

Clairton City SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

502 Mitchell Ave
 Clairton, PA 15025
 (412)233-7090
 Superintendent: Ginny Hunt
 Director of Special Education: Sara Hoffman

Planning Process

The Clairton City School District functions with a collaborative leadership format. The Elementary and Middle/High School each have a School Improvement Team with representatives from the teaching staff, administration and community. The District has created a District-wide Instructional Leadership Team (DILT) with representatives from both schools, administration, parents and the community. This Leadership Team is charged with creating, implementing and evaluating the Comprehensive Plan. In 2012, both the elementary and middle/high school created a school-level plan with direction and support from the Allegheny IU and Dr. Linda Nelson, a former Distinguished Educator. The planning process for the District-level Comprehensive Plan began in January of 2013 with the creation of the District-wide Instructional Leadership Team. Bonnie Dyer, a representative from Allegheny Intermediate Unit, attended the meeting and reviewed the planning process with the entire team. Each team member began to work on the planning process. Dr. Ginny Hunt, the Director of Curriculum and Federal Programs worked collaboratively with the District Instructional Leadership Team to develop the Comprehensive Plan. In 2014-15, Debra Maurizio, then the Director of Curriculum and Federal programs met with the DILT to monitor implementation of the plan. In the summer of 2015, all district administrators attended training at AIU to review the process in developing a new three year Comprehensive Plan for CCSD. Throughout 2015-2016 school year a collaborative team of educators and parents developed the next three year (2016 - 2019) Comprehensive Plan. Several meetings were held to review the prior plan, collect and analyze student data, administer school climate, professional development and curriculum surveys, to complete a comprehensive needs assessment. Several sub-committees worked on various parts of the plan updating the core foundations including the induction plan. Updates were made to the Comprehensive Plan during the 2016-17 and fall of the 2017-18 school year when an additional year was given to submit the plan.

Mission Statement

The Clairton City School District strives to empower our school community to increase academic achievement so that each child can become a life-long learner and compete in the global marketplace.

Vision Statement

Clairton City School District sees each child as an eager learner, led by teachers who can inspire each child to go beyond the challenges of the curriculum. School Directors and Administrators who consider each child in their decisions, parents who encourage each child to succeed, and a community that welcomes each child as a future leader.

Shared Values

The Clairton Clairton City School District believes that...

- education is the foundation for a democratic society
- all children can learn, in their own way, in their own time
- students, family, school and community all share in the responsibility for education
- direct parental involvement is an essential component of a successful educational process
- the school must develop strategies to enable parents to help their children
- a safe and caring school climate is essential for learning
- high expectations are correlated to high achievement
- schools and parents must encourage students' regular daily attendance
- recognizing and respecting the diversity of all people enriches the school community
- the professional staff should be involved in the decision-making processes related to instructional strategies
- pride and tradition should be used to motivate students to excel in all aspects of school life
- the Board of School Directors should be diversified, responsible and dedicated team, working to provide a rigorous and complete program for all students
- Strong bonds and connections between the school district and local pre-schools make a positive impact on students as they transition into kindergarten

Educational Community

The City of Clairton is located in the southern portion of Allegheny County, approximately 15 miles from the City of Pittsburgh. The school district is situated in the center which is 2.9 square miles in size with a

population of 8,500. The district is adjacent to Routes 43 and 51, which provide access to communities from Pittsburgh to Uniontown.

The Clairton City School District is comprised of one elementary school and one high school, all located in a single facility named the Clairton Education Center. The school population is comprised of 800 students, 20 paraprofessionals and 75 professionals. Average class sizes are created so that there are less than 20 students for each teacher whenever possible.

The community has old roots, with some family names extending back to the early 1900's. The community was founded during this period of time to support the newly created steel industry. A technologically efficient metallurgical coke-making facility now replaces the old steel mills. This plant is the largest facility of its kind in the northern hemisphere. In addition, the community offers low - income affordable housing and, therefore, is attractive to younger families. The community was devastated by the down-turn of the domestic steel industry in the 1980's. A national report, The Fault Line, lists Clairton as #4 nationally out of 50 poverty segregated districts that border wealthier districts. It is one of the poorest school districts in Allegheny County.

It is an exciting period in the rebirth of the area. This revitalization is a testimony to the resiliency of a generation of proud people coupled with the energy of the newer residents. All believe that it is the beginning of a new era for the community.

Planning Committee

Name	Role
Ginny Hunt	Administrator : Professional Education Special Education
Debra Maurizio	Administrator
Thomas McCloskey	Administrator : Professional Education
Gloria James	Board Member : Professional Education
Deborah Marshall	Building Principal
Debra Maurizio	Building Principal : Professional Education
Tom McCloskey	Building Principal
Paula Calabrese	Business Representative : Professional Education
Roger Tachoir	Business Representative : Professional Education
Janella Hamlin	Community Representative : Professional Education
Donna Hudson	Community Representative : Professional Education
Cassidy Pytash	Ed Specialist - Home and School Visitor : Professional Education
Maureen Shaw	Ed Specialist - School Counselor : Professional Education
Kimberly Koebler	Ed Specialist - School Psychologist : Special

	Education
Cheryl Bowser	Elementary School Teacher - Regular Education : Professional Education
Stacie Conley Baur	Elementary School Teacher - Regular Education : Professional Education
Sally Kunkel	Elementary School Teacher - Regular Education : Professional Education
Joel Panach	High School Teacher - Regular Education : Professional Education
Andrea Morobitto	High School Teacher - Special Education : Professional Education
Kristen Sirbaugh	High School Teacher - Special Education : Special Education
Jennifer Wardropper	High School Teacher - Special Education : Special Education
Kevin Manko	Middle School Teacher - Regular Education
Maria Suss	Middle School Teacher - Regular Education : Professional Education Special Education
Carrie Auld	Middle School Teacher - Special Education : Professional Education
Amy Bittner	Middle School Teacher - Special Education : Special Education
Courtney Doyle Brown	Parent : Schoolwide Plan
Monica Johns	Parent : Special Education
Kathy Moore	Parent : Professional Education
Sara Hoffman	Special Education Director/Specialist : Special Education
Aaron Maricic	Technology Coordinator : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Align to national career education and work standards.

Civics and Government - Alignment NI:

Align to Common Core Standards more clearly.

Economics - Mapping NI:

Isolate lessons within existing materials.

Economics - Alignment NI:

Align to Common Core Standards and embed in LA/Math.

Environment and Ecology - Mapping NI:

Isolate lessons within existing materials.

Environment and Ecology - Alignment NI:

Align to Common Core Standards and embed in LA/Mat

Content is infused in other subject areas.

Family and Consumer Sciences - Alignment NE:

Content is infused in other subject areas.

Alternate Academic Content Standards for Math - Mapping & Alignment NE:

RtII Regular education standards are used for all students to maintain high expectations broken down for higher needs learners through RtII and self-contained classrooms.

Elementary Education-Intermediate Level

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

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

Civics and Government - Alignment NI:

Align to Common Core Standards more clearly.

Economics - Mapping NI:

Isolate lessons within existing materials.

Economics - Alignment NI:

Align to Common Core Standards and embed in LA/Math.

Environment and Ecology - Mapping NI:

Isolate lessons within existing materials.

Environment and Ecology - Alignment NI:

Align to Common Core Standards and embed in LA/Math:

Higher grade level.

Content is infused in other subject areas.

Alternate Academic Content Standards for Math - Mapping & Alignment NE:

RtII Regular education standards are used for all students to maintain high expectations broken down for higher needs learners through RtII and self-contained classrooms.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Accomplished
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Accomplished
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Accomplished
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Not answered
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Developing

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

We are in the beginning stages of aligning ELA and Math to the new PA Common Core State Standards (PACC).

We have an Art curriculum but Humanities needs to be developed.

High School Level

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

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

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

Special education students are taught the state common core standards with accommodations and modifications if necessary. Alternate eligible content is used as well.

Adaptations

Elementary Education-Primary Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

None.

Middle Level

Checked answers

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects

Unchecked answers

None.

High School Level

Checked answers

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects

Unchecked answers

None.

Explanation for any standards checked:

Elementary teachers have worked the past summer to align the curriculum to the PSSA anchors and the PA Common Core State Standards in math and ELA. This is a work in progress and continues with the facilitation and support of OnHand Schools, a web based company that is assisting with the process.

Middle/High School teachers are working within their PLC to align curriculum to the Common Core State Standards in Science, Social Studies, Math and English Language Arts. Social Studies teachers are meeting vertically with the MS/HS ELA teachers to align with the new PA Common Core English Language Arts Standards for Science and Social Studies. All teachers are studying the standards, reviewing current resources, examining common core aligned resources, and working towards the goal of mapping and aligning the curriculum. Our Chapter 339 plan has been developed and includes career education for elementary, middle and high school students. Elementary and middle school students will work on new curriculum maps for science and math during the summer months.

Assessment data in PA Core math (PSSA) is low so the curriculum is constantly being revised with input from math consultants at AIU (Math & Science Collaborative) in an effort to add rigor and improve achievement.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

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

Focus on all forms of daily formative assessment and a plan for remediation/intervention of individuals and groups.

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

No standards are checked " Needs Improvement" or "Non Existent."

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified. Focus on all forms of daily assessment and a plan for remediation/intervention of individuals and groups.

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

No standards are checked "Needs Improvement" or "Non Existent."

Middle Level

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

Processes used to ensure Accomplishment:

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified. Focus on all forms of daily assessment and a plan for remediation of individuals and groups.

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

No standards are checked "Needs Improvement or "Non Existent."

High School Level

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

Processes used to ensure Accomplishment:

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified. Focus on all forms of daily assessment and a plan for remediation of individuals and groups.

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

No standards have been identified as "Needs Improvement or Non Existent."

Modification and Accommodations

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

Due to having such a wide array of learners at various levels, all instruction is carefully planned and differentiated. Learning styles, abilities/disabilities, motivation/frustration levels, and background knowledge are all important factors carefully taken into consideration when planning all lessons. There is an instructional anchor that all students must be able to meet and that guides instruction. The activities that lead to meeting that anchor vary greatly. Within a classroom, students are given many different opportunities/ways to demonstrate proficiency of a skill. It is important to remember that when students have a deficit at their instructional level, instruction begins in the area where

they have success. By planning instruction that contains modifications and accommodations students begin at their level, have success and can move on and build on what they know. This does require careful planning, as the teacher must be well aware of the level at which the student is performing. By scaffolding and leading students through instruction this allows them to complete more rigorous standards aligned to the common core. Instruction precedes in the "I" do, meaning teacher led, followed by "We" do, meaning the teacher and student complete, until they are able to complete, "You do, students complete and function independently. Many students depending on their level of functioning will require many "I" dos and "We" dos before they can function on their own. In careful planning of instruction, students can be introduced gradually to a more rigorous standard, improving their functioning level, and attaining further skills which they otherwise may not be able to achieve. Due to the fact that all students must take the Keystone or PSSA, teachers expose ALL students to practice tests without modifications and accommodations prior to taking the actual test.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

Building principals check teacher lesson plans and conduct walk-through and classroom observations aligned to the Danielson Rubric (Teacher Effectiveness). Teachers meet twice weekly in a Professional Learning Community (PLC) model to examine data, modify instruction, design intervention and lessons, and create common assessments. At the elementary level all teachers have received training utilizing the same instructional materials (Example: Saxon Phonics - K-2) and implement the program with fidelity.

Periodic classroom visits by the Director of Curriculum & instruction are used to monitor the lessons accomplished. Minutes from PLC meetings document instructional conversations, challenges and successes. Vertical PLC team meetings are held with 7-12 grade teachers who also share instructional strategies as they implement the PLC model. Example: MS/HS principal conducting walk-throughs gathering data on formative assessment classroom strategies.

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

The Clairton City District is very small and sometimes a department at the middle school or high school level is just one teacher. Peer evaluation and coaching is just beginning to be implemented. The district cannot afford instructional coaches at every level. We are working with a company to create PACC aligned curriculum that will be accessible online. When this is accomplished curriculum will be more transparent and easily accessible. The Director of Curriculum & Federal Programs is a certified Teacher Evaluator with a state license for inter-rater reliability from Teachscape. Performing classroom walkthroughs with principals as a strategy to monitor instruction that will be implemented.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was Implementation is greater than 50%.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of

	district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was Implementation is greater than 50%.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was Implementation is greater than 50%.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of

	district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was Implementation is greater than 50%.

Recruitment

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

When teacher vacancies occur a posting on our District website and in the local newspaper advertises the position and requirements. Often we review the PA educator web site to see if there are any candidates that meet our specifications. Applications, resumes and credentials are examined to determine the most highly qualified candidates. Our policy is NOT to interview anyone who does not possess the proper certification to teach the subject area being advertised. The student population at each grade level varies from 50 - 80 students per level. Certified teachers teach proficiency classes at the MS/HS level.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	25.50	25.50	25.50
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	10.00	10.00	10.00
Electives	10.00	10.00	10.00
Minimum % Grade	60.00	60.00	60.00

Required for Credit (Numerical Answer)			
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Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

Unchecked answers

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	X
Keystone Exams			X	X
AP Exams				X
Textbook Assessments				X
ACCESS for ELLs	X	X	X	X
PASA	X	X	X	X
PSAT				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
4 Sight		X	X	X
Dibels Next	X	X		
Study Island Benchmarks		X	X	X
GMADE	X			

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Classroom strategies include a wide variety of techniques: exit slips, thumbs up, think, pair share, quizzes, etc.	X	X	X	X
Progress Monitoring	X	X	X	X
Works of art and music performances	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT		X	X	X
DIBELS- progress monitoring	X	X	X	
Early Childhood Screener	X			
Study Island		X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review				
Building Supervisor Review	X	X	X	X

Department Supervisor Review				
Professional Learning Community Review	X	X	X	X
Instructional Coach Review				
Teacher Peer Review		X	X	X

Provide brief explanation of your process for reviewing assessments.

Teachers utilize assessments that are included in the curricular and instructional materials especially when the materials are aligned to state standards. Elementary teachers use assessments that have been developed by Treasures and Saxon for ELA and Go Math. Elementary teachers administer DIBELS diagnostic assessment three times a year and now use DIBELS math. The STAR assessment is used for determining reading levels. Study Island and USA Test Prep are also used for formative assessments. As we work as a team to align our resources to the PACC we develop common assessments aligned to the standards/eligible content. These assessments will become part of the curriculum. Teachers also peer review open-ended assessment questions and discuss instructional implications for student improvement. SLOs focus on writing genres and are scored collaboratively using rubrics by teacher PLCs. Training at PaTTAN was provided for teachers on crafting open-ended responses. Two MS/HS teachers trained the elementary teachers in the process.

Historically, teachers have created their own assessments but have come to realize the power of common assessments when monitoring learning. Often the rigor of the assessments that accompany the instructional materials does not match the rigor of the grade level standards or the PSSA assessments. On Hand Schools and 4 Sight are used for benchmark assessments. The CDTs are also used diagnostically. A formalized method for reviewing assessments is a work in progress.

Development and Validation of Local Assessments

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

Currently the Clairton City School District does not develop locally administered assessments but uses formative, diagnostic, and benchmark assessments developed by reputable companies.

Collection and Dissemination

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

Keystone, (PSSA), Formative (4Sight) and Diagnostic (CDTs and DIBELS, AIMSWEB) tests are administered. The data is made available on EdInsight our data warehouse. Results are immediately posted on EdInsight.

EdInsight provides easily accessible data for teacher and administrative use. District and School -level summative data (PSSA) is shared with the faculty and staff at the beginning of the year during Teacher Professional Development Days.

Each teacher has access to all student data through EdInsight after testing. This includes, PSSA, 4sight, DIBELS, G-Made, Classroom Diagnostic Tools, etc. Data is discussed in the Professional Learning Community (PLC) meetings throughout the school year and used to determine intervention and enrichment needs as well as instructional modifications. Data charts student growth in reading and math.

DIBELS data helps teachers design and drive RtI in Grades K-2. Data is used to evaluate instruction and the effectiveness of curricular programs.

Data Informed Instruction

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

Data is key to helping teachers target instructional gaps when working with struggling learners. In the primary grades the Dynamic Indicators of Early Literacy Skills (DIBELS) data is used to screen students who may be at-risk of developing reading difficulties. This screener is administered three times a year. Students are then given an informal diagnostic test to determine exactly what phonics skills need targeted in RtII intervention lessons. Teachers group students and implement targeted intervention lessons. Students continue to be progress monitored so that intervention may be immediate.

Students who have not demonstrated mastery on anchors in math or ELA are given a variety of assessments aligned to the standards. 4Sight testing results inform teachers of individual and class weaknesses and strengths. Teachers may address the areas of concern by reteaching, retesting, intervention, assigning a student to after-school tutoring, summer school, etc. Additional time and instructional support is provided for struggling learners.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Weekly PLC meetings are held for the purpose of examining student data, adjusting instruction/intervention to address student deficiencies and sharing best practice. The minutes from these meetings are documented. Teachers use data to drive instruction and intervention. Students are flexibly grouped for "targeted interventions" and achievement is progress monitored. At the MS/HS level instruction/intervention that targets specific anchors is designed after reviewing class and individual student data reports. Supplemental instruction to address keystone anchors in ELA, Biology and Algebra I is designed utilizing data reports that link students to anchors and objectives. Data conferences are held with students to ensure they know and understand areas of strength and concern. A wide variety of strategies are utilized that vary from Direct Instruction, Peer tutoring, technology based remediation programs that include Study Island and Success maker, My FoundationsLab, after-school tutoring, extended year and proficiency classes.

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

Students in the primary grades (K-2) are not given PSSA or summative assessments. However, the objectives and anchors are reported out using other benchmark or formative assessments.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Summative data reports are posted on the Clairton City District Website. There is a link that also directs viewers to the PDE & SPP websites. Individual student reports and letters are mailed to parents/guardians. A letter indicating the school and district AYP status is also sent to each parent/guardian. Meetings are scheduled and data is shared with the School Board, Parents and Community.

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

The LEA will review unselected strategies to determine appropriateness of the method.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The Clairton City School District will continue to allocate resources, both human and financial to assist struggling schools. The District has submitted and received grants to help support improved student achievement. The Grable Grant provides funding (\$110,000) over two years for teacher and administrator professional development. Teachers are studying the PA Core State standards and aligning the ELA and math curriculum to the standards. This grant provides a facilitator who will lead the process as well as substitutes so that teachers can work together on the PACC alignment. This grant also provides training and facilitation for the MS/HS teachers to create assessment items for the ELA, Algebra I and Biology Keystone exams aligned to Webb's Depth of Knowledge. All MS/HS teachers participate and benefit from the assessment training. In addition, a university math professor is providing teacher math coaching for elementary grade levels that involves engaging students in mathematical discussions. Teachers observe and reflect on how to question and engage students in higher-level math conversations, a requirement of PACC. Principals are engaged in implementing the Teacher Effectiveness Rubric and receiving support and coaching from experienced educators when the principal and coach conduct classroom observations together, compare data, and reflect. The Race to the Top (RTTT) grant has provided training and support for the teachers, principals, and central office administrators on the Danielson Rubric. Administrators have been earning proficiency on the Teachscape inter-rater reliability instrument and piloting the process with teachers. Engaging students in learning is at the heart and soul of this new evaluation instrument. All District teachers offer 60 minutes of after school tutoring weekly in the Clairton Achieves initiative. An RtII grant has provided middle school teachers funding and training to implement the RtII process at that level. Student achievement gains have been significant as the teachers continue to provide RtII. Middle and high school Keystone test re-testers are provided with supplementary instruction prior to retesting. District math teachers work collaboratively with the Math and Science Collaborative at AIU who provide content area math training for teachers in a variety of formats including coaching. The District has also trained teachers and provided time for

teachers to meet utilizing the Professional Learning Community Model. This model for continuous school improvement requires that teachers analyze student data, adjust instruction, implement and evaluate. Teachers study the standards, create common assessments and learn together. The PLC model is new and will require ongoing training each year to refine implementation. Thus far, training is done at the district level. The elementary school has studied the alignment between the written, taught and tested curriculum and developed a list of instructional implications that if implemented consistently across grade levels would greatly improve student achievement. Aligning instruction that increases in rigor at each level is now the challenge that we will begin to address. In an effort to assist struggling students, teachers and administrators are engaged in an effort to personalize instruction for all students. The MS/HS principal greets students each morning and holds student data conferences, and a community nonprofit (The Consortium) is leading the cause training and providing support with numerous resources/programs to include instituting an advisory period. Parent Involvement, support and training is ongoing but also a challenge at Clairton City Schools. During the 2016-17 school year several elementary teachers participated in the Math & Science Collaborative Summer Math Institute as well as the principal. A team of 20 professionals also attended the PLCs at Work professional development for 2.5 days at Upper St. Clair High School. A group of participants planned and conducted a one day training for the entire staff in August. This PLC training incorporates the Standards Aligned System principles (SAS) within the PLC to increase student achievement. This PLC model promotes continuous improvement.

Programs, Strategies and Actions

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

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

We have in-house security in the buildings daily but not a resource officer. We also have access to the Clairton City Police Juvenile unit on a daily basis. In During the 2017-18 school year both schools, elementary and secondary will implement a mentoring program for a select group of students. We are implementing Restorative Practices in the secondary school and a new program called PAX in the elementary school to assist student discipline procedures.

Screening, Evaluating and Programming for Gifted Students

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

The Clairton City School District locates and identifies all students of school age who reside within the district who are thought to be gifted and in need of specially designed instruction. A letter explaining gifted services is sent home to every parent and distributed to all teachers. In addition, Clairton City School District's required Annual Notice discusses services for school age students with disabilities or mental giftedness. This Annual Notice is on the Clairton City School District's website, located in the building office, student handbook and distributed on Parent information Day.

As per Chapter 16 evaluations, if a parent requests an evaluation for gifted support services, the school district must complete an evaluation. If a parent makes an oral request, a Permission to evaluate will be sent to the parent. If parents make general inquiries about gifted support services, the teacher will contact the parents and discuss available services. If a student's teacher believes that a student should be referred for a gifted evaluation, the teacher will refer the student to the Collaborative Intervention Team (CIT) meeting process in order to discuss the recommendation and current interventions and to determine if an evaluation is appropriate. The classroom teacher in conjunction with the gifted support teacher should complete the Clairton City School District's Gifted Referral form to bring to the CIT meeting. If the school team agrees that there is sufficient data to suggest that a full evaluation is necessary, the process for referral by school personnel will be followed. A permission to evaluate will be sent to the parent.

Upon completion of the individual evaluation, the school psychologist will work with the Gifted Multidisciplinary Evaluation team (GMDE) to determine eligibility according to district guidelines. Teachers provide input through three input forms: Gifted Input Form, Confidential Teacher Data Form and Gifted Rating Scales. Parents are asked to provide input through completing a Parent Input Rating Scale. The GMDE Team will meet to discuss the evaluation, which could include, but is not limited to: Individual IQ, Individual Achievement, Group Achievement, Gifted Characteristic Checklist, Parent rating Form, Rates of Acquisition and Retention Form and Teacher Input Form. As part of the Gifted Rating Scale, the following will be considered: Intellectual Ability, Academic Ability, Creativity, Artistic Talent, Leadership and Motivation. A recommendation is made in the form of a Gifted Written Report (GWR) regarding eligibility and non-eligibility. GIEP meetings are scheduled in accordance with IEP/GIEP meeting procedures. For students recommended for the program, parents are offered a Gifted Multidisciplinary Evaluation (GMDE) team meeting by mailing an invitation with the GWR. If they do not wish to attend, the NORA (Notice of Recommended Assignment) is mailed to the parent. If they attend, the NORA is issued at the

GMDE meeting by the LEA representative.

As per Chapter 16 regulations, parents may request one gifted evaluation per school year. Parents may also request that an independent evaluation be considered, but may not seek a publicly funded independent evaluation per Chapter 16 regulations.

The multiple criteria that indicates a student may be mentally gifted include:

- A year or more above grade achievement level in one or more subjects as measured by nationally normed and validated achievement tests.
- An observed or measured rate of acquisition/retention of new academic content or skills.
- Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio, or research, as well as criterion-referenced team judgement.
- Documented, observed, validated or assessed evidence that intervening factors such as English as a second language (ESL), learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation, are masking gifted abilities.
- Describe your gifted special education programs offered.
-

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

Each year parents and teachers are notified of the evaluation process for our gifted program. Referral forms are made available on the website and sent home annually to parents. They are accessible anytime when requested. Teachers may refer any student for evaluation for our gifted program by completing a gifted referral form. Parents may request in writing that their child be evaluated for this program. The school psychologist administers IQ and achievement assessments and secures parent and teacher input via checklists to complete a referral packet. A gifted multidisciplinary team will make the decision to qualify a student for the program.

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

Refer to question 1.

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

The Clairton City School District offers a variety of services for students with mental giftedness. Gifted education for each gifted student is based on the unique needs of the student, not solely on the student's classification. The gifted services enables them to participate in acceleration or enrichment programs, or both, as appropriate, and to receive services according to their intellectual and academic abilities and needs. The gifted support teacher collaborates with general education teachers to ensure that students are challenged in ways appropriate to their abilities while inside the regular classroom. Students are also offered pull-out (enrichment) classes along with the opportunity to participate in academic events offered in and around the city. This event allows students to not only collaborate with each other but to also compete in friendly events that focus on Math, Science, History, Technology and Creativity. Some of these possible services include, but are not limited to the activities listed below. We also offer AP classes and dual enrollment courses at the high school level.

- Calcu-Solve
- Eco Challenge at Phipps Conservatory
- STEM activities
- Invention Convention
- Heinz History Bowls
- Kennywood Education Days
- Volunteer/Career Opportunities
- Peer Tutoring
- Creative writing projects
- Interest/Ability inventories
- Higher Level Math Projects
- STEAM Related Career Tours at Steel Center
- Hometown Hi-Q
- Jackie Robinson: Art, Essay and Poetry Contest
- MENSA Challenges: Online program to develop memory skills
- Job Shadowing opportunities
- Completion of college scholarships and applications
- Advocacy Skills
- Designed motorized KNEX items
- Origami Art
- Drawing

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness			X	X
Career Development/Planning	X	X	X	X

Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning			X	X
Nutrition	X	X	X	X
Orientation/Transition		X	X	X
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Students have a variety of developmental services available beginning with the DART program that assesses students with special needs prior to their entry into kindergarten. Health screenings are done on a yearly basis. Most students in the district are in compliance with health requirements. Students who are not in compliance are informed in writing to the steps that must be taken to get into compliance. The Ronald McDonald Health Van is scheduled in the community each Monday during the year. Students have access to the van to get their immunizations and other health care needs met, as well as the S.M.I.L.E. dental program here in the school building.

The District has a School Wide Positive Behavior Plan. Under this umbrella of services is the PAX program for the elementary school, Olweus Bullying Program for grades 6-12, Positive Action character education program grades 6-12, MAPS (My Action Plan for Success). Each year in May there is a health fair in the district sponsored in conjunction with Mon-Yough Mental Health Services and members of the SHIP. There is an RTII model for both academic and behavior. Emergency and Disaster Plans are in place and have been tested over the past year. In particular there was a disaster drill for how to deal with a shooter in the building. We will continue to train teachers, staff, students and the community at large on what to do when there is an emergency in the school or in the surrounding community.

Clairton offers a school-based behavior health program (implemented in 2015-) on campus. In collaboration with the Department of Human Resources and Wesley, we are able to offer services 24-7 for students and families needing assistance. Three behavior health specialists and two MHPs work exclusively with Clairton students and families who require Tier III intervention. Mon Yough, and Nissar continue to offer on campus services counseling and mental health services for designated students.

Our 339 plan includes career awareness activities K-12.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X

Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

Administration of medicines are done by the school nurse or a designee. Teachers do not give or handle medicines. There is a diagnostic plan in place to meet the educational, behavioral, and medical needs of our students. The elementary school uses the CIT which is a collaborative intervention team. Teachers meet as a grade level to discuss issues with students. Strategies are developed to address problems. Assessment and progress monitoring is done as a grade level team. If there is a need to escalate the problem to the principal or the social workers, those things are addressed at that level. If academic, attendance, or behavioral problems persist, then there may be individual counseling, small group counseling, or character education classes to address the needs of the students. The Student Assistance Program is used in grades 7-12 to address the needs of the students in the Middle/High School area. The crisis response team is available to reach out to students when there is a personal or community crisis. Referrals to special education or to outside agencies is done only after the district has exhausted all in house measures to handle academic, attendance, health, and mental health issues.

Consultation and Coordination Services

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

System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

In August of each year the district has an Information Day. At that time students are introduced any changes for the coming year, new students may register for school, and students may get paperwork necessary for physicals, lunch programs or referrals to other agencies. Parents of kindergarten or new students may tour the building.

The district has a community liaison who works in conjunction with the Unity program.

Each year there is a CommUnity day where the school, city leaders, chamber of commerce, churches, and other community organizations come together to celebrate the community.

This one day affair takes place in September. The community liaison meets monthly with the Unity committee. The district also has a title I liaison to work with Title I programming.

There are parent meetings and activities scheduled monthly,

Truancy Coordination is done in conjunction with Associate Principal of Discipline/Attendance, local magistrate and Children and Youth Services. Each student/parent is given the opportunity to complete a Truancy Elimination Plan and given the state guidelines on attendance and truancy. All agencies work together to make services available so that students can attend school or time daily. Truancy coordination does not take effect until a student had missed more than 7 days. Letters and warning are sent to parents when students are illegally absent. Each letter warns of the progression of consequences if a student does not regularly attend school. Students who are considered truant are brought before the magistrate under Pennsylvania's compulsory education laws.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X

Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

For the most part classroom teachers deliver the RtII intervention in the area of reading and math. In some situations the teachers group the students and deliver intervention according to student needs as indicated by diagnostic assessments. In elementary school a reading Title I reading tutor and instructional coach assist. Special education teachers push-in and coteach when appropriate. All teaching staff have access to all student data (DIBELS) 4Sight etc and participates in all training and Professional Development with staff. These tutors work with students in a variety of formats, either push- in or pull-out. They work with small groups of students within the classroom providing one on one support on the objective being taught or they pull small groups of students out and use data to drive the intervention. In all cases, conversations between the teacher and the interventionist are ongoing.

At the middle school level the reading teacher works with all content area teachers to differentiate and modify instruction. RtII is done within the school day utilizing Read 180, Read Naturally, and Directed Instruction strategies.

An elementary instructional coach meets regularly with the elementary Professional

Learning Community (PLCs) twice weekly. This team works well together and analyzes student assessment data regularly.

Community Coordination

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

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

Clairton City Schools works well with the community and Head Start. We have chaired the Early Childhood Committee which comprises many private, and public preschool programs in our community. We provide after school programs for elementary and middle school students including dinner four days a week. Our after-school program supported by a 21st Century Grant provides math and reading tutoring, enrichment activities including field trips and child care for younger siblings who would normally watch their siblings and not be able to attend. Transition activities are provided for pre-school students prior to attending kindergarten.

Preschool Agency Coordination

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

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

The Clairton City School District has a Kindergarten Transition Plan that helps provide a smooth transition from preschool to kindergarten. This plan includes workshops for parents, story telling visits, Title I Parent and Community Advisory Council meetings, Parent Open House, Information Day, Year of the Child Parade, Move-up Day, and visits by kindergarten teachers to the preschool classroom for testing and screening. Early Childhood Network monthly meetings help to set the agenda for the Kindergarten Transition Plan.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

At the elementary level teachers have an abundance of curricular, instructional and supplementary resources for reading. They use Journeys a more updated Reading basal aligned to PA core standards adopted in the 2016-17 school year. Saxon phonics is used to supplement the basal and provide RtII. Teachers use Foss & STC science kits to provide hands-on science instruction that engages children. Teachers have a primary resource GO Math at the elementary level and a new math text at the middle school level. Calendar Math is a supplemental program used in K-2 and Think Through Math is used in grades 5-8. As we transition and align curriculum we will begin to replace outdated materials. Supplemental materials will be purchased for writing, reading and science. Reading "texts" that match the rigor of the PACC exemplar texts have been purchased to assist in the transition to PACC. Various computer based programs supplement instruction. Some of these include Waterford Early Learning, SuccessMaker and Study Island. Teachers utilize SmartBoards for interactive instruction and field trips to motivate student learners. Each year the district has a curriculum committee that reviews all textbooks and resources to determine a replacement schedule as funding permits. An after-school tutoring program exists to further target the needs of struggling students.

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

There were no identified areas needing further explanation.

Elementary Education-Intermediate Level

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

student motivation, performance and educational needs	
---	--

Provide explanation for processes used to ensure Accomplishment.

At the elementary level teachers have an abundance of curricular, instructional and supplementary resources for reading with Journeys utilized as the basal reader. They use Foss and STC science kits to provide on-hands science instruction that engages children. They have utilized a variety of math resources aligned to PA Core state standards that include the state math modules, Achieve the Core, on the SAS website, Go Math, and supplementary resources provided by the Math & Science Collaborative. As we transition and continue to update and align curriculum we will begin to replace outdated materials as well as materials that do not produce results. Supplemental materials will be purchased for writing, reading and science. Reading "texts" that match the rigor of the PACC exemplar texts have been purchased to assist in the transition to PACC. Software programs that help to differentiate instruction for struggling learners are also available. These include Study Island and Successmaker. PSSA test preparation materials include Coach books. Classroom computers and computer labs are utilized to differentiate and motivate student learners. Teachers utilize SmartBoards for interactive instruction. Each year the district has a curriculum committee that reviews all textbooks and resources and determines a replacement schedule as funding permits. We are in the process of aligning the resources to the PACC. 21st Century grant provides for after-school tutoring, enrichment and field trips to differentiate and motivate students. An extended year program will also be provided to support the educational needs of students.

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

There were no identified areas needing further explanation.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Middle school courses have at a minimum one primary resources (textbook or lab kits) used to deliver instruction. Teachers utilize supplemental resources from various avenues that include the internet, online resources such as Safari, etc. Supplemental readers, novels, supplemental programs, test preparation materials. Foss and STC kits aligned to the national science standards are the primary resources used in science to address PA science standards. Reading novels are used in reading and English classes. The Read 180 program is used as an RtII intervention, as is Read Naturally and Directed Instruction. Math teachers are currently teaching the PSSA standards utilizing a variety of resources. We are in the

process of examining PACC aligned resources for math. A computer lab exists for class use and each classroom is equipped with computers and some have SmartBoards for interactive instruction. A computer lab is also available. A 21st Century grant provides for after-school tutoring, enrichment and field trips to differentiate and motivate students. Each year the district has a curriculum committee that reviews all textbooks and resources and determines a replacement schedule as funding permits. We are in the process of aligning the resources to the PACC. Our Cyber school provides online courses for students who desire this learning platform.

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

There were no identified areas needing further explanation.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Our high school classes are small in comparison to most inter-city high schools with anywhere from 40 - 80 students in a grade level. Because of the various courses and electives required for graduation, usually only one teacher teaches the course. That ensures equity and accessibility of resources and materials. We are in the process of aligning ELA, math and Biology to the PACC/Keystone anchors. New resources were secured for Biology including a grant to update the science labs. A variety of supplemental resources are made available that include online resources (through the AIU) field trips, classroom computers, computer lab, computer-based courses to use at home in Algebra I, a variety of test preparation materials to include Coach and Study Island. Resources are available to differentiate instruction including Scholastic's Read 180 Program, Direct Instruction, etc. The District Curriculum Committee regularly reviews textbooks and resources and makes recommendations for updating as funding becomes available. Two computer labs and a portable laptop cart as well as SmartBoards for interactive instruction are available to motivate students. Our Cyber school provides online courses for students who desire this learning platform.

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

There were no identified areas needing further explanation.

SAS Incorporation

Elementary Education-Primary Level

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

	less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

As we continue to develop common core aligned curriculum we crosscheck our efforts with the SAS resources. Additionally, SAS supports and provides materials for school/climate/culture. SAS also is utilized to inform our counseling/social work programs, processes, and protocol.

Elementary Education-Intermediate Level

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

	less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district

	classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

As we continue to develop common core aligned curriculum we crosscheck our efforts with the SAS resources. Additionally, SAS supports and provides materials for school/climate/culture. SAS also is utilized to inform our counseling/social work programs, processes, and protocol.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district

	classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of

	district classrooms
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Further explanation for columns selected "

The SAS website is our go to place to access PASS and now PACC. The abundance of resources available to supplement our curriculum has been invaluable. Like any organization some teachers utilize this resources more than others. As we design and align our curriculum and resources to the PACC over the next few years we will use the many resources available on the SAS site. Currently, curriculum maps exist that are aligned to PSSA anchors.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms

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

Further explanation for columns selected "

The SAS website is our go to place to access PASS and now PACC. The abundance of resources available to supplement our curriculum has been invaluable. Like any organization some teachers utilize this resources more than others. As we design and align our curriculum and resouces to the PACC over the next few years we will use the many

resources available on the SAS site. Currently, curriculum maps exist that are aligned to PSSA anchors.

Early Warning System

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

Not answered

Professional Education

Characteristics

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

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides leaders with the ability to access and use	X	X	X	X

appropriate data to inform decision making.				
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

Teachers and administrators at the Clairton City School District are involved in a variety of efforts to improve teacher and leader training. At the building level from K-12 all teachers have been trained in the Professional Learning Community Model and meet twice weekly to discuss data, struggling students, instructional adjustments, curriculum, etc. The PLC is the vehicle for continuous improvement. The elementary school is organized by grade levels and the MS/HS is organized by vertical teams of teachers in grades 7-12. The teams are at different levels in their implementation of RtII but have been trained in the model by the Allegheny IU and PaTTAN. The middle school language arts teachers have been involved in a 3 year RtII grant with training, and support provided directly from PDE. Regularly scheduled RtII meetings are held after formative assessments are administered. Teachers have been well trained in utilizing the data to inform instruction. OnHand Learning is contracted to provide a data warehouse, EdInsight, where teachers can access a variety of student reports from PSSA, 4Sight, CDTs, G made, etc. Data is reported by teacher, by class, by objectives and individually. The accessibility of the data makes it easy for teachers to drill down and dig deeply to help struggling students target weak areas. Principals and central office administrators attend PVAAS training provided by the AIU. This training is ongoing and sometimes involves teachers when possible. Grants provides another avenue for teacher professional development. The Race to the Top (RTTT) grant has provided training on the Danielson Rubric for all principals and administrators and all District teachers. Administrators are certified on the inter-rater reliability instrument and licensed by Teachscape. The Principals will continue Teacher Effectiveness Training during the 2016-17 school year for newly hired teachers. OnHand Learning is providing expert training and support on curriculum mapping. They are assisting the district in the process of aligning ELA and math to PACC and placing the product online. They are also working with the high school teachers on developing assessments aligned to the Keystone Exams utilizing Webb's Depth of Knowledge. The AIU has provided many content area specific training to PLCs on teacher Professional Development Days. They have provided the PACC transition training including the crosswalks. We are a part of the STEM grant initiative at AIU and will have teachers participate in math and science training this summer. We also have a team of ELA teachers attending College Board training at the AIU this summer. WE have greatly utilized the resources made available by AIU and PaTTAN. Teachers have attended training on writing and formative assessment at PaTTAN and returned to campus and trained the entire team. This model helps build building level capacity. A community non profit, the Consortium, has been instrumental in providing quality, free teacher training and support. They are focusing on Personalizing Instruction and have provided training, book studies, seminars, workshops, etc. around this topic to ensure implementation. An additional Professional Development (Act 80) days have been added to our school calendar for the 2016-2017 school year, as every minute of each PD day this year was utilized effectively. Teams of teachers visited other schools to observe math programs in place that are touted to be better aligned to the PACC than the one currently in use here. A National Distinguished Title I school with similar demographics was invited to share their "success" story with the Clairton faculty and staff during a PD day. A variety of adult learning formats

from book studies, classroom coaching, AIU meetings, workshops and seminars, PLC collaboration, visiting model classrooms and sharing best practice have been instituted to increase teacher learning and impact teacher effectiveness.

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

There were no unselected strategies, therefore no further explanation is required.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/19/2013 Initial training entire staff, Dr. Hunt trainer
12/16/2013 Dr. Hunt trainer
8/18/2015 Updates, Koebler & Pytash trainers

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

Questions
The LEA has conducted the training on:
10/16/2015 6 hr. modules on Suicide Prevention
3/17/2017 update on Suicide Prevention - More than Sad

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.

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

Unchecked answers

None.

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

PSSA data is used to determine areas where professional development must focus. PD provided focuses on areas where student test scores reveal instructional concerns. Teacher Professional Development also focuses on areas that are new implementations, such as the Teacher Effectiveness Instrument, PA Common Core State Standards. SAS, discipline, etc. Teachers also complete a Professional Development Survey. The school improvement plan also requires professional development as part of addressing action steps for improving student achievement. Building principals conduct classroom walkthroughs to monitor program implementation. PLC Learning logs are turned in twice weekly and monitored by the principals. External Professionals including facilitator at the AIU, have been utilized to deliver PD especially on Common Core transitions. Student data indicates the areas of focus for PD. Example, Critical thinking skills in reading was a focus of Reading PD for elementary teachers. Creating Keystone aligned assessment questions aligned to Webb's Depth of knowledge was a focus of middle and high school staff development.

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

All strategies have been selected.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

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

Unchecked answers

None.

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

Inductees will be given an overview of the SAS website and required to complete an online module on the SAS Portal and provide evidence of course requirements and completion. Inductees are required to complete one face-to face workshop on a self-selected topic aligned to one of the six SAS components. In addition to the in-house mentor program, inductees will engage in a year-long induction program at AIU. Many of these objectives are also covered in mentor meetings with mentors or on District Staff Development Days. Inductees attend a minimum of five days of staff development, which includes an orientation to CCSD, the completion of a needs survey, as well as training on how to access and analyze student data. The district's in house induction program requires inductees to interact regularly with building -level principals and mentors, attend brief informational trainings throughout the year, observe classroom teachers, and keep a reflective journal during the first year tied to the 4 domains. Principals regularly collect and review lesson plans, walk-throughs are completed at least monthly to provide insight into teacher needs, and the Teacher Effectiveness model is used for teacher evaluation which includes both pre and post conferences. All staff members participate in bi-weekly PLC meetings so time is dedicated to discuss and review student work, create and evaluate aligned assessments, and analyze student data (diagnostic, formative, and summative). PLC logs are reviewed by building principals and feedback is provided.

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

All strategies were selected.

Needs of Inductees

Checked answers

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

Unchecked answers

- Submission of inductee portfolio.

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

Classroom assessment data, PSSA data, is analyzed in the department or grade level PLC. Principals collect and review lesson plans and conduct frequent observations and walk-throughs. Journals are reviewed by mentors.

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

We will review the unselected strategies and determine their feasibility for implementation.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

The Clairton City School District Teacher Induction Plan was revised at the end of the 2015-16 school year with input from members of the District Instructional Leadership Team (DILT), the Administrative Team, and Mentors/Inductees. The updated plan closely follows the Teacher Effectiveness Model, which highlights the above characteristics. In addition, inductees are assigned a mentor for three years to assist with the implementation and understanding of the characteristics; the LEA has a structured in-house induction program: and new employees engage in a yearlong induction program implemented by the Allegheny Intermediate Unit. daily journal is to be kept and shared with the mentor teacher. The mentor teacher will met regularly with the new teacher and respond to any concerns immediately. The principal will also meet regularly with the new teacher. Teacher mentors who are selected are teachers who have demonstrated proficiency on the new Teacher Effectiveness Program. They are recommended by the building level principal.

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

All strategies were selected.

Induction Program Timeline

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

If necessary, provide further explanation.

The topics of discussion are ongoing through the mentor/mentee process and policy updates. Inductees attend a minimum of five days of additional professional development, which includes an orientation to CCSD, the completion of a needs survey, as well as training on how to access and analyze student data. The district's in-house induction program requires inductees to interact regularly with building level principals and mentors, attend brief informational trainings throughout the year, observe classroom teachers, and keep a reflective journal during the first year tied to (4) domains. Principals regularly collect and review lesson plans, walkthroughs are completed at least monthly to provide insight into teacher needs, and the Teacher Effectiveness Model is used for teacher evaluation which includes pre and post conferences. All staff members participate in bi-weekly PLC meetings so time is dedicated to discuss the review of student work, create and evaluate aligned assessments, and analyze student data (diagnostic, formative, and summative). PLC logs are reviewed by building principals and feedback is provided.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Principals will meet with the new teachers and mentors at the end of the year to evaluate the program. Teacher feedback will be solicited. All suggestions to improve or modify the program will be considered.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **210**

Identification Method

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

The Clairton City School District uses the discrepancy model to identify students with a specific learning disability. The definition of a specific learning disability is as follows: A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

In addition, the child does not achieve adequately for the child's age or to meet state-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards:

1. Written expression
2. Basic reading skills
3. Reading fluency skills
4. Reading comprehension
5. Mathematics calculation
6. Mathematics problem solving
7. Oral expression
8. Listening comprehension

To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must

consider the following as part of the evaluation—(1) Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and (2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

When a student is demonstrating difficulties in the classroom and/or is suspected of having a learning disability, the parent or school personnel refers the student to the Collaborative Intervention Team (CIT). This pre-referral model is a pro-active team-centered process which identifies strategies to support students and measures the student's response to the interventions. The CIT Team reviews the information with the referring member and chooses interventions to implement in the student's current educational placement. These interventions are implemented and monitored.

At subsequent CIT meetings the team determines the effectiveness of the intervention(s) and makes a determination to modify, continue, or discontinue the interventions. Data collected during this response to intervention (RtII) process is evaluated for effectiveness and the CIT Team determines the need for a Multidisciplinary Evaluation (MDE). Once the recommendation for an MDE is made by the District, the Special Education Department issues a Permission to Evaluate (PTE) consent form to the parents. A conversation is conducted with the parent/guardian to discuss the recommendations and answer any questions.

Upon receipt of the Permission to Evaluate by the District, data is collected from school personnel, family, and related service providers. The school psychologist completes an assessment of cognitive abilities, academic achievement and gathers data from the members of the MDE team. Determination of eligibility for special education services as a student with a Specific Learning Disability is made based on the discrepancy between cognitive and academic skills. The determination of a Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing or other disabilities, of intellectual disabilities, of emotional disturbance or of environmental, cultural or economic disadvantages.

A severe discrepancy is determined through the use of a table provided to the Clairton City School District by the Allegheny Intermediate Unit (AIU 3). A student must demonstrate a severe discrepancy between demonstrated ability (results of the cognitive assessment) and demonstrated academic achievement (results of the achievement assessment) and demonstrate a need for specially designed instruction to be identified as a student with a Specific Learning Disability. The severe discrepancy is approximately 1.5 standard deviations between the achievement scores and the student's cognitive ability. The student must demonstrate a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, reading fluency, mathematical calculations or mathematical problem solving.

Parents have the right to request an assessment of their child at any time. If the parent makes an oral request for an evaluation of their child to any professional employee, the

parent is provided with a Request for Permission to Evaluate form within 10 calendar days of their oral request.

Enrollment

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

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

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

Clairton City School District's overall percentage of students with disabilities is higher than the state's average percentage. During the 2013/2014 school year, the Special Education Data noted that the District has 20.5% of students identified in Special Education. We currently have 22.5% of students identified in Special Education.

When a student is demonstrating academic and/or behavioral difficulties in the classroom, the parent or school personnel refers the student to the Collaborative Intervention Team (CIT) or the Student Assistance Program (SAP) team. This pre-referral model is a pro-active team-centered process which identifies strategies to support students and measures the student's response to the interventions. The teams review the information with the referring member and chooses interventions to implement in the student's current educational placement. These interventions are implemented and monitored.

At subsequent CIT and SAP meetings, the team determines the effectiveness of the intervention(s) and makes a determination to modify, continue, or discontinue the interventions. Data collected during this response to intervention (RtII) process is evaluated for effectiveness and the CIT and SAP teams determine the need for a Multidisciplinary Evaluation (MDE) or a referral to mental health therapists within the Clairton City School District.

Progress monitoring occurs throughout the school year and various assessments are administered to measure progress (DIBELS Next, STAR Reading Assessment, G-MADE). Progress monitoring identifies students as prescribed, chart progress weekly and provides growth with educators during monthly reviews. A reading tutor is employed to provide small-group instruction using Read Naturally to students struggling with decoding, fluency, and multi-syllabic words. Two reading Specialists are employed by Clairton City School District who plan and implement tiered interventions. Read 180 is an available intensive intervention for grades 9 – 12 designed for any student reading two or more years below grade-level and uses adaptive technology to individualize instruction as a Tier III instruction. In addition, employees assist with Schoolwide Positive Behavior Support (SWPBS) and content-area reading interventions. The ELA content-team area PLC (grades 6-12) meets at least twice per week and focuses on the district-wide initiative on writing and the Clairton Writes! Teachers Leading Change initiative. This PLC focuses on improving student achievement by reviewing student data, samples of student work and aligning instruction with the written, taught and tested.

Students with severe behavioral difficulties can be referred to Tier II mental health services (NISAR & Mon Yough) or Tier III school-based behavioral health services (Wesley Spectrum Services). The goals of the mental health services are to teach students new ways to manage feelings and behaviors so that or she can learn and get along with others. The Tier II and Tier III interventions help to provide behavioral support to teachers and staff in order to maintain the student's placement.

Disability Categories:

Autism:

In reviewing the Special Education Data Report for the 2013/2014 school year, our percentage of students with Autism is disproportionately lower than the state average. We had 7.9% of students diagnosed with Autism as opposed to the state average of 9.4%. Currently, during the 2015/2016 school year, the Clairton City School District has 14 students identified as having Autism which is 7.73%

Emotional Disturbance:

The Special Education Data Report in 2013/2014 school year indicated that the District has 11.5% of students diagnosed with Emotional Disturbance as opposed to the state average of 8.4. Currently during the 2015/2016 school year, the Clairton City School District has 19 students (10.5%) identified as having a disability category of Emotional Disturbance. Historically, the percentage of our students that are diagnosed as Emotional Disturbance has been disproportionate. The state average is 8.4%. In 2011/2012, the District's percent was 16.9%, in 2012/2013 it was 14.2%. In 2013/2014, it was 11.5% and currently for the 2014/2015 school year, the percentage is 10.7%. It is evident that through professional development and following correct eligibility requirements, the students at Clairton City School District with an Emotional Disturbance has decreased.

Intellectual Disabilities:

The 2013/2014 Special Education Data Report states that the District is disproportionate. At that time, the District had 17.6% percentage of students identified with an Intellectual Disability as opposed to the state average of 6.7%. During the current year, Clairton City School District has 17 students (9.39%) diagnosed with an Intellectual Disability.

Specific Learning Disability:

Clairton City School District is proportionally lower in the disability category of Specific Learning Disability. The Special Education Data Report noted that in 2013/2014, Clairton City School District had 35.8% of students diagnosed with a Specific Learning Disability as opposed to the state average of 44.3. Currently, the data reports that the District has 75 students (41.44%) diagnosed with a Specific Learning Disability. The District is no longer disproportionate in this area.

Speech or Language Impairment:

According to the Special Education Data Report from 2013/2014 the District was disproportionately low with 13.9% as compared to the state average of 15.8%. Current data states that we have 24 students (13.26%) identified as having Speech and Language as a primary disability category.

Hearing Impairment Including Deafness:

The Clairton City School District has 1.66% of students identified as a student with a

disability category of Hearing Impairment.

Other Health Impairment:

In 2013/2014, the Special Education Data report showed that the District has 10.3% of students identified as having Other Health Impairments as opposed to the state average of 12.3%. This was disproportionately lower. In 2015/2016, the District has 28 students (15.47%) with the diagnosis of Other Health Impairment.

Visual Impairment Including Blindness

: The Clairton City School District has 0.55% of students identified as having a Visual Impairment Including Blindness.

Overall, the Clairton City School District is making consistent improvement by utilizing the necessary data, participating in specific professional development opportunities, and by following correct procedures and guidelines for determining eligibility.

The District uses data to make informed decisions regarding programs and services to students. The certified School Psychologist will continue to provide greater consistency in evaluation and identification methods. One goal of the psychologist is to review categories of disability which are disproportionately higher or lower than the state average. The district administrators consider each new enrollment and new identification as it impacts teacher caseloads and program availability. Program changes are made based on the current needs of students in the school district.

There are written procedures addressing the requirements for enrolling students with disabilities. Procedure 106, *Students Transferring into the District* have been distributed to and reviewed with special education teachers, administrators, school psychologist, and the special education secretary.

The Clairton City School District makes every attempt to provide FAPE as described in the IEP and NOREP receiving from the previous district from which a student is transferring. In cases of students transferring from outside the state, the current IEP is implemented immediately, to the extent possible, and Permission to Evaluate is sent home. IEP conferences are held within 30 days of a family moving into the district to review and revise the IEP. During the 2014/2015 school year, the procedure was reiterated with the secretaries and a new enrollment form was designed so that the provision of FAPE is awarded to students upon enrollment.

Non-Resident Students Oversight

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

Clairton City School District adheres to Section 1306 of the School Code, which permits all nonresident students in children's institutions, including detention homes, drug and alcohol treatment centers and others, located within their borders, to attend the public schools of

the host school district. Clairton City School District employs a public outreach awareness system to locate and identify all children thought to be eligible for special education within the LEA's jurisdiction including non-resident students residing in facilities in our district. Facilities that house non-resident students that receive special education services are directed to the Director of Special Education to coordinate the enrollment process. The Director of Special Education communicates with the facility, the resident school district and the parents to ensure that non-resident students receive FAPE in the District. Clairton City School District is responsible for providing the student with an appropriate program of special education and training consistent with Pennsylvania regulations and standards. We are responsible for making decisions regarding the goals, programming, and educational placement for each student. The Director of Special Education seeks advice from the resident school district with respect to the student, and keeping the resident school district informed of its plans to educate the student. The Special Education Department facilitates prompt retrieval of non-resident student records to ensure FAPE and appropriate placement. The Director of Special Education contacts the student's home district and every effort is made to invite the parents and representatives of the resident school district to all Individual Education Program meetings held for this student.

Incarcerated Students Oversight

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

The Clairton City School District is notified by the Corrections Education Records Center when a special education student has been adjudicated to a correctional facility by the Court of Pennsylvania which has legal custody of the student. The Clairton City School District maintains a close relationship with juvenile justice authorities through the probation office of Allegheny County and the community police. Notification of a student who is incarcerated can also be made through the community police, probation officers, and outside facilities. The Director of Special Education forwards records to the institution to facilitate placement and programming for the individual student; and updates data in the District's PIMS system. To ensure the provision of a free, appropriate public education Clairton City School District complies with the request within 5 days. The Director of Special Education maintains communication with the facility and agencies working with the student and family to ensure appropriate services and works closely with the assigned probation officer when appropriate. Timely inquiries are made to the Correction Education Records Center requesting a search of the database and identification of students from our district who may be incarcerated in one of the state institutions. The District does not have any facilities for incarcerated youth located in the District at this time. However, in

accordance with the Nonresident Students in Institutions 24 P.S. § 13-1306, Students who are residing in a "children's institution" whose parents are not residents of the school district in which the institution is located are identified as "1306" students. These students may be in a variety of residential centers, homes or institutions, such as Drug and Alcohol Treatment Centers, homes for orphans or other "institutions for the care and training for orphans or other children." It is the Districts responsibility to offer FAPE to those students. In the event that the District would have a facility, the School District would use intervention specialists, special education supervisor, highly qualified special education teachers, regular education teachers and other District resources to ensure that students would be located, identified, evaluated and, when determined to eligible for services, the student would be offered a free appropriate public education.

Least Restrictive Environment

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

Ensuring that students with disabilities are educated in the least restrictive environment (LRE) is a primary focus of the Clairton City School District. Students are instructed within a program that is based on the general education curriculum and provided within the regular education setting, with modifications and adaptations to meet the unique needs of each student. The methods for the delivery of the curriculum from the least restrictive to the most restrictive are listed below:

1. General education without the use of supplementary aids and services within the regular education classroom
2. General education with supplementary aids and services in the regular education classroom
3. The general education with supplementary aids and services within a special education classroom
4. Special education using a research-based curriculum specifically designed for students

with unique learning needs

5. Center-based, private or approved private schools with supplementary aids and services.

A student with a disability is always considered for placement within the regular education classroom and, when needed, supplementary aids and services to meet their needs are identified and provided. The members of the IEP team understand the importance of considering regular education as the first educational placement for all students. A student in need of specially designed instruction is supported by the multidisciplinary team and an Individualized Education Plan is developed at least annually. The student's IEP is reviewed and/or analyzed at least one time annually, or more often as the team determines need. All eligible students are reevaluated every two or three years, or more often if needed.

A student's needs determine the type of service, level of intervention and the percentage of time spent outside of the regular education classroom. Supplementary aids and services and related services may include: psychological services, occupational therapy services, physical therapy services, special transportation, speech and language services, school health services, mental health services, assistive technology and devices, adaptive physical education, personal care assistants, audiological services. Placement decisions are not based solely on the category or severity of a student's disability, the availability of space or the availability of special education and related services.

Students in the Clairton City School District benefit from special education services being provided within the regular education classroom through co-teaching or an inclusion model. In addition, students are provided small group instruction as determined by their IEP. All eligible students are assigned a case manager who is responsible for communicating with parents, monitoring progress and ensuring support is provided in all settings.

Two of the educational agencies that provide ongoing support include the Allegheny Intermediate Unit and PaTTAN. Training and consultation is provided on various topics related to special education such as functional behavior assessments, positive behavior support plans, progress monitoring, secondary transition, and autism.

Some of the interventions and supplementary aids and services used to enhance or expand the continuum of educational placements available to support students with disabilities to access the general education curriculum in the least restrictive environment include:

Collaborative Intervention Team -

The District utilizes a response to intervention process in grades K-5 to identify and address student academic, social, and behavioral needs. The CIT Team involves administrators, school psychologist, counselors, social workers, classroom teachers, and support staff members. This is a proactive prevention/intervention program that coordinates school services in an attempt to provide intervention prior to school performance being seriously compromised. The CIT also coordinates services to meet student needs outside of the classroom, such as school attendance.

Allegheny Intermediate Unit 3 -

Provides Blind/Vision Impaired Support, Deaf/Hearing Impaired Support, Early Intervention Services, Behavior Consultation, Training and Consultation and Assistive

Technology Assessments.

Professional Development to Staff –

The District provides a variety of professional development opportunities to staff which include but are not limited to: Co-Teaching, Inclusive Practices, Assistive Technology, Autism, Transition, Writing/Math/Reading Instruction, RENEW, Project Max and Behavior Supports.

Collaboration with Parents -

Flexible scheduling opportunities are provided to enable staff to collaborate with parents to more appropriately meet the needs of special education students. Parent trainings are offered multiple times a year and transportation is often provided if necessary.

Transition-

The District employs a part time Transition Coordinator to support our students with disabilities in transitioning into adulthood by connecting students and families with agencies that are necessary to the development of their transition plans within their IEPs. Agencies include, but are not limited to, Achieva, Mon Yough, Goodwill, Lifeswork, Early Reach, Office of Vocational Rehabilitation (OVR), Office of Intellectual Disabilities (OID), 21 and Able, Department of Motor Vehicles, Mon Valley School, Steel Center Area Vocational Technical School, Allegheny Intermediate Unit, Consortium for Public Education, PATTAN, local colleges and universities, Penn State Talent Search, Clairton Police Department, Blind & Vision Rehabilitation Services, Pittsburgh Zoo, Kennywood and Easter Seals. All students of transition age and their families are provided with information regarding OVR and are strongly encouraged to register for services. OVR assists with developing an appropriate program for each student registered and provides valuable input regarding available programs. When appropriate, students and parents are also strongly encouraged to register for services through OID. OID Supports Coordinators attend IEP meetings and assist with the development of the students' transition plans. Both OID and OVR continue to be our most valuable resources in maintaining the most up to date information regarding the availability of resources in the Pittsburgh area.

Differentiated Instruction -

Clairton City School District provides differentiated instructional support to students, such as: modified curricular goals, alternate ways to demonstrate learning, test modification, assistive technology, research-based instructional strategies, functional skills instruction, and active learning strategies.

District Social and Behavioral Support Services to Students -

Social work services to include counseling support, social skills instruction, and individual behavior support plans. The school psychologist offers psychological counseling as a related service. Clairton City School District has a school based behavioral health team through Wesley Services that offers therapy, service coordination, and family therapy. Mon Yough provides outpatient services through the District and NISAR provides wrap around services and meets with students within the District. In addition, the District offers positive behavior supports to all students through Girls On the Run, Gwen's Girls, Expect Respect, and URSA's Den. Intensive positive behavior support services from outside agencies and mental health experts are provided to special education students to increase appropriate

behaviors and reduce disruptions in the classroom. Students with special needs are allowed to visit the resource room or the Independent Learning Center in order to calm down and/o talk to a special education professional about behaviors.

Instructional Staff Collaborates to Support Students with Special Needs -

Teachers use common planning time before, during, or after the school day to support collaboration through Professional Learning Communities, build consensus and support for inclusion programming, planning student modifications, differentiating the curriculum, test adaptations, roles and responsibilities in co-teaching, and the use of paraprofessionals. In addition, all general education teachers are responsible to complete bi-weekly special education checklists that consist of current grade, assessments, missing work and behaviors. Also, teachers offer free after school tutoring, remediation or acceleration for students two days a week for 45 minutes per day.

Modifications To The Physical Environment -

All required adaptations to the classroom and school environment such as: specific seating arrangements, individualized desk/chair, visual borders for physical space, sensory supports, areas in the classroom that are labeled or easy to identify, adaptive equipment, classroom arrangement, and environmental modifications to light and sound.

Multi-Modal Instructional -

Training and support in instructional strategies that incorporate the use of visual, auditory, kinesthetic, and tactile methods.

Health Services -

The District employs a full-time certified school nurse to provide comprehensive nursing services to students within the District. The District employs a nursing assistant. Through the nurse's office outside agencies provide dental services, physicals, and flu shots. Open Airways for Schools has collaborated with the District to provide instruction on asthma. A psychiatrist from InterCare is providing medication management to our students. The District contracts with Nutrition Inc. which provides a healthy breakfast, lunch, and dinner to students.

Occupational and Physical Therapy -

Occupational and Physical therapy are provided as a related service to special education students.

School Counseling

Services -

The District employs a full-time certified school counselor to support our student population in conflict resolution, as well as provide topical group counseling sessions in: grief and loss, divorce, anger management, and positive decision making.

Sensory room -

A room is available for students who require adjustments to sensory input.

Psychological Services -

The District employs a full time school psychologist.

All students with special needs, including those who require the most restrictive placements, are provided with a variety of opportunities to participate with students who

are not disabled. Some of the opportunities offered for students in more restrictive placements include participating in regular education vocational programs, attending specific classes at their home school for partial day schedules, and participating in after school activities and sports.

Students with disabilities are encouraged to participate in extracurricular and non-academic programs and activities to assist in developing these talents to build social skills. All necessary supports and services are provided to ensure that students with disabilities are educated with non-disabled students to the maximum extent possible. Clairton City School District is committed to support the development and expansion of strategies and methods to effectively educate students with disabilities in the least restrictive environment, including those with severe disabilities.

The District supports including students with disabilities in meaningful participation in regular education classrooms in their neighborhood school. The special education teachers have access to training from the AIU and PaTTAN in providing supports and services to ensure that our special education students are educated with non-disabled children in the regular education setting. These teachers serve as a resource to effectively assist staff in providing for students with more severe disabilities. The director of special education guides staff to implement research-based best practices that support students with disabilities to gain function, develop skills, and then, generalize these learned skills to other environments in the building. Guidance and expertise is provided by the supervisor of special education in serving our special education students in the least restrictive environment. Staff is trained to identify emerging student skills with the highest probability of success for participation in the mainstream in order to facilitate inclusion for students with more severe disabilities.

SPP Data

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	Current	SPP/APR Target 13/14
SE Inside Regular Class 80% or More	65.7%	60.8%	54.7%	47.2%	44.0%	61.21%	62.1%
SE Inside Regular Class Less Than 40%	6.5%	7.0%		11.8%	11.3%	8.48%	8.90%
SE in Other	18.9%	17.1%	16.7%	13.7%	13.3%	10.30%	4.60%

Settings							
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This improvement in meeting the Indicator 5 SPP Target will be accomplished by intensive training of the professional staff by LEA Administration, PaTTAN educational consultants, and AIU3 Training and Consultative Staff regarding inclusive practices for positive behavioral support and the use of instructional supports and services to meet the needs of our students in their home school. Much of the professional development training is provided during after school meetings and in-service professional development days. The training has focused on Chapter 14 regulations mandating the requirement to serve special education students in the least restrictive environment and the implementation of innovative materials and equipment. The District has also employed a fulltime school psychologist that provides assessments that are sufficient in scope and depth to investigate all student strengths and needs and who guides the multidisciplinary evaluation team in determining whether the student has a disability and the need for special education and related services. The LEA will conduct monthly data review of Least Restrictive Environment, more specifically, students receiving special education supports in the general education environment more than 80%, less than 40% and in other settings. The LEA will conduct training specific to understanding and application of inclusive instructional strategies, co-teaching methods, and supplementary aids and services. Training audiences will include professional special education staff and related personnel, general education teachers, paraprofessionals and building administrators. Clairton City School District has a high percentage of students that receive free and/or reduced meals and that are academically at-risk. Meeting the needs of our student population in both regular and special education can be very challenging. In addition to these factors, some parents are very motivated for their special education students to be placed in outside private special education settings. The supervisor of special education works with these parents to communicate the quality and effectiveness of our special education programs and the benefits of educating students with special needs in the least restrictive environment explaining that ul The District has recently held numerous trainings on co-teaching, supplementary aids and services, and inclusion. New Inclusion classes have been implemented in K-5 which now means that K-12 participates in inclusive practices. Although the District has not met the Indicator 5 SPP target for serving our special education students in other settings, significant improvements have occurred this year and Clairton City School District is determined to continue this growth in educating our special needs students in the least restrictive environment. The special education department will continue to implement effective strategies, instructional programming, and research based materials to meet the needs of our students especially those identified as emotionally disturbed and intellectually disabled.

Behavior Support Services

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

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

The Clairton City School District policy for behavioral support includes staff training in the use of specific procedures, acceptable methods and the use of behavior management techniques. Students with disabilities are educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities develops a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program is conducted and implemented in accordance with state and federal law and regulations. The district's behavior support programs are based on positive rather than negative behavior techniques to ensure that students will be protected from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints is considered a measure of last resort and is only used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans are based on a functional assessment of behavior and include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

Clairton City School District Policy

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations.

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. The following terms shall have these meanings, unless the context clearly indicates otherwise.

Aversive techniques

- deliberate activities designed to establish a negative association with a specific behavior.

Behavior support

- development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

Positive techniques

- methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

Restraints

- application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort him/her.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort him/her safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.
5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.
6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

If an individual student's Individualized Education Plan (IEP) lists the use of restraints, then the IEP must also include a plan for the elimination of their use. Parent permission must be obtained in order to include the use of restraints in a student's IEP (Notice of Recommended Placement/Prior Written Notice).

Seclusion

- confinement of a student in a room, with staff supervision, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy.

The Superintendent or designee shall maintain and report data on the use of restraints, as required in the RISC reporting system. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.

When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

Physical Restraints

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The Coordinator of Special Education and Student Services or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

1. The restraint is used with specific component elements of a positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills

or behaviors.

3. Staff is authorized to use the restraint and have received appropriate training.

4. Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Seclusion

The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

Clairton City Elementary School-

Response to Intervention Behavior Supports

TIER 1 (Universal Supports received by all students)

School-Wide Rules

Classroom Rules

Token Economy System

(PAWS, Stamp Chart, Red, Yellow, Green Light System)

B.E.A.R.S.

Hallway Compliments

Behavior Committee Team

Kindness Counts

Bear Paws Against Bullying

Girls on the Run

Student of the Month

Fantastic Friday

TIER 2 (Classroom based supports for some students)

Behavior Intervention Team

Daily Behavior Contract

Individual Behavior Plans

Special Education Checklists

Clairton Achieves

Student Leadership Team

CIT

Parent Conferences

TIER 3 (Out of class supports for a targeted group of students)

School Based Behavioral Health Team
 School-Based Counseling Services (Mon Yough)
 NISAR
 Multi-Agency Collaboration (CYF, Wraparound)
 RE-SOLVE Crisis Intervention
 Group and Individual Counseling
 Crisis Pass

Independent Learning Center
 Psychological Counseling
 Initial Line of Inquiry
 Person Centered Planning
 Individual Token Economy
 Positive Behavior Support Plan
 Truancy Prevention Plan

Clairton City Middle School-

Response to Intervention Behavior Supports
TIER 1 (Universal Supports received by all students)

School-Wide Rules

Classroom Rules

Positive Action

B.E.A.R.S.

My Action Plan for Success (MAPs)

Incentive Period

“Paws”ative Posts

Star Student

Tickets

Newsletter

Behavior Committee

Parent Conferences

Gwens Girls

TIER 2 (Classroom based supports for some students)

Daily School Reports

Individual Behavior Plans

Penn State Talent Search

Behavior Monitoring Systems

Special Education Checklists

Point Sheets

Resource Room

TIER 3 (Out of class supports for a targeted group of students)

School Based Behavioral Health Team

Psychological Counseling

Positive Behavior Support Plans

School Based Counseling Services (Mon Yough)

Outside Agency Collaboration (Wraparound, JPO, CYF)

Group and Individual Counseling

Pull-Out Academic Supports

Student Assistance Programs (SAP)

RENEW

Initial Line of Inquiry

Person Centered Planning

Truancy Prevention Plan

Clairton City High School-

Response to Intervention Behavior Supports

TIER 1 (Universal Supports received by all students)

School-Wide Rules

Classroom Rules

Expect Respect

Star Student

“Paws”ative Posts

Gwens Girls

Ursa’s Den

Expect Respect

My Action Plan for Success (MAPs)

Parent Conferences

TIER 2 (Classroom based supports for some students)

Special Education Checklists

Behavior Intervention Team PLC

Individual Behavior Plans

Penn State Talent Search

Clairton Achieves

“Project Elect”-Teen Parent Group Counseling

Resource Room

TIER 3 (Out of class supports for a targeted group of students)

School Based Behavioral Health Team

Psychological Counseling

School Based Counseling Services (Mon Yough)

Multi-Agency Collaboration (Wraparound, JPO, CYF, D & A, etc.)

RE-SOLVE Crisis Team

Group and Individual Counseling

Counselor Referrals to Outside Agencies (CYF, D & A)

Student Assistance Programs (SAP)

Positive Behavior Support Plans

Initial Line of Inquiry

Person Centered Planning

Truancy Prevention Plans

Crisis teams at the elementary and secondary level receive non-violent crisis intervention

training from the Crisis Prevention Institute. This training includes the use of positive behavior supports, de-escalation techniques, and appropriate responses to student behavior that may require immediate intervention.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

Clairton City School District notifies the appropriate local and state agencies when it is having difficulty ensuring FAPE for a student with a disability. Support is requested for students that cannot currently be served in a regular educational setting, for assistance in the provision of an appropriate educational placement, for students that may be at risk for a wait for a placement, and/or students whose special education placement is Instruction Conducted in the Home. In addition the school district notifies the Intermediate Unit and the Department of Human Services to ensure that the students receive Intensive Interagency coordination. The student's case is referred to a Regional Interagency Coordinator (RIC).

For students that require intensive interagency coordination to access an appropriate educational placement, the RIC assesses the situation and determines any barriers that might be preventing the student from receiving the appropriate educational placement. The RIC promptly schedules a meeting of the local interagency team. This team includes the family of the student, the district LEA, the Intermediate Unit (IU), and other relevant child serving agencies. The other relevant child serving agencies might include the county offices of Mental Retardation and Mental Health, Children/Youth and Family Services, and the regional Office of Vocational Rehabilitation. The intensive interagency meeting is conducted and recommendations are developed. The intensive interagency team identifies the responsible agencies best able to meet the needs of the student in the Least Restrictive Environment.

Students diagnosed with severe cognitive impairments, severe mental health issues, and students whose parents request placement in private settings as the only appropriate educational placement, have occasionally been challenging to provide FAPE. Every year there are a few challenging cases that are resolved by examining the continuum of special education supports, services, and educational placement options. Instruction Conducted in the Home is an option for temporary placement to meet the needs of a student.

Clairton City School District has worked with the Interagency Coordinator from the Allegheny Intermediate Unit and a representative from the Allegheny County Office of Behavioral Health, a partial hospitalization program and an educational advocate to collaboratively determine an appropriate educational placement for a hard to place student with significant mental health needs.

Consistent efforts, identification of supplementary aids and services, and parental support are provided to gradually include these students in the regular school and/or private/approved private school settings. The ultimate goal remains, to serve the student in the regular school setting with appropriate supports and services to ensure success in the least restrictive environment.

Strengths and Highlights

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

The Clairton City School District Special Education Program focuses on effective, student centered instructional services provided in the least restrictive environment. Central office administrators, building principals, teachers, paraprofessionals and support staff work collaboratively with families to meet the needs of our students with disabilities. We are committed to delivering high quality services across a full continuum of programming to every student with a disability in the Clairton City School District. The Collaborative Intervention Team (CIT) is fundamental to understanding the needs of students K-5 who are experiencing academic, behavior and social difficulties in the regular classroom. This pre-referral model is a pro-active, team centered process which identifies strategies to support students and measures response to interventions as a part of the action plan. Principals, teachers, the social worker, the counselor and classroom teachers collectively design appropriate interventions at regularly scheduled meetings. Referral for a multi-disciplinary evaluation occurs when data collected on interventions indicate that a student

is not successful. The evaluation for special education services in the Clairton City School District is conducted by a multi-disciplinary team. All team members contribute data which is coordinated by the school psychologist and included in the evaluation report. Data collected during the MDE process is also used to determine a student's eligibility and need for specially designed instruction.

The Special Education Department provides timely, effective professional development to support our special education services. This professional development and support is multi-faceted and on-going. The Director of Special Education offers training on various topics and conducts special education meetings with staff to augment results and increase compliance with regulations. Training efforts are targeted to a variety of audiences that include principals, regular educators, special education teachers, parents, paraprofessionals, secretaries, and transportation staff. Opportunities for professional staff to attend summer training are provided.

The District is developing its website to include information on special education services through the Special Education Department link. The district website will have a link to timely information and trainings for parents. In addition, parents will be provided with information from the Pennsylvania Training & Technical Assistance Network (PaTTAN). This site will serve as a guide for parents in understanding the legal requirements for special education and for providing the resources to assist parents in supporting their child.

Effective, individualized, transition services are offered to all special education students starting at the age of 14. District transition services enable students to develop adult living skills in home management, employment, post-secondary education, recreation, voter registration, and self-advocacy. The district works with the Office of Vocational Rehabilitation, Goodwill Industries, and Step by Step to meet the pre-vocational and vocational needs of students with more severe disabilities. An innovative transition program has been developed for students with more severe cognitive needs. This program provides the opportunity for our Life Skills students to perform pre-vocational tasks throughout the school. All Clairton professional and paraprofessional staff support and work to strengthen transition services to students with disabilities.

Clairton City School District is developing an innovative program for special education students who qualify for Extended School Year (ESY) services. This ESY program is designed to meet the needs of secondary students from our Life Skills classes who require more intensive support and instruction in the development of transition skills. The Transition to Life Program will be conducted at Clairton High School. Students attending the program will apply academic skills in adult living tasks to increase their independence. The Transition to Life Program will provide real life experiences in a simulated adult living environment. The program will focus on increasing independent living skills, accessing community resources and developing recreational activities. Students will venture into the community to shop and learn about community resources. When in the classroom students will cook, launder clothes and learn to access information through the internet.

Meeting the diverse needs of emotionally disturbed students in the least restrictive environment can be very challenging. Clairton is determined to meet this challenge and

provide supportive, effective programming. Supplemental emotional support programs are provided at all levels. We are proud of the fact that the District has a licensed social worker on staff.

Students with special needs from the early intervention program are transitioned successfully into the school age setting. Our psychologist meets with each individual family and the early intervention staff to discuss their child's needs, explain our special education programs, and develop a comprehensive assessment and program for each early intervention student. This meticulous attention and our thorough multi-disciplinary school age evaluations enable our early intervention students to thrive in their new environment. We have received many compliments from parents and early intervention staff on our unique approach.

Our greatest strength is the commitment of our professional staff to the delivery of high quality instruction and supporting our students in achieving academic success. High expectations are established for students and tireless energy is invested by staff to support students as they work to achieve. The district utilizes research-based instructional methods designed to increase student achievement. Instructional staff focuses on performance outcomes and student achievement, but balances this focus with attention to all demonstrated student needs. Clairton staff is proud of providing an outstanding special education program, with a strong foundation in student-centered programs delivered by highly qualified professionals.

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
ACLD Tillotson School	Approved Private Schools	Learning Support	2
The Watson Institute Friendship Academy	Approved Private Schools	Emotional Support	1
Mon Valley School	Other	Learning Support, Autistic Support, Life Skills, Support Emotional Support	0
Wesley Spectrum K-8 School	Approved Private Schools	Emotional Support	3
Wesley Spectrum Highland School	Approved Private Schools	Emotional Support	1
Western PA School for the Deaf	Approved Private Schools	Deaf or Hearing Impaired Support	2
Holy Family	Other	Emotional and Learning Support	4
Western PA School for Blind Children	Approved Private Schools	Blind or Visually Impaired Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 24, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	15	0.75
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a three year age range difference in each instructional group.				
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 11	2	0.25
Justification: Students are taught in a different physical space and in different instructional groups. There is				

not more than a three year age range difference in each instructional group.				
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 24, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 21	6	0.5
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 21	11	0.3
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 21	6	0.2
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 24, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 19	2	0.2
Justification: Students are taught in a different physical space and in different instructional groups. There is				

not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 19	4	0.1
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 19	10	0.5
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 19	8	0.2
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 15, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	4	0.3
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	14	0.4
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	3	0.1
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	1	0.1
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 22, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 14	10	0.7
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 14	1	0.2
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 14	2	0.1
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	5	0.4
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	2	0.3
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 17	6	0.2
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 16	1	0.1
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	7	0.5
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are		

		operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 18	8	0.25
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 16	3	0.25
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 17	5	0.5
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 16	6	0.2
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 17	5	0.2
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 17	2	0.1
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 24, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	3	0.25
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 21	4	0.25
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program*Operator:* Outside Contractor for the School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* February 26, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	39	0.6
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 11	25	0.4
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: August 24, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 11	1	0.16
Justification: When there is more than a three year age range difference at the elementary level students are taught by the same teacher in the same physical space, but are not in the same instructional groups. If the age range exceeds three years in an instructional group, discussions are held at the IEP meeting and decisions are made on a per student basis and justified in the student's IEP.				
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 21, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 12	4	0.1
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	10	0.2
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	10	0.5
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a three year age range difference in each instructional group.				
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	4	0.2
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are		

		operated		
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Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 21, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	25	0.5
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a three year age range difference in each instructional group.				
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	4	0.2
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a three year age range difference in each instructional group.				
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	2	0.05
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	2	0.2
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	1	0.05
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program*Operator:* Outside Contractor for the School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* January 2, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 16	15	0.23
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	17 to 21	2	0.03
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Clairton Education Center	1
School Psychologist	Clairton Education Center	1
Social Worker	Clairton Education Center	1
Special Education Secretary	Clairton Education Center	1
School Nurse	Clairton Education Center	1
Transition Teacher	Clairton Education Center	0.5
Special Education Paraprofessionals	Clairton Education Center	10

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Speech and Language Therapist	Outside Contractor	5 Days
Physical Therapist	Outside Contractor	1 Days
Occupational Therapist	Outside Contractor	1 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

After reviewing PSSA data from both schools it is clearly evident that PA Core math is an area in need of improvement. New materials and resources were purchased two years ago that claimed to be better aligned with PA CORE standards. The elementary adopted Go Math and the Middle School also adopted a new math textbook. The new resources are clearly not aligned to the PSSA assessment and now require teachers to supplement with more recent curriculums and online resources, constantly revising lessons. Much time and effort was devoted writing a new math curriculum over the past three years. Our primary resource is not sufficient to ensure student success on the PSSA exams. Teachers at the elementary and middle school level have participated in the Math and Science Collaborative held at AIU. School improvement funds are being targeted to support math training and technology for teachers. Math scores from 2014-15 to 2016-17 showed no improvement at the secondary school and only slight improvement at the elementary school. Reading PSSA scores at both schools indicate that approximately one third of the students are proficient and above and this has stayed about the same the last three years. More students are scoring at the basic level in reading than the below basic level, indicating growth. PVAAS growth data indicates improvement in reading scores. A district-wide focus on writing as a part of all teacher SLOs appears to be positively impacting reading scores.

In addition to achievement data, a Climate Survey, Professional Development Survey and parent surveys were administered. Data was analyzed and shared with the districtwide leadership improvement team (DILT) and faculty and staff. Committees were established to address concerns identified on the surveys.

District Accomplishments

Accomplishment #1:

1. Average daily attendance in the District is 91%, above the goals of 90%.

Accomplishment #2:

2. Test participation exceeds the goal of 95% participation.

Accomplishment #3:

3. 100% of teachers are highly qualified.

Accomplishment #4:

4. District closed the achievement gap between all students in grade 11 (2015-16).

Accomplishment #5:

5. District closed the achievement gap between historically low-performing students in grade 11 (2015-16).

Accomplishment #6:

6. District exceeded the growth standard in Keystone Literature in grade 11 (2015-16).

Accomplishment #7:

7. District met the growth standard in ELA grades 3-12 (2015-16).

Accomplishment #8:

8. District closed the achievement gap for ALL Students in Grade 11, Literature, Biology, and Algebra I.

Accomplishment #9:

Climate survey administered to both schools indicates positive results on many indicators.

District Concerns**Concern #1:**

1. Graduation rate of 75 is 10% below the goal of 85%.

Concern #2:

2. District-wide PSSA math scores are 14% proficient, 29% below the state average of 42%

Three year average District-wide PSSA math results (2014-2016) are 14% proficient, below the state average of 42%

Concern #3:

3. District-wide PSSA English Language Arts (ELA) scores are 31.6% proficient, 29% below the state average of 60%

The District 3 year average (2014, 2015, 2016) indicates that about one third or (33%) of test takers are proficient, (27%) below the state average of 58%.

Concern #4:

4. District PSSA Science scores in 2016 grades 4 & 8 are 46.8 % proficient below the state average of 67% proficient.

The three year average (2014-2016) for District PSSA science scores are 43% proficient below the state average of 67% proficient.

Concern #5:

5. There is moderate evidence that the District has not met the PA standard for growth in Science for the past 3 years.

Concern #6:

6. District did not meet the growth standard in Keystone Biology for the past three years.

Concern #7:

8. District did not meet the growth standard in Keystone Algebra I for the past three years.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

1. Graduation rate of 75 is 10% below the goal of 85%.

2. District-wide PSSA math scores are 14 proficient, 29% below the state average of 42%
Three year average District-wide PSSA math results (2014-2016) are 14% proficient, below the state average of 42%

3. District-wide PSSA English Language Arts (ELA) scores are 31.6% proficient, 29% below the state average of 60%

The District 3 year average (2014, 2015, 2016) indicates that about one third or (33%) of test takers are proficient, (27%) below the state average of 58%.

4. District PSSA Science scores in 2016 grades 4 & 8 are 46.8 % proficient below the state average of 67% proficient.

The three year average (2014-2016) for District PSSA science scores are 43% proficient below the state average of 67% proficient.

5. There is moderate evidence that the District has not met the PA standrad for growth in Science for the past 3 years.

6. District did not meet the growth standard in Keystone Biology for the past three years.

Systemic Challenge #2 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

1. Graduation rate of 75 is 10% below the goal of 85%.

2. District-wide PSSA math scores are 14 proficient, 29% below the state average of 42%

Three year average District-wide PSSA math results (2014-2016) are 14% proficient, below tthe state average of 42%

3. District-wide PSSA English Language Arts (ELA) scores are 31.6% proficient, 29% below the state average of 60%

The District 3 year average (2014, 2015, 2016) indicates that about one third or (33%) of test takers are proficient, (27%) below the state average of 58%.

4. District PSSA Science scores in 2016 grades 4 & 8 are 46.8 % proficient below the state average of 67% proficient.

The three year average (2014-2016) for District PSSA science scores are 43% proficient below the state average of 67% proficient.

5. There is moderate evidence that the District has not met the PA standrad for growth in Science for the past 3 years.

6. District did not meet the growth standard in Keystone Biology for the past three years.

Systemic Challenge #3 (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

1. Graduation rate of 75 is 10% below the goal of 85%.

2. District-wide PSSA math scores are 14 proficient, 29% below the state average of 42%
Three year average District-wide PSSA math results (2014-2016) are 14% proficient, below the state average of 42%

3. District-wide PSSA English Language Arts (ELA) scores are 31.6% proficient, 29% below the state average of 60%

The District 3 year average (2014, 2015, 2016) indicates that about one third or (33%) of test takers are proficient, (27%) below the state average of 58%.

4. District PSSA Science scores in 2016 grades 4 & 8 are 46.8 % proficient below the state average of 67% proficient.

The three year average (2014-2016) for District PSSA science scores are 43% proficient below the state average of 67% proficient.

5. There is moderate evidence that the District has not met the PA standard for growth in Science for the past 3 years.

6. District did not meet the growth standard in Keystone Biology for the past three years.

Systemic Challenge #4 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

1. Graduation rate of 75 is 10% below the goal of 85%.

2. District-wide PSSA math scores are 14 proficient, 29% below the state average of 42%
Three year average District-wide PSSA math results (2014-2016) are 14% proficient,
below the state average of 42%

3. District-wide PSSA English Language Arts (ELA) scores are 31.6% proficient, 29%
below the state average of 60%

The District 3 year average (2014, 2015, 2016) indicates that about one third or (33%) of
test takers are proficient, (27%) below the state average of 58%.

4. District PSSA Science scores in 2016 grades 4 & 8 are 46.8 % proficient below the state
average of 67% proficient.

The three year average (2014-2016) for District PSSA science scores are 43% proficient
below the state average of 67% proficient.

5. There is moderate evidence that the District has not met the PA standard for growth in
Science for the past 3 years.

6. District did not meet the growth standard in Keystone Biology for the past three years.

Systemic Challenge #5 (*Guiding Question #4*) Establish a district system that fully ensures high
quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content
resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

1. Graduation rate of 75 is 10% below the goal of 85%.

2. District-wide PSSA math scores are 14 proficient, 29% below the state average of 42%
Three year average District-wide PSSA math results (2014-2016) are 14% proficient,
below the state average of 42%

3. District-wide PSSA English Language Arts (ELA) scores are 31.6% proficient, 29% below the state average of 60%

The District 3 year average (2014, 2015, 2016) indicates that about one third or (33%) of test takers are proficient, (27%) below the state average of 58%.

4. District PSSA Science scores in 2016 grades 4 & 8 are 46.8 % proficient below the state average of 67% proficient.

The three year average (2014-2016) for District PSSA science scores are 43% proficient below the state average of 67% proficient.

5. There is moderate evidence that the District has not met the PA standard for growth in Science for the past 3 years.

6. District did not meet the growth standard in Keystone Biology for the past three years.

Systemic Challenge #6 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

1. Graduation rate of 75 is 10% below the goal of 85%.

2. District-wide PSSA math scores are 14 proficient, 29% below the state average of 42%

Three year average District-wide PSSA math results (2014-2016) are 14% proficient, below the state average of 42%

3. District-wide PSSA English Language Arts (ELA) scores are 31.6% proficient, 29% below the state average of 60%

The District 3 year average (2014, 2015, 2016) indicates that about one third or (33%) of test takers are proficient, (27%) below the state average of 58%.

4. District PSSA Science scores in 2016 grades 4 & 8 are 46.8 % proficient below the state average of 67% proficient.

The three year average (2014-2016) for District PSSA science scores are 43% proficient below the state average of 67% proficient.

5. There is moderate evidence that the District has not met the PA standard for growth in Science for the past 3 years.

6. District did not meet the growth standard in Keystone Biology for the past three years.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Keystone

Specific Targets: Literature

17-18 - 43%

18-19 - 46%

19-20 - 48%

20-21 - 51%

Algebra

16-17 - 40%

17-18 - 42%

18-19 - 44%

19-20 - 46%

20-21 - 48%

Biology

17-18 - 25%

18-19 - 27%

19-20 - 30%

20-21 - 33%

Type: Annual

Data Source: PSSA

Specific Targets: ELA

	Elem	Middle School	All Students Prof or Advanced
17-18	43%	38%	
18-19	46%	40%	
19-20	48%	43%	
20-21	51%	46%	

Math	Elem	MS
17-18	25%	22%
18-19	28%	25%
19-20	31%	29%
20-21	34%	32%

Science

17-18 47% 27%

18-19 49% 30%

19-20 51% 33%

20-21 36% 54%

Strategies:

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

Description:

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Literacy Design Collaborative

Description:

Developed by nationally recognized literacy experts and informed by teacher-practitioners, Literacy Design Collaborative (LDC) tools were introduced and revised in multiple settings throughout the 2010–2011 co-development year. During the 2011–2012 pilot year, additional sites came on board, and in 2012–2013, statewide adoptions began in Kentucky, Louisiana, and Georgia, along with multiple district implementations across many of the 50 states in which LDC is currently in place. The LDC initiative has continued to grow in the 2014–2015 school year, expanding the use of content area modules focused on high-quality writing tasks tied to subject area texts. Emerging research from the past few years of this work has confirmed preliminary findings: that LDC leads to teacher instructional shifts and improved student outcomes. Some of these findings are excerpted below with links to the full research body. Nationally recognized researchers at Research for Action (RFA) have been studying the early adoption of LDC tools, focusing on teachers' response to and use of the tools in 2010–2011, expanding to include an analysis of the scale-up of the initiative in 2011–2012 and, in 2012–2013, evaluating the status of the initiative and how conditions that support robust implementation are related to scale-up and sustainability of this intensive instructional work. (Source: <https://ldc.org/results/research>) Resource: <http://effectivestrategies.wiki.caiu.org/Programs#>

SAS Alignment: Curriculum Framework, Instruction

Pennsylvania Career Education and Work Standards Toolkit

Description:

This electronic toolkit provides resources, references, crosswalks and other tools to assist elementary, middle and high schools teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards. The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania. (Source: <http://www.pacareerstandards.com/>) Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Ensure that all students demonstrate engagement in meaningful career exploration and preparartion activities.

Description:

Elementary, middle and high school students will participate in various types of career/furture planning and exploration activities that include elementary STEM class, mandatory Career Exploration High School Course, exposure to various career speakers, career related field trips, career lessons, ASVAB testing and career programs, 8th grade career exploration rotation class, completeion of interest inventories, My Career Pathway Activity, resume writing, mock interviews, STEM Club activities and transition activities. The Future is Mine Club, and many other future readiness activities. Participation in these activities will be documented through student portfolios in Grades 5,8 and high school. A 339 plan will be updated annually to ensure relevancy.

Start Date: 7/2/2018 **End Date:** 7/6/2021

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

Supported Strategies: None selected

Develop a District mathematics curriculum aligned to the PA Core State Standards (PAC).

Description:

Grade-level and content area teacher teams will revise and revisit the math curriculum maps annually. The Math and Science Collaborative at AIU will provide on going teacher training and support. Ongoing revision to the current math curriculum will occur based on data analysis and better aligned available resources. The delivery of instruction in math will align with the shifts in common core practices.

Start Date: 8/10/2016 **End Date:** 6/1/2021

Program Area(s): Professional Education

Supported Strategies:

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

*Review, Select and Purchase PA Core aligned Resources.***Description:**

Grade level and content area teacher teams will review writing, reading, math and science resources that address the rigor of the PACC. An ongoing review of textbooks, technology, core and supplemental resources will occur with ongoing recommendations for updated resources to better address the needs of our students. Example: new textbook adoption, new technology resources, updated media center, etc. Teacher training will accompany the new better aligned resources.

Start Date: 5/29/2016 **End Date:** 5/30/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

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

Goal #2: Establish a system that ensures consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Reading, Math & Science Scores

Grades 3-8

Specific Targets: Annual Data Source: PSSA Specific Targets: ELA

Elem Middle School All Students Prof or Advanced

17-18 43% 38%

18-19 46% 40%

19-20 48% 43%

20-21 51% 46%

Math Elem MS

17-18 25% 22%

18-19 28% 25%

19-20 31% 29%

20-21 34% 32%

Science Elem MS

17-18 - 47% 27%

18-19 - 49% 30%

19-20 - 51% 33%

20-21 - 54% 36%

Type: Annual

Data Source: keystones - Grade 11

Specific Targets: Annual Data Source: Keystone Specific Targets:

Literature

17-18 - 43%

18-19 - 46%

19-20 - 48%

20-21 - 51%

Algebra

17-18 - 42%

18-19 - 44%

19-20 - 46%

20-21 - 48%

Biology

17-18 - 25%

18-19 - 27%

19-20 - 30%

20-21 - 33%

Strategies:

Implement the Professional Teaching Model into the Professional Learning Community (PLC) process.

Description:

The Professional Teaching Model is a six-step process that frames the work of the Professional Learning Community (PLC). **Study** the standards, curriculum documents, and data, **Compare** it to prior teaching and **best practice**, **Design** formative and summative assessments, **Plan** lessons and delivery, **Implement** and gather evidence, **Analyze** student work, engagement and assessment results. This strategy was devised by the Dana Center at the University of Texas.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Differentiating Instruction

Description:

Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported.

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources

Implementation Steps:

Implement evidence-based instructional practices across all classrooms.

Description:

Administration will support teachers in developing and implementing best instructional practices for the content areas. Indicators will be observed through walk-throughs, formal and informal observations utilizing the Teacher Effectiveness Instrument. Specific feedback will be provided. Principal will identify and "focus" on evidence based teaching strategies observed in the classroom.

Start Date: 9/9/2017 **End Date:** 6/2/2020

Program Area(s):

Supported Strategies:

- Implement the Professional Teaching Model into the Professional Learning Community (PLC) process.
- Differentiating Instruction

Implement the Professional Learning Communities at Work Model, a protocol that guides the work of the Professional Learning Community (PLC).

Description:

Administrators and teachers will receive professional development on the Professional Learning Communities at Work concept and incorporate the process into the professional learning community team meetings. This framework will ensure that PLCs implement SAS by mapping and studying the standards, curriculum and student data, and comparing current practice to best instructional practice prior to designing quality lessons. PLCs will then gather student work and analyze assessment results, adjusting instruction and providing intervention or enrichment to ensure that all students learn. PLC minutes as well as administrator observation will determine level of implementation. Student assessment data will determine effectiveness in raising student achievement.

Start Date: 7/2/2018 **End Date:** 7/1/2021

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Implement the Professional Teaching Model into the Professional Learning Community (PLC) process.
- Differentiating Instruction

Establish extended day and year activities that provide academic enrichment, tutoring and health and social development activities.

Description:

Clairton Achieves provides after-school tutoring/enrichment for all students in grades K-12 from 2:45 pm - 3:30 pm on Tuesdays and Wednesdays. Teachers work with students in small groups to provide supplemental instruction. Instruction is provided in a variety of formats. An after-school meal is provided for all students who choose to participate. Sign-in sheets and participation data will be used as evidence of participation. Students' grades and formative test data will be used to evaluate the effectiveness of the program. A summer Keystone Camp provides compensatory instruction to secondary students who need additional help and support to demonstrate proficiency on the keystone exams.

Start Date: 7/2/2018 **End Date:** 6/1/2021

Program Area(s): Student Services

Supported Strategies:

- Differentiating Instruction

Goal #3: Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Indicators of Effectiveness:

Type: Annual

Data Source: Chronic Absenteeism

Specific Targets: Decrease in chronic absenteeism annually.

17-18 - 30%

18-19 - 28%

19-20 - 26%

20-21 - 25%

Type: Annual

Data Source: Discipline Report - End of year report indicates a decrease in the number of suspensions, in and out of school

Specific Targets: More students are actively complying with school expectations and rules

Suspensions in school and out of school decreases each year by at least 2 %.

Strategies:

Anti-Drugs and Violence Program

Description:

WWC has identified Anti-Drug and Anti-Violence programs for which there is evidence of a positive effect on drug use and violence.

SAS Alignment: Safe and Supportive Schools

Positive Behavior Support

Description:

“Positive behavior support strives to use a system to understand what maintains an individual’s challenging behavior...It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring...Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child’s ability to participate in community and school activities.” Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools.

SAS Alignment: Assessment, Safe and Supportive Schools

SAS: Safe and Supportive Schools - Comprehensive Resources

Description:

The resources available in Comprehensive Resources span two or more of the Safe and Supportive Schools element's major tabs and are robust in nature. (Source:

<http://www.pdesas.org/SafeSupportiveSchools/Standard?setCode=pde-safe&standardId=101564>) Resource:

<http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Implement a School-wide Behavior Support (SWPBS) Professional Learning Community /Discipline Team.

Description:

Each school will create a School-wide Behavior Support/ Discipline Team to monitor implementation of the School-wide Behavior Support Plan. This team will monitor data that includes PIMS referrals, etc. They will work collaboratively with all faculty and administration to provide oversight in the area of classroom management. This team will study best practice in discipline management techniques and recommend programs and strategies for continuous improvement. Evidence of implementation will be sign-in sheets and documentation of meetings as well as evidence of the many positive activities that are utilized to reward students for appropriate behavior.

Start Date: 8/22/2017 **End Date:** 5/30/2020

Program Area(s):**Supported Strategies:**

- Anti-Drugs and Violence Program
- Positive Behavior Support

Train and Implement Evidence-based Practices in Classroom Management

Description:

Five modules were developed by PaTTAN to assist schools in improving classroom management. The content is aligned with the new Teacher Effectiveness Evaluation Instrument.

Module 1 : Maximize Classroom Structure, Module 2: Classroom Rules, Module 3: Actively Engage Students in Observable Ways, Module 4: Use a Continuum of Strategies to Acknowledge Student Behavior, Module 5: Use a Continuum of Strategies to Respond to Inappropriate behavior. All staff received training on Schoolwide positive behavior support (SWPBS). Classroom rules, continuum of positive strategies implemented is evidence of implementation. New discipline programs will continue to be studied with key teachers/administrators trained. PAX (Latin for Peace) and Restorative Justice are examples.

Start Date: 8/19/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Anti-Drugs and Violence Program
- Positive Behavior Support

Decrease Chronic Absenteeism by educating parents, creating SAIP Plans, and implementing Focus on Attendance family supports.

Description:

Chronic absenteeism is defined as when a student is absent from school 10% or 18 days during a school year for any reason. Kindergarten attendance often times establishes a pattern leading to habitual chronic absenteeism throughout schooling which results in a decline of academic achievement and eventual college and/or career ambitions. Policies, procedures and initiatives will be instituted to educate and inform parents of the importance of regular school attendance. Social services will be made available to those who need additional help to meet this goal. Students who comply with attendance policies will receive positive reinforcement including Presidential Attendance awards.

Evidence: Completion of activities and events coupled with a decrease in rate of chronic absenteeism.

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

Program Area(s): Student Services

Supported Strategies: None selected

Goal #4: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Data

Specific Targets: Disaggregated achievement data (PSSA & Keystone) increases reflect annual growth expectations.

Annual Data Source: PSSA Specific Targets: ELA

Elem Middle School All Students Prof or Advanced

17-18 43% 38%

18-19 46% 40%

19-20 48% 43%

20-21 51% 46%

Math Elem MS

17-18 25% 22%

18-19 28% 25%

19-20 31% 29%

20-21 34% 32%

Science

17-18 47% 27%

18-19 49% 30%

19-20 51% 33%

20-21 36% 54%

Type: Annual

Data Source: Keystone Data

Specific Targets: Annual Data Source: Keystone Specific Targets: Literature

17-18 - 43%

18-19 - 46%

19-20 - 48%

20-21 - 51%

Algebra

16-17 - 40%

17-18 - 42%

18-19 - 44%

19-20 - 46%

20-21 - 48%

Biology

17-18 - 25%

18-19 - 27%

19-20 - 30%

20-21 - 33%

Strategies:

Professional Development

Description:

Professional Development is shown to increase educator's knowledge in the given area.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

High Quality Professional Development for Teachers

Description:

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: <https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>) Jenny DeMonte July 2013. Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Safe and Supportive Schools, Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Language and Literacy Acquisition

Description:

Explanation: Professional staff will use data to make instructional decisions to monitor reading and writing progress of special education students and to diagnose individual special education student needs in reading. Teachers will participate in Professional Learning Communities to share relative data. Provide training K-12

Special education teachers will provide data regarding the impact of their instruction on student reading progress and use this data to guide their reading instruction. The teachers will provide the necessary diagnostic information to plan effective instruction and to identify target areas for intervention. Individual training for staff, non-verbal students. Working on apps on the iPad for students with diverse needs.

Evidence :Annual training for teachers who have ESL students. Designed to help teachers afford students language accusations. Strategies for everyone. Check on AIU website. Elementary staff attending text dependent for reading analysis to improve language writing skills.

Start Date: 7/2/2018 **End Date:** 6/1/2021

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

*Teaching Diverse Learners in An Inclusive Setting***Description:**

Explanation: Instructional staff will ensure that students with disabilities are educated in the least restrictive environment (LRE) is a primary focus of the Clairton City School District. Students are instructed within a program that is based on the general education curriculum and provided within the regular education setting, with the use of Supplementary Aids and Services, modifications and adaptations, before considering a more restrictive environment. Inclusive education describes the successful education of students who have IEPs with the appropriate supports and services to participate in and benefit from general classroom settings and other natural environments. LRE implies more than just the physical proximity between students with and without disabilities. Staff will study best inclusive practices in Pennsylvania. Evidence of implementation will

be sign-in sheets and documentation of meetings, consultations with staff from the AIU and PaTTAN.

Evidence: Annual training for teachers and paraprofessionals. Designed to use best inclusive practices in the classroom. Strategies for everyone. Check on AIU and PaTTAN websites.

Start Date: 7/2/2018 **End Date:** 7/1/2021

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Professional Development

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:		Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.				Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Curriculum Mapping		
Start	End	Title			Description			
8/10/2016	6/1/2021	Develop a District mathematics curriculum aligned to the PA Core State Standards (PAC).			Grade-level and content area teacher teams will revise and revisit the math curriculum maps annually. The Math and Science Collaborative at AIU will provide on going teacher training and support. Ongoing revision to the current math curriculum will occur based on data analysis and better aligned available resources. The delivery of instruction in math will align with the shifts in common core practices.			
Person Responsible		SH	S	EP	Provider		Type	App.
Ginny Hunt		6.0	5	10	AIU Math & Science Collabiorative		IU	No

Knowledge

Participants will learn how to create essential questions and big ideas from the common core standards.

Participants will learn how to deliver more rigorous math instruction

Participants will study and learn the difference between the PA PSSA Math standards and the more rigorous PA Core State Standards.

Participants will learn the difference between the written, taught and tested curriculum.

Participants will develop a pacing guide.

Curriculum Mapping, Jacobs

**Supportive
Research**

Backward Design, McTighe, J.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

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

Training Format	Series of Workshops Professional Learning Communities		
Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Lesson modeling with mentoring	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Curriculum Mapping
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Start	End	Title	Description
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5/29/2016	5/30/2019	Review, Select and Purchase PA Core aligned Resources.	Grade level and content area teacher teams will review writing, reading, math and science resources that address the rigor of the PACC. An ongoing review of textbooks, technology, core and supplemental resources will occur with ongoing recommendations for updated resources to better address the needs of our students. Example: new textbook adoption, new technology resources, updated media center, etc. Teacher training will accompany the new better aligned resources.				
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Person Responsible	SH	S	EP	Provider	Type	App.
Ginny Hunt, Tom McCloskey, Deb Maurizio	6.0	6	20	Textbook Company, Technology company, AIU	For Profit Company	Yes

Knowledge	Enhance teacher knowledge intergrating a chromebook, google apps, and google classroom in instruction.
	Enhance teacher capability of adding rigor to the curriculum and ensure that all PA core standards and eligible content are taught with better aligned resources as they are developed and made available.
Supportive Research	Impact of technology on student engagement.
Designed to Accomplish	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For classroom teachers, school counselors and education specialists:	
For school and district administrators, and other	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

educators seeking leadership roles:	<p>interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>		
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Professional Learning Communities</p>		
Participant Roles	Classroom teachers		Grade Levels
			<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Lesson modeling with mentoring</p>		Evaluation Methods
			<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Review of participant lesson plans</p>

LEA Goals Addressed:	Establish a system that ensures consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Implement the Professional Teaching Model into the Professional Learning Community (PLC) process. Strategy #2: Differentiating Instruction
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Start	End	Title	Description						
9/9/2017	6/2/2020	Implement evidence-based instructional practices across all classrooms.	Administration will support teachers in developing and implementing best instructional practices for the content areas. Indicators will be observed through walk-throughs, formal and informal observations utilizing the Teacher Effectiveness Instrument. Specific feedback will be provided. Principal will identify and "focus" on evidence based teaching strategies observed in the classroom.						
			Person Responsible	SH	S	EP	Provider	Type	App.
			McCloskey, Maurizio	1.0	20	8	Clairton City Schools	IU	Yes

Knowledge

Participants will implement high yield teaching strategies that actively engage students in the learning process.

Participants will implement structures and routines that gradually release responsibility for learning to the students.

Participants will work collaboratively through the PLC process to study, implement and evaluate effective instructional practices.

Supportive Research

Embedded Formative Assessment, Dylan Williams.

The Daily Five: Fostering Literacy Independence in the Elementary Grades, Boushey, Moser.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with

		attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.	
For school and district administrators, and other educators seeking leadership roles:		Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.	
Training Format		Series of Workshops School Whole Group Presentation Live Webinar Professional Learning Communities	
Participant Roles	Dir Paraprofessional New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and

involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Joint planning period activities

standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

Review of participant lesson plans

LEA Goals Addressed:	Establish a system that ensures consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Implement the Professional Teaching Model into the Professional Learning Community (PLC) process. Strategy #2: Differentiating Instruction
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Start	End	Title	Description
7/2/2018	7/1/2021	Implement the Professional Learning Communities at Work Model, a protocol that guides the work of the Professional Learning Community (PLC).	Administrators and teachers will receive professional development on the Professional Learning Communities at Work concept and incorporate the process into the professional learning community team meetings. This framework will ensure that PLCs implement SAS by mapping and studying the standards, curriculum and student data, and comparing current practice to best instructional practice prior to designing quality lessons. PLCs will then gather student work and analyze assessment results, adjusting instruction and providing intervention or enrichment to ensure that all students learn. PLC minutes as well as administrator observation will determine level of implementation. Student assessment data will determine effectiveness in raising student achievement.

Person Responsible	SH	S	EP	Provider	Type	App.
Hunt, McCloskey, Maurizio, Hoffman	1.0	35	8	Clairton City Schools	For Profit Company	Yes

Participants will develop an understanding of the continuous improvement cycle and using data to plan intervention.

Knowledge

Participants will compare current instructional practice against "Best instructional Practice" prior to designing lesson plans.

Participants will study the PA Common Core State Standards and develop common assessments.

Supportive Research

The Professional Teaching Model, Dana Center University of Texas

Professional Learning Communities, Rick DuFour, Bob Eaker

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
Training Format	Series of Workshops School Whole Group Presentation Live Webinar Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio

LEA Goals Addressed:		Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.				Strategy #1: Anti-Drugs and Violence Program Strategy #2: Positive Behavior Support		
Start	End	Title			Description			
					Five modules were developed by PaTTAN to assist schools in improving classroom management. The content is aligned with the new Teacher Effectiveness Evaluation Instrument.			
8/19/2018	6/30/2021	Train and Implement Evidence-based Practices in Classroom Management			Module 1 : Maximize Classroom Structure, Module 2: Classroom Rules, Module 3: Actively Engage Students in Observable Ways, Module 4: Use a Continuum of Strategies to Acknowledge Student Behavior, Module 5: Use a Continuum of Strategies to Respond to Inappropriate behavior. All staff received training on Schoolwide positive behavior support (SWPBS). Classroom rules, continumn of positive strategies implemented is evidence of implementation. New discipline programs will continue to be studied with key teachers/administrators trained. PAX (Latin for Peace) and Restorative Justice are examples.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Deb Maurizio, Mike Linnert, Mr McCloskey, Deb Marshall	3.0	5	10	Utilize modules from PaTTAN	College or University	Yes

Knowledge

Effective teaching includes teaching functional routines and procedures to students at the beginning of the year and using these routines to efficiently move through the school day. (Leinhardt, Weidman & Hammond, 1987).

As students become more familiar with classroom routines and procedures, additional instructional formats and more challenging work can be incorporated. (Evertson, Emmer & Worsham, 2003; Good & Brohpy, 2003).

The most effective classrooms are those of teachers who have clear ideas of what is expected of the students and students who have clear ideas of what the teacher expects from them. (Evertson, Emmer, & Worsham, 2003); Good & Brophy, 2003).

Sucessful teachers not only identify effective rules but also explicitly teach students how to apply these rules. (Martella, Nelson, & Marchand-Martella, 2003; Rademacher, Callahan, & Pederson, Seelye, 1998).

Participants will explain the research base for and importance of evidence-based classroom management practices. Meta-analysis of evidence based effective classroom management.

**Supportive
Research**

Simonsen, B. ., Fairbanks,S., Briesch, A., Myrs,D. and Sugai, G. (2008). Evidence Based Practices in Classroom Management. Education and the Treatment of Children, 31 (3), 351-380.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school and district administrators, and other educators seeking leadership roles:	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	LEA Whole Group Presentation Series of Workshops
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School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
	Dir Paraprofessional Classified Personnel New Staff Other educational specialists		
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of written reports summarizing instructional activity Data Collected from Classroom Walkthrough Evaluation Form
	Peer-to-peer lesson discussion Lesson modeling with mentoring Classroom Walk-through Evaluation Form.		

fidelity.

Start	End	Title	Description				
			<p>Explanation: Professional staff will use data to make instructional decisions to monitor reading and writing progress of special education students and to diagnose individual special education student needs in reading. Teachers will participate in Professional Learning Communities to share relative data. Provide training K-12</p> <p>Special education teachers will provide data regarding the impact of their instruction on student reading progress and use this data to guide their reading instruction. The teachers will provide the necessary diagnostic information to plan effective instruction and to identify target areas for intervention. Individual training for staff, non-verbal students. Working on apps on the iPad for students with diverse needs.</p>				
7/2/2018	6/1/2021	Language and Literacy Acquisition	<p>Evidence :Annual training for teachers who have ESL students. Designed to help teachers afford students language accusations. Strategies for everyone. Check on AIU website. Elementary staff attending text dependent for reading analysis to improve language writing skills.</p>				
Person Responsible		SH	S	EP	Provider	Type	App.
School Personnel		6.0	3	100	school personnel	School Entity	No

Knowledge

Explanation:

Supportive Research

Explanation:

Designed to Accomplish

For classroom teachers, school

Enhances the educator's content knowledge in the area of the educator's

counselors and education specialists: certification or assignment.

For school and district administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Instructs the leader in managing resources for effective results.

LEA Whole Group Presentation			
Training Format			
<hr/>			
Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed:

Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Strategy #1: Professional Development

Start	End	Title	Description
7/2/2018	7/1/2021	Teaching Diverse Learners in An Inclusive Setting	<p>Explanation: Instructional staff will ensure that students with disabilities are educated in the least restrictive environment (LRE) is a primary focus of the Clairton City School District. Students are instructed within a program that is based on the general education curriculum and provided within the regular education setting, with the use of Supplementary Aids and Services, modifications and adaptations, before considering a more restrictive environment. Inclusive education describes the successful education of students who have IEPs with the appropriate supports and services to participate in and benefit from general classroom settings and other natural environments. LRE implies more than just the physical proximity between students with and without disabilities. Staff will study best inclusive practices in Pennsylvania. Evidence of implementation will be sign-in sheets and documentation of meetings, consultations with staff from the AIU and PaTTAN.</p> <p>Evidence: Annual training for teachers and paraprofessionals. Designed to use best inclusive practices in the classroom. Strategies for everyone. Check on AIU and PaTTAN websites.</p>
		Person Responsible Special Education Supervisor and School Psychologist	SH 2
		S 5	EP 100
		Provider School Personnel, consultants from the AIU and PaTTAN or other outside agencies	Type Individual
			App. Yes

Knowledge

Explanation: Trainings for all staff, regular and special educations and paraprofessionals to provide annual training on: Trauma, ProjectMax, Co-Teaching, Alternative Eligible Content (ongoing series for teachers giving the PASA), Paraprofessional Trainings (2 hr. then specific training for 1:1 on going), Behavior Supports and Services (yearlong series 6 hrs, 4 times a year), Strategies for Instructional Access in General Education Classrooms (2 times a year).

Supportive Research

Explanation:

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.		
	Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.		
	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.		
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.		
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
	Instructs the leader in managing resources for effective results.		
Training Format	LEA Whole Group Presentation Series of Workshops Live Webinar Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Related Service Personnel	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and	Evaluation Methods	Classroom observation focusing on

sharing of content-area lesson
implementation outcomes, with
involvement of administrator and/or
peers

Creating lessons to meet
varied student learning styles

Lesson modeling with
mentoring

factors such as planning and preparation,
knowledge of content, pedagogy and
standards, classroom environment,
instructional delivery and professionalism.

Student PSSA data

Standardized student assessment
data other than the PSSA

Classroom student assessment data

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Richard Livingston on 6/1/2017

Board President

Affirmed by Ginny Hunt on 6/1/2017

Superintendent/Chief Executive Officer