	

Professional Development Step	Audience	Topics of Prof. Dev
Culturally Responsive Teaching Practices	All administrators, teachers and staff	Culturally Responsive Teaching Practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Review of lesson plans weekly to determine if culturally responsive practices are included in lessons. Classroom observations, Student Survey data. Shared lesson plans. Playbook created.	08/14/2021 - 08/14/2022	Superintendent Tom McCloskey, Assistant Superintendent, Debra Maurizio, Lead Principal Debra Maurizio, Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting
2b: Establishing a Culture for Learning	
2a: Creating an Environment of Respect and Rapport	
1b: Demonstrating Knowledge of Students	
3e: Demonstrating Flexibility and Responsiveness	

Professional Development Step	Audience	Topics of Prof. Dev
Curricular Alignment	Teachers (K-12)	Alignment of the curriculum to PA Core Standards, Review and analysis of instructional resource materials, Creation of formative assessments

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completion of new curriculum documents to be posted on the website for review/use by parents, students and the community	01/05/2022 - 05/22/2023	Maurizio, Wilkinson, Gratchic, McCloskey

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Teaching Diverse Learners in an Inclusive Setting
1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
3d: Using Assessment in Instruction	
1a: Demonstrating Knowledge of Content and Pedagogy	
4a: Reflecting on Teaching	
1c: Setting Instructional Outcomes	

Professional Development Step	Audience	Topics of Prof. Dev
Equity - Focused Culture	Administrators, Teachers, Staff	Vision for AAA - Student-Centered - Equity Focused-Future Driven, Equity. Student Perception Survey

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Growth on the Student Perception Survey, comparison of pre and post data, Increase in student engagement and achievement	06/30/2022 - 06/30/2022	Ginny Hunt, Superintendent Tom McCloskey, Assistant Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting
2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting
3e: Demonstrating Flexibility and Responsiveness	
1b: Demonstrating Knowledge of Students	
1e: Designing Coherent Instruction	
1f: Designing Student Assessments	
1a: Demonstrating Knowledge of Content and Pedagogy	
3c: Engaging Students in Learning	
1c: Setting Instructional Outcomes	
3b: Using Questioning and Discussion Techniques	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Through an intentional focus on the whole child, CCSD will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	Intensive professional development training supported by AIU3 for the SWPBIS Team through monthly meetings.	2021-01-04 - 2024-08-14
Through an intentional focus on the whole child, CCSD will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	SWPBIS Team develops comprehensive plan for implementation of the program across grade levels, including Purpose, Action Plan, Flow Chart, Systems needed, and all aspects of implementation	2021-08-14 - 2024-08-14

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Through an intentional focus on the whole child, CCSD will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	SWPBIS Team will develop standardized lesson plans for schoolwide implementation of the program	2021-01-14 - 2024-08-14
Through an intentional focus on the whole child, CCSD will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	During year two, the SWPBIS team will roll - out the program in the school to begin full implementation with all teachers and staff.	2022-01-14 - 2023-08-14
Through an intentional focus on the whole child, CCSD will create a positive school culture evidenced by learning environments where students, families, staff, and community feel connected, respected, and included as measured through pre and post assessments on climate and culture surveys and a 10% decrease in discipline referrals. (SWPBIS)	PBIS	SWPBIS Program will be rolled out to all students in all grades	2022-01-14 - 2023-08-14
Systemic integration of behavioral health services will be implemented to create healthy	Mindfulness	Faculty and staff	2021-08-14

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
responses and positive reactions to stressors and trauma for staff and students as measured by the Five Facets of Mindfulness Survey. (Mindfulness Chill Project)	Training	will be trained 18 hours on Mindfulness and self-regulation practices that promote metacognitive awareness and positive relationship building practices	- 2024-08-14
Systemic integration of behavioral health services will be implemented to create healthy responses and positive reactions to stressors and trauma for staff and students as measured by the Five Facets of Mindfulness Survey. (Mindfulness Chill Project)	Mindfulness Training	Create a "Chill Room" in each school where students can receive Mindfulness lessons and practices	2022-01-14 - 2024-01-14
Systemic integration of behavioral health services will be implemented to create healthy responses and positive reactions to stressors and trauma for staff and students as measured by the Five Facets of Mindfulness Survey. (Mindfulness Chill Project)	Mindfulness Training	Provide highly qualified outpatient school based therapy and medication	2022-08-18 - 2024-08-18

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		management	
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Curricular Alignment	All CCSD curriculum will be available online for teacher, parent, and student access and to serve as evidence of completion.	2023-01-19 - 2024-08-19
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Culturally Responsive Instruction	Evidenced based Culturally Responsive Practices will be shared and utilized schoolwide to impact student engagement and achievement.	2022-08-19 - 2023-08-19
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as	Culturally Responsive Instruction	Develop a context specific "Playbook" to	2022-08-19 - 2024-08-19

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)		guide Culturally Responsive work on-site at each school.	
Develop a systematic planning process to coordinate and align curriculum with the PA Core Standards at every level and for every subject, so that teachers employ 21st Century instructional practices that engage students in rigorous learning tasks as measured through improvements in achievement on Growth Measures 5% annually on PSSA & Keystone assessments. (Curriculum Alignment)	Curricular Alignment	Provide teachers with training on Language and Literacy Acquisition including strategies for supporting English Language Learners through a trainer through the AIU in the fall and spring semester.	2022-08-19 - 0025-08-25

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Cultural Responsive Instruction	All teacher, students and staff	Culturally Responsive Teaching and the Brain materials - Mindset, High Expectations, Levels of Engagement, I.C.C.R - An Organizing frame for leading, teaching and learning, Lesson Design. How the Brain Works, Marzano's High Yield Teaching Strategies, Restorative Practices
Anticipated Timeframe	Frequency	Delivery Method
01/03/2022 - 06/15/2023	Monthly	Presentation
Lead Person/Position		
Principals		

Communication Step	Audience	Topics/Message of Communication
Curricular Alignment		
Anticipated Timeframe	Frequency	Delivery Method
01/01/0001 - 01/01/0001		Blog

Lead Person/Position

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Comprehensive Plan posted on District Website for Public Review	Our Comprehensive Plan is posted on the website and available for public review 28 days prior to the Board approval. This improvement plan includes our goals and action steps for the next three years.	District Website	Clairton Community, Public	October 23, 2021 - November 30, 2021
Administrative Review of the Comprehensive Plan	Review all aspects of the plan and responsibilities therein.	Meeting	Principals, Act 93 personnel	October 29, 2021
Share Comprehensive Plan with Board of Director's	The plan will be presented to the Board of Directors by the Superintendent and select members of the steering committee at an in-depth workshop session.	Workshop Session	Board of Directors	November 17, 2021
The District - wide Instructional Leadership Team will review the plan and provide input	Review of goals, action steps, responsibilities etc. Any final adjustments to be made will be considered.	workshop	K-12 teachers, Parents, Business and community representatives	December - February 2021-2022
Board Vote for Approval	Any further discussion will take place at a public meeting of the CCSD Board of Directors.	Board meeting	Board of Directors, Public	November 23, 2021
The Comprehensive Plan will be shared with the entire faculty and staff.	Goals, and action steps will be shared and discussed. Expectations will be clear and the plan will continue to be implemented immediately.	Presentation, small group discussion	Teacher sand Staff	January 3, 2022

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Comprehensive Plan Brochure for Families	A concise overview of the plan, goals and some action steps will be included in a brochure distributed for parents and community members.	Brochure	Parents, Clairton Families	March, 30, 2022
