Clairton City SD

District Level Plan

07/01/2014 - 06/30/2017

District Profile

Demographics

502 Mitchell Ave
Clairton, PA 15025-1559
(412) 233-7090
Superintendent: Wayde Killmeyer
Director of Special Education: Virginia L. Deasy

Planning Process

The Clairton City School District functions with a collaboartive 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 AIU 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 processs.

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 770 students, 16 paraprofessionals and 94 professionals. Average class sizes are created so that there are less than 18 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 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. It is now making a rebound, seeing the first housing starts within the last 20 years.

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
Carrie Auld	Middle School Teacher - Special Education
Jeff Baron	Community Representative
Cheryl Bowser	Elementary School Teacher - Regular Education
Paula Calabrese	Business Representative
Dorothy Coloianni	Business Representative
Stacie Conley	Elementary School Teacher - Regular Education
Virginia L. Deasy	Director of Special Education/Administrator
Bonnie Dyer	Intermediate Unit Staff Member
Barbara Hall-Thompson	Parent
Ginny Hunt	Administrator/Director of Curriculum & Instruction/Federal Programs
Gloria James	District & Community
Wayde Killmeyer	Administrator/Superintendent of Schools
Sally Kunkel	Elementary School Teacher - Regular Education
Aaron Maricic	Technology Coordinator
Peter Mathis	Secondary School Teacher - Regular Education
Nathan Morabit	Secondary School Teacher - Regular Education
Joel Panach	Secondary School Teacher - Regular Education
Barbara Roberts	Parent
Maureen Shaw	Ed Specialist - School Counselor
Greg Spotti	Middle School Teacher - Regular Education
Maria Suss	Middle School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Needs Improvement	Needs Improvement
Career Education and Work	Non Existent	Non Existent
Civics and Government	Developing	Needs Improvement
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
Economics	Needs Improvement	Needs Improvement
Environment and Ecology	Needs Improvement	Needs Improvement
Family and Consumer Sciences	Non Existent	Non Existent
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	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

Arts and Humanities - Mapping NI:We are in the beginning stages although practicing how the arts and humanities can support instructional outcomes.Arts and Humanities - Alignment NI:Choose state standards and align to Common Core.Career Education and

Work - Mapping NI:Identify grade level materials we already use and cross curricular connections. Review other school maps. Schedule series of opportunities for exposure.Career Education and Work - Alignment NE: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/Math.Family and Consumer Sciences - Mapping NE:Higher grade level.Content is infused in other subject areas.Family and Consumer Sciences - Alignment NE: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.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Needs Improvement	Needs Improvement
Career Education and Work	Non Existent	Non Existent
Civics and Government	Developing	Needs Improvement
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
Economics	Needs Improvement	Needs Improvement
Environment and Ecology	Needs Improvement	Needs Improvement
Family and Consumer Sciences	Non Existent	Non Existent
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	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

Arts and Humanities - Mapping NI:We are in the beginning stages although practicing how the arts and humanities can support instructional outcomes.Arts and Humanities - Alignment NI:National vs State? Choose one and then align to Common Core.Career Education and Work - Mapping NI:Identify grade level materials we already use and cross curricular connections. Review other school maps. Schedule series of opportunities for exposure.Career Education and Work - Alignment NE: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/Math.Family and Consumer Sciences - Mapping NE:Higher grade level.Content is infused in other subject areas.Family and Consumer Sciences - Alignment NE: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	Accomplished	Accomplished
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Needs Improvement	Needs Improvement
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Developing	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Accomplished	Accomplished
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	Not answered	Not answered
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Non Existent	Non Existent
World Language	Accomplished	Accomplished

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

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

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

Adaptations

Elementary Education-Primary Level

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

Elementary Education-Intermediate Level

- Common Core Standards: English Language Arts

- Common Core Standards: Mathematics

Middle Level

- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects

High School Level

- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects

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.

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 interdisciplinay 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	Developing

planned course, instructional unit or interdisciplinary studies are identified.	

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

Regular Lesson Plan Review
- Administrators
- Building Supervisors

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. 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 potion 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 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Total Courses	25.50	25.50	25.50	25.50	25.50	
English	4.00	4.00	4.00	4.00	4.00	
Mathematics	4.00	4.00	4.00	4.00	4.00	
Social Studies	4.00	4.00	4.00	4.00	4.00	
Science	4.00	4.00	4.00	4.00	4.00	
Physical Education	2.00	2.00	2.00	2.00	2.00	
Health	0.50	0.50	0.50	0.50	0.50	
Music, Art, Family & Consumer Sciences, Career and Technical Education	5.00	5.00	5.00	5.00	5.00	
Electives	2.00	2.00	2.00	2.00	2.00	
Minimum % Grade Required for Credit	60.00	60.00	60.00	60.00	60.00	

(Numerical Answer)						

2014 Graduation Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Reading
- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Writing
- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Mathematics
- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Local Assessments

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

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language and Composition
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

English Literature
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Mathematics
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Science & Technology
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Environment & Ecology
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

2017 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language and Composition
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

American History, Civics/Government, or World History
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

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, quizes, 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 Storytown, and Saxon for ELA. As we work as a team to align our resources to the new PACC we will develop common assessments aligned to the standards. These assessments will become part of the curriculum. Teachers also peer review open-ended assessment questions and discuss instructional implications for student improvement. 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.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.

The District has employed a full time testing coordinator who is very familiar with summative (PSSA), Formative (4Sight) and Diagnostic (CDTs and DIBELS, AIMSWEB) testing, data, and results. 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 meetings throughout the school year and used to determine intervention needs as well as instructional modifications. Data charts student growth in fading and math.DIBELS data helps teachers design and diver RtII. 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	X	X	X	X

standards-aligned learning objectives.				
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 & AYP or 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 & AYP 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 Common Core State standards and aligning the ELA and math curriculum to the new 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. A 21st Century Grant has been secured to provide an extended day program for students in grade 4-8. Over 100 Clairton students stay after school for three additional hours of tutoring, enrichment and field trips four days a week. A Heinz Endowment grant has been secured to provide a summer extended year program for struggling students. 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. In addition, a grant from the Pittsburgh Foundation to upgrade our high school science lab was secured so that teachers can provide more labs for students. All of these grants were secured by central office administrators to provide the necessary resources to improve student achievement. 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 Superintendent, Director of Curriculum & Federal Programs and two principals are engaging in a year long study of Formative Assessment/ Curriculum Mapping with Jay McTighe in order to train and implement best practice with the teachers. The elementary school which is in School Improvement I, 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 Superintendent and MS/HS principal greets students each morning, the Director of Curriculum 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.

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 had a resource officer but due to funding have lost that officier. We have in-house security in the buildings daily. We also have access to the Clairton City Police Juvenile unit on a daily basis.

Identifying Gifted Students

Describe your entity's process for identifying gifted children.

 The identification process for gifted students begins with screening assessment data to identify students whose achievement in reading and/or mathematics is a year or more above grade level achievement for normal age groups. This achievement is demonstrated on curriculum based assessments or scores indicating percentile ranks of 90 or above in reading and/or math on state and/or local assessments.Students are also considered who exhibit significantly higher and faster rates of acquisition and retention. Acquisition is the rapidity or speed at which the student is able to acquire, understand, and demonstrate competency or mastery of new learning. Retention is how many repetitions the student needs before the student masters new information/skills and can use the information/skills appropriately any time thereafter. Consideration is given to students who have intervening factors that may mask gifted abilities such as: English language learners, a disability, gender or race bias, and social or cultural deprivation. Students that are identified by the screening process are referred to the curriculum intervention team for further discussion and implementation of instructional interventions to identify students that might possibly have gifted ability versus students that function in the high average range.Students thought to be gifted and in need of special designed instruction are referred for a gifted multidisciplinary evaluation. Parents who suspect that their child is gifted may request a gifted multidisciplinary evaluation of their child at any time, with a limit of one request per school term. The request must be in writing. If a request is made orally to any professional employee or administrator of the District, that individual will provide a copy of the permission to evaluate form to the parents within 10 calendar days of the oral request.Gifted multidisciplinary evaluations are conducted by the gifted multidisciplinary team. The multidisciplinary team is comprised of the student's parents, a certified school

psychologist, persons familiar with the student's educational experience and performance, one or more of the student's current teachers, persons trained in the appropriate evaluation techniques and, when possible persons familiar with the student's cultural background. A single member of the multidisciplinary team may function in two or more of the roles for the multidisciplinary team.Determination of gifted ability is not based on IQ scores alone. Deficits in memory or processing speed, as indicated by testing, are not the sole basis upon which a student is determined to be ineligible for gifted special education. Students with an IQ score lower that 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Multiple criteria is used to indicate gifted ability, including demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research.The initial evaluation shall be completed and a copy of the evaluation report presented to the parents no later than 60 calendar days after the District receives written parental consent for evaluation.

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
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	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 High Mark Dignity and Respect 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.

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 & AYP 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 Title II-A math tutor provides intervention. This person has 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.A high school interventionist in ELA meets regularly with the MS/HS Professional Learning Community twice weekly. This team works well together and utilizes individual student 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 Harcourt's Storytown Basal Reader as a primary resource. 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, Scott Foresman math adoption, but are in need of a more updated math adoption aligned to the Common Core state standards. Calendar Math is a supplemental program used in K-2. 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 as well as an extended year summer program is available to address 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 identifed 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 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 with Harcourt's Storytown utilized as the basal reader. They use Foss and STC science kits to provide on-hands science instruction that engages children. They have a primary resource, Scott Foresman math adoption, but are in need of a more updated math adoption aligned to the Common Core state standards. 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. 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
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common 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 currciulum we crosscheck our efforts with the SAS resources. Additionally, SAS supports and provides materials for school/climate/culture. SAS also is utilzied 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
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common 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 currciulum we crosscheck our efforts with the SAS resources. Additionally, SAS supports and provides materials for school/climate/culture. SAS also is utilzied 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
Common Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common 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.

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
Common Core Standards: English Language Arts	Implemented in less than 50% of district classrooms

Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common 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
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Current Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe your current telecommunications services, hardware, software and other services used to implement education. What strengths and weaknesses, related to technology, have been identified by staff, students or parents?

Currently, the district utilizes various forms of technology in the classroom. The majority of classrooms are equipped with a projector and interactive whiteboard (a mixture of Promethean Boards and SmartBoards). This technology is used to present lessons to students as well as provide the opportunity for an interactive experience allowing students to interact with materials on the board.

Student response systems are also used in conjunction with the boards. Questions are displayed on the screen, and students are given the opportunity to respond to questions using their response "clicker". This use of technology for activities such as quizzes makes the experience more enjoyable for students and encourages participation.

Each classroom is equipped with between two and six computers for student use. Each classroom teacher is provided a laptop for use both in the classroom as well as at home if they wish. Teacher laptops are used for lesson planning, checking district email, etc. On the high school level, there are three computer labs... two with 25 computers and one with 21 computers. On the middle school level there is one lab with 25 computers.

On the elementary level, there is a laptop lab in the library with 24 stations. Each lab is equipped with a teacher station and a printer. In addition there are two mobile laptop carts in the high school for student use, each with 24 laptops.

The high school level of the building is fully equipped with wireless coverage. Teacher and student laptops are connected to this wireless network and provide the ability to move around the classroom or the building easily. Wireless connectivity makes it much easier for teachers to connect their laptop to a projector with proper placement in the center of the room. Teachers also have the ability to request that their mobile devices such as tablets or telephones be connected to the network. Plans are being developed on to expand wireless coverage through the middle and elementary levels of the building.

Future Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe what specific telecommunications services, hardware, software and other services will be needed to improve education? (Address how you plan to take advantage of emerging technologies to improve education. Be sure to include the acquisition or implementation of such services/equipment within your Action Plans.)

One of Clairton City School Distirct's primary investments in the near future will be the purchase of tablets such as the iPad. We plan to use tablets in many different ways, but one of the primary uses will be to serve as supplements in Reading lessons. Unfortunately, the school district has limited funds to purchase books, so by making use of technologies such as eBooks / online books on the iPads, we can help to offset that obstacle. These new technologies will be integrated into the core content area curriculum to ensure that students are able to take full advantage of the technology availale to them. The iPads will be used as a reading center and as an instructional resource. The iPads and other tablets will also be used to assist students in enhancing writing and publishing skills. Special Needs students can also greatly benefit from using tablet devices. Software apps such as Proloquo2Go are great tools to assist these students in the needed areas. The iPads will be purchased using Title I School Improvement funds.To facilitate optimal use of tablets in the classroom, the district also plans to enhance and extend the availability of wireless network access throughout the building. Currently, only the High School level of the building has full wireless coverage. In addition, several common area such as the auditorium, Secondary cafeteria, High School gymnasium, and Elementary Library have wireless access. With the anticipated assisatance of E-Rate funds, the district will expand this access to cover all areas throughout the entire building. This will include Kindergarten through Eighth grade classrooms, which currently have little to no wireless access. Once those classrooms have wireless coverage, the iPads and other tablets will have enhanced capabilities and provide even more functions than they would without network access.Clairton City School District will purchase two mobile iPad charding and

synchronization carts. Each cart will contain 25 iPads. These carts will be shared among classrooms throughout the school so that no one room has the advantage of permanently housing the devices. Students are also engaging in an ever-increasing amount of projects which are completed through the use of technology. Students often create podcasts, videos, or other audio and video recordings for various projects and need to store them on their district-provided network storage space. Due to these increasing demands, we are in the process of upgrading our entire server infrastructure. Not only are we upgrading to newer operating systems (such as Windows Server 2008 R2 and Windows Server 2012), but we are also virtualizing servers using Microsoft's Hyper-V operating system. This will help us not only to save on electricity and cooling costs, but also greatly improve management capabilities. To accomodate the amount of storage space needed for these new and updated servers, the district will be installing a Storage Area Network to provide over ten terabytes of storage space. This amount of space will be sufficient for our current needs, as well as future needs for years to come. This server upgrade will be accomplished using local funds from the district Technology Department budget.

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

effective results.				

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 teacher shave 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 accessability 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 Director of Curriculum will continue Teacher Effectiveness Training during the 2013-2014 school year. 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 common assessments aligned to the Keystone Exams utilizing Webb's Depth of Knowledge. We currently have a math professor coaching teams of elementary school teachers in content area specific math lessons helping them to engage students in higher level discussions. 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. Each year they schedule a Journey to Learn Day where teachers from many neighboring schools travel around and share best practice. They are also focusing on Personalizing Instruction and have provided training, book studies, seminars, workshops, etc. around this topic to ensure implementation. The District Leadership team is involved in a year long project on Curriculum Mapping, and Formative Assessment, led by Dr. Jay McTighe. Two more Professional Development (Act 80) days have been added to our school calendar for the 2013-2014 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.

Strategies Ensuring Fidelity

- 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.

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 Devlopment also focuses on areasthat 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 and Director of Curriculum.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

assessmenst 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

- 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.

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

Inductees are required to complete two online modules 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 a 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.

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

All strategies were selected.

Needs of Inductees

- 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 assessmenst 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 brief explanation of your process for ensuring these selected characteristics.

Classroom assessmenst 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 brief explanation for strategies not selected and you plan to address their incorporation.

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

Mentor Characteristics

- 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.

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

The Clairton City School District has a New Teacher Induction Plan. It was developed by a planning committee comprised of teachers from all levels. This document defines the role of the mentor and contains a survey for the new teacher to complete, identifying their most critical needs. A 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. FIve topics are addressed at the District Level to include: Business Office Forms, Benefits Program, Philosophy & Mission Statement, Policies and Procedures, Staff Development. At the Building Level along with the mentor teacher other topics are addressed. They include: curriculum, grading, lesson plans, attendance, discipline, duties, support services, facility use, conferences, scheduling, standardized testing, Observations, special education, requisitions, professional organizations, and budget.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			
Data informed decision making		X				
Materials and Resources for Instruction			X			

If necessary, provide further explanation.

The topics of discussion are ongoing through the mentor/mentee process and policy updates.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Director of Curriculum will meet with the new teachers and mentors at the end of the year to evaluate the program. Principal 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)

- 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 Administrator on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **165**

Identification Method

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

Clairton City School District uses the discrepancy model to identify students with a specific learning disability. 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) 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 disadvantage.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 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 reasoning. 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: http://penndata.hbg.psu.edu/BSEReports

Clairton City School District does not have any significant disproportionalties at this time.

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.

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.

Clairton City School District utilizes a full continuum of placement options to meet the needs of our special education students. Emphasis is on the regular classroom as the default placement with all supplementary aids and services provided. Students with disabilities are only removed from the regular education environment when the IEP team determines that their education cannot be achieved satisfactorily with all required supplementary aids and services. Clairton City School District is committed to educating students with disabilities in the least restrictive environment. IEP Teams consider the placement of every child in the general education setting with his peers without disabilities before any non-inclusive separate educational setting is considered. Clairton City School District implements supports and services to ensure FAPE for students with special needs. Some of the supplementary aids and services used to enhance or expand the continuum of educational placements available to support students with disabilities the access to the general education curriculum in the least restrict environment include:**Curriculum 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, counselors, social workers, classroom teachers, and support staff members. This is a proactive prevention/intervention program that coordinates school services 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, and Assertive Technology Assessments**Administrative Instruction and Guidance to Instructional Staff -**

Instruction and guidance in the use of innovative instructional techniques and/or assistive technology.**Collaboration with Agencies and Parents -**

Flexible scheduling opportunities are provided to enable staff to collaborate with parents and community agencies to more appropriately meet the needs of special education students.   **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.**Goodwill Services -**

Pre-vocational assessments and vocational transition support   **Instructional staff collaborates to support students with special needs -**

Teachers use common planning time before, during, or after the school day to support collaboration, 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.

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.**Modifications to the physical environment -**

All required adaptations to the classroom and school environment such as: adaptive equipment, classroom arrangement, environmental modifications to light and sound, and preferential seating.

Multi-modal instructional -

Training and support in instructional strategies that incorporate the use of visual, auditory, kinesthetic, and tactile methods   **Nursing Services -**

The District employs a full-time certified school nurse to provide comprehensive nursing services to students within the District.

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.   **Watson Institute -**

 The District is able to use services from the Watson Institute when needed to train staff to support students with disabilities, especially students in the autism spectrum and other severe disabilities. Consultants from the Watson Institute are available to guide staff in creating curriculum adaptations and modifications for students, and support in devising adaptations and modifications to the physical environment for students with more severe disabilities.   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 and to build social skills. All necessary supports and services are provided to ensure that students with disabilities are educated with non-disabled students for 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 Director 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. The 2010-11 Special Education Data Report for Clairton City School District indicates that the District met the Indicator 5 Educational Environment State Performance Plan (SPP) targets for providing special

education services inside the regular class 80% or more and providing special education inside the regular classroom less than 40%. The District did not meet the Indicator 5 SPP Target for serving our special education students in other settings. In 2010-11 the District's rate of special education students service in other setting was 18.9%. The Special Education Data Report for the 2011-2012 school year indicates that the rate for serving special education students in other settings dropped from 18.9% to 17.1%.. For the 2012-2013 school year the percentage of students Clairton City School District is serving in other setting has dropped to about 13%. This is a remarkable decline in the percentage of special education students served in private settings in just one year. This improvement in meeting the Indicator 5 SPP Target has been accomplished by intensive training of the professional staff by the Director of Special Education 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. 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. 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 Director 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. 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

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. 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**

113.2   BEHAVIOR SUPPORT PLANPositive behavior strategies, interventions and supports must be employed for all students who have behavior issues that interfere with their ability to learn or the learning of other. This policy is designed to enable all students who are in need of behavior intervention to benefit from a free appropriate public education program (FAPE) within the least restrictive environment (LRE) in accordance with the requirements in Pennsylvania's regulations and the Individuals with Disabilities Education Improvement Act and its regulations.Application of the behavior support plan shall not constitute a change in the child's educational placement. It is imperative that causes of the student's behavior problems be addressed prior to the development of a behavior support plan. In the behavior support plan, positive techniques must be used to improve the student's opportunity for learning and achievement of academic standards established for the program.The following terms shall have these meanings, unless the context clearly indicates otherwise:1.   **Aversive techniques**
– deliberate activities designed to establish a negative association with a specific behavior.2.   **Behavior support**
– development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.3.   **Positive techniques**
– methods that utilize positive reinforcements to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.4.   **Restraints**
– devices and techniques designed and used to control acute of episodic aggressive behaviors or to control involuntary movements or lack of muscular control due to organic causes or conditions; the term includes physical and mechanical restraints.The Clairton City School District's policy on behavior support for students with disabilities reflects the following:1.   Effective techniques designed to teach socially appropriate alternative skills

and to reduce problem behavior when employed.2.   A least to most intrusive hierarchy of strategies will be utilized with all students.3.   Physical restraints may only be used as a crisis intervention technique to control acute aggressive behavior when the student is acting in a manner as to be a clear and present danger to himself/herself, to other students, to employees or to others and only when less restrictive measures and techniques would prove or have proven to be ineffective. These procedures must be documented.4.   The use of physical restraint, as written in the child's crisis management plan to control aggressive behavior, shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness (e.g. the proactive components of the support plan need to be strengthened if the IEP team finds a need for repeated use of the crisis management plan).5.   The use of the crisis management plan may not be employed as punishment for the convenience of staff or as a substitute for an educational program.6.   Mechanical restrains, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be included in the IEP only when recommended by a qualified medical professional and agreed upon by the student's parents or legal guardian. The use of mechanical restraints shall prevent a student from injuring himself/herself or others, or promote normative body positioning and physical functioning.7.   Parental approval will be through a meeting or the IEP process to discuss all procedures identified within the child's behavior intervention.8.   The Clairton City School District assures that it will provide adequate training and support to appropriate personnel in the use of specific procedures, methods, and techniques as outlined in Pennsylvania regulations and the Individuals with Disabilities Education Improvement Act and its regulations and PDE guidelines for Effective Behavior Support. Training will be updated as appropriate.9.   When a student is placed in a "time-out" situation, the student should always be in full view of the teacher or staff person so instant intervention is possible.10. Behavior programs utilized include a variety of techniques to develop and maintain skills that will help the student learn to relate better to self, other students, staff, family and community, and to participate more fully in the education process.The following aversive techniques of handling behavior may not be used in educational programs:1. Corporal punishment.2.   Punishment for a manifestation of a student's disability.3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.4.   Noxious substances.5.   Deprivation of basic human rights, such as withholding meals, water or fresh air.6.   Suspensions constituting a pattern under 14.143(a) (relating to disciplinary placement).7.   Treatment of a demeaning nature.8. Electric shock.**Clairton City Elementary School-**

Response to Intervention Behavior SupportsTIER 1 (Universal Supports received by all students)School-Wide RulesClassroom RulesToken Economy System(PAWS, Stamp Chart, Red, Yellow, Green Light System)Positive ActionB.E.A.R.S.TIER 2 (Classroom based supports for some students)Behavior Intervention TeamInstructional Support Team"Five and Call"Daily Behavior ContractIndividual Behavior PlansTIER 3 (Out of class supports for a targeted group of students)School-Based Counseling Services (Mon Yough)Multi-Agency Collaboration (CYF, Wraparound)RE-SOLVE Crisis InterventionGroup and Individual CounselingCrisis Pass**Clairton City Middle School-**

Response to Intervention Behavior SupportsTIER 1 (Universal Supports received by all students)School-Wide RulesClassroom RulesOrganization PlannerHome Base (Mentor)Intervention GroupsPositive ActionB.E.A.R.S.TIER 2 (Classroom based supports for some students)Daily School ReportsBehavior Intervention TeamIndividual Behavior PlansTIER 3 (Out of class supports for a targeted group of students)Quality Classroom (ABC)School Based Counseling Services (Mon Yough)Outside Agency Collaboration (Wraparound, JPO, CYF)Group and Individual CounselingPull-Out Academic SupportsStudent Assistance Programs (SAP)**Clairton City High School-** Response to Intervention Behavior SupportsTIER 1 (Universal Supports received by all students)School-Wide RulesClassroom RulesPositive Action (9 & 10)B.E.A.R.S."Choose Respect"-Healthy RelationshipsPositive Behavior Support Reward SystemTIER 2 (Classroom based supports for some students)Daily School ReportsBehavior Intervention Team SupportAcademic Planners and Organizational SkillsIndividual Behavior PlansTIER 3 (Out of class supports for a targeted group of students)School Based Counseling Services (Mon Yough)Multi-Agency Collaboration (Wraparound, JPO, CYF, D & A, etc.)RE-SOLVE Crisis TeamGroup and Individual Counseling"Project Elect"-Teen Parent Group CounselingCounselor Referrals to Outside Agencies (CYF, D & A)Student Assistance Programs (SAP)Comeback ClubPenn-State Talent Search"Expect Respect" Support GroupDrug and Alcohol Liaison 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.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

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
ACLD Tillotson School	Approved Private Schools	Learning Support	2
The Watson Institute Friendship Academy	Approved Private Schools	Emotional Support	3
Mon Valley School	Other	Learning Support, Autistic Support, Life Skills, Support Emotional Support	10
The Day School at the Children's Institute	Approved Private Schools	Multiple Disabilities Support	1
Wesley Academy	Other	Emotional Support	1
Wesley Spectrum Highland School	Approved Private Schools	Emotional Support	2
Western PA School for the Deaf	Approved Private Schools	Deaf or Hearing Impaired Support	2
Holy Family	Other	Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	10	0.8
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.							
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	5 to 11	1	0.2
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.							

Program Position #2

      Operator: School District

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	8	0.5
Justification: When there is more than a four year age range difference at the secondary 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 four 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.							
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 21	7	0.35
Justification: When there is more than a four year age range difference at the secondary 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 four 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.							
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 21	3	0.15
Justification: When there is more than a four year age range difference at the secondary 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 four 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.							

Program Position #3

      Operator: School District

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 19	8	0.8
Justification: When there is more than a four year age range difference at the secondary 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 four 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.							
Clairton Education Center	A Junior/Senior	A building in which	Itinerant	Emotional Support	12 to 19	3	0.2

	High School Building	General Education programs are operated					
Justification: When there is more than a four year age range difference at the secondary 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 four 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.							

Program Position #4

        Operator: School District

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.6
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	3	0.1
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	4	0.3

Program Position #5

        Operator: School District

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	8	0.5
Justification: Where 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.							
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 9	2	0.1
Justification: Where there is more than a three year age range difference at the elementary level students are							

Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 9	4	0.3

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.

Justification: Where 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.

Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 9	2	0.1

Justification: Where 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.

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 15	6	1

Justification: Where there is more than a four 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 four 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.

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	14	0.9
Clairton Education Center	A Junior/Senior High School	A building in which General	Itinerant	Learning Support	12 to 15	3	0.1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
	Building	Education programs are operated					

Program Position #8

    Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	16	0.8
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	10	0.2

Program Position #9

    Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	5	0.5

Program Position #10

    Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	28	0.43
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 11	20	0.31
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	12 to 15	12	0.18

		operated					
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	16 to 20	5	0.08

Program Position #11

        Operator: Intermediate Unit

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 11	4	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.							
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 19	3	0.09
Justification: When there is more than a four year age range difference at the secondary 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 four 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.							

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
Physical Therapist	Clairton Education Center	0.04
Occupational Therapist	Clairton Education Center	0.19
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	1.47 Hours
Deaf and Hearing Impaired Support	Intermediate Unit	8.17 Hours
Occupational Therapist	Outside Contractor	6.43 Hours

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:

This question has not been answered.

District Accomplishments

Accomplishment #1:

1. Average daily attendance in the District is 92%, above the goals of 90%.

Accomplishment #2:

2. Test participation is 100% exceeding the goal of 95% participation.

Accomplishment #3:

3. 100% of teachers are highly qualified.

Accomplishment #4:

4. District exceeds the growth standard in both reading and math in grades 4,5,7,8.

Accomplishment #5:

5. District exceeds the growth standard in writing in Grade 8.

District Concerns

Concern #1:

1. Graduation rate of 77% is 8% below the goal of 85%.

Concern #2:

2. District-wide math scores are 47% proficient.

3. Diritict reading scores are 38% proficient.

4. Science in grades 4,8,11 not meeting the growth standard.

5. Writing in grades 5,11 are not meeting the growth standard.

6. Grade 11 is not meeting the growth standard in either reading or math

7. Grade 6 is not meeting the growth standard in either reading or math.

Prioritized Systemic Challenges

Systemic Challenge #1 *(System #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 77% is 8% below the goal of 85%.

        2. District-wide math scores are 47% proficient.

        3. District reading scores are 38% proficient.

        4. Science in grades 4,8,11 not meeting the growth standard.

        5. Writing in grades 5,11 are not meeting the growth standard.

6. Grade 11 is not meeting the growth standard in either reading or math

7. Grade 6 is not meeting the growth standard in either reading or math.

Systemic Challenge #2 *(System #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 77% is 8% below the goal of 85%.

        2. District-wide math scores are 47% proficient.

        3. District reading scores are 38% proficient.

        4. Science in grades 4,8,11 not meeting the growth standard.

        5. Writing in grades 5,11 are not meeting the growth standard.

        6. Grade 11 is not meeting the growth standard in either reading or math

        7. Grade 6 is not meeting the growth standard in either reading or math.

Systemic Challenge #3 *(System #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 77% is 8% below the goal of 85%.

2. District-wide math scores are 47% proficient.

3. District reading scores are 38% proficient.

4. Science in grades 4,8,11 not meeting the growth standard.

5. Writing in grades 5,11 are not meeting the growth standard.

6. Grade 11 is not meeting the growth standard in either reading or math

7. Grade 6 is not meeting the growth standard in either reading or math.

Systemic Challenge #4 *(System #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 77% is 8% below the goal of 85%.

2. District-wide math scores are 47% proficient.

3. District reading scores are 38% proficient.

4. Science in grades 4,8,11 not meeting the growth standard.

5. Writing in grades 5,11 are not meeting the growth standard.

6. Grade 11 is not meeting the growth standard in either reading or math

7. Grade 6 is not meeting the growth standard in either reading or math.

Systemic Challenge #5 *(System #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 77% is 8% below the goal of 85%.

2. District-wide math scores are 47% proficient.

3. District reading scores are 38% proficient.

4. Science in grades 4,8,11 not meeting the growth standard.

5. Writing in grades 5,11 are not meeting the growth standard.

6. Grade 11 is not meeting the growth standard in either reading or math

7. Grade 6 is not meeting the growth standard in either reading or math.

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

Aligned Concerns:

1. Graduation rate of 77% is 8% below the goal of 85%.

2. District-wide math scores are 47% proficient.

3. District reading scores are 38% proficient.

4. Science in grades 4,8,11 not meeting the growth standard.

5. Writing in grades 5,11 are not meeting the growth standard.

6. Grade 11 is not meeting the growth standard in either reading or math

7. Grade 6 is not meeting the growth standard in either reading or math.

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.

Indicators of Effectiveness:

Type: Summative

Data Source: PSSA, Keystones Results

Specific Targets: PSSA Reading - 45%

Type: Summative

Data Source: PSSA Math

Specific Targets: Math 60%

Strategies:

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

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

SAS Alignment: Assessment, 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: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Action Steps:

Establish a District-wide Vertical Science Team

Description:

A vertical team of teachers in Grades K - 12 will convene to examine research-based best practice in the area of science instruction, resources, and professional development. The Allegheny Intermediate Unit (AIU) Science MSP consultants will serve as resource experts to examine and audit the existing district-wide science curriculum currently in use and make recommendations. Sign - in sheets and agendas will document evidence of completion.

Start Date: 2/13/2013   **End Date:** 5/27/2016

Program Area(s):

Supported Strategies:

- Curriculum Mapping

Review, select and purchase aligned resources that address the PSSA Science Standards and Keystone Biology Standards.

Description:

A vertical team of teachers in Grades K - 12 will convene to examine research-based best practice in the area of science instruction, resources,

and professional development. The Allegheny Intermediate Unit (AIU) Science MSP consultants will serve as resource experts to examine and audit the district-wide science curriculum currently in use. The AIU consultants will advise and make recommendations on alignment and science resources that address the standards. Standards-aligned resources and materials will be purchased and serve as evidence of completion.

Start Date: 2/13/2013   **End Date:** 5/27/2016

Program Area(s):

Supported Strategies:

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

- Curriculum Mapping

Develop a District-wide Science Curriculum aligned to the PSSA state standards.

Description:

A vertical team of teachers in Grades K - 8 will work collaboratively throughout the year to write and align the district science curriculum. They will utilize the OnHand School technology platform for housing the curriculum. High School Biology teachers will also write a district - aligned curriculum to address the Biology Standards and Keystone Anchors. Participant sign-in sheets will serve as documentation on curriculum writing days. The completed curriculum documents will serve as evidence that the action step has been completed.

Start Date: 10/17/2012   **End Date:** 5/27/2016

Program Area(s):

Supported Strategies:

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

- Curriculum Mapping

Implement and revise the District science curriculum to ensure consistent implementation.

Description:

Teachers working within their PLC will monitor student science achievement utilizing formative and summative (PSSA & Keystone data) assessments. Data analysis will guide decision making. Curricular modifications, adaptations and adjustments will be made as needed. Students needing intervention and support in science, especially Biology, will receive supplementary instruction. The District-level science team will convene to monitor science achievement district-wide.

Start Date: 2/13/2013   **End Date:** 5/27/2016

Program Area(s):

Supported Strategies:

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

- Curriculum Mapping

Establish a District-wide English Language Arts Vertical Team.

Description:

The district will establish a District-wide team to align the English Language Arts (ELA) curriculum to the new PA Common Core ELA Standards. Meeting minutes will document completion of action step.

Start Date: 5/6/2013   **End Date:** 5/30/2014

Program Area(s):

Supported Strategies:

- Curriculum Mapping

Develop a District English Language Arts (ELA) curriculum aligned to the PA Common Core State Standards (PACC).

Description:

Grade-level and content area teacher teams will align the English Language Arts (ELA) curriculum to the new PA Common Core ELA Standards. OnHand Schools will facilitate the curriculum writing process. The curriculum will be available online for teacher access and serve as evidence of completion.

Start Date: 5/6/2013   **End Date:** 5/30/2014

Program Area(s):

Supported Strategies:

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

Review, Select and Purchase PA Common Core aligned Resources.

Description:

Grade level and content area ELA teacher teams will review supplemental writing and reading resources that address the rigor of the PACC. A supplementary writing program that is coherent, systematic, and includes the three types of common core writing; narrative, informational, and argumentative will be selected for implementation. Nonfiction texts that are required for 50% - 80% of PACC reading instruction will be purchased as supplemental text for classroom use.

Start Date: 5/29/2013   **End Date:** 5/30/2014

Program Area(s):

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: Summative

Data Source: PSSA - 55% Reading, 60% Math

Keystones - 39% ALG I   ELA 49%

Specific Targets: 55% Reading

60% Math   Keystone - ALG I 39%

Strategies:

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

SAS Alignment: Instruction

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and http://www.pakeys.org/docs/SL%20PP%201.pdf)

SAS Alignment: Safe and Supportive Schools

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

Action 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.

Start Date: 9/9/2013   **End Date:** 6/2/2015

Program Area(s):

Supported Strategies:

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

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

Description:

Administraton will ensure that teachers receive professional development on the Professional Learning Model (PTM) and incorporate the process into the professional learning community meetings. This six-step model will ensure that PLCs study the standards, curriculum and data, compare current practice to best instructional practice prior to designing lesson plans. PLCs will then gather student work and analyze assessment results, adjusting instruction and providing intervention as necessary. PLC minutes as well as Administrator observation will determine level of implementation.

Start Date: 9/16/2013   **End Date:** 5/30/2014

Program Area(s):

Supported Strategies:

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

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: Summative

Data Source: Discipline Report

Specific Targets: Decerase in office referrals by 10%

Strategies:

Anti-Drugs and Violence Programs

Description: WWC has identified Anti-Drug and Anti-Violence programs for which there is evidence of a positive effect on drug use and violence. In addition, (Sources: http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf and What Works: Effective Public Health Responses to Drug Use: http://www.nationaltasc.org/PDF/whatworks.pdf)

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." (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) 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. (Source: http://www.pbis.org/default.aspx) 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. (Source: http://www.pbis.org/school/high_school_pbis.aspx)

SAS Alignment: Safe and Supportive Schools

Action Steps:

Implement a School-wide Behavior Support Professional Learning Community (SWPS PLC).

Description:

Each school will create a School-wide Behavior Support PLC 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 of faculty and staff may be composed of non-core teachers, the Dignity and Respect Student Leadership faculty sponsor, Bear Paws Against Bullying sponsor, etc. 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: 8/26/2013   **End Date:** 5/30/2014

Program Area(s):

Supported Strategies:

- Anti-Drugs and Violence Programs
- 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. A team of teacher leaders and administrators will train the entire school on the modules throughout the school year. Participant sign-in sheets and evaluations will serve as evidence of training participation. Peer Observations and Classroom Walkthough data and will be used to determine level of implementation.

Module I : 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.

Start Date: 8/19/2013   **End Date:** 5/31/2014

Program Area(s):

Supported Strategies:

- Anti-Drugs and Violence Programs
- Positive Behavior Support

Implement a My Action Plan for Success (MAPS) advisory period Professional Learning Community (PLC).

Description:

The Secondary School will implement an advisory period designed to personalize education for all students. A team of faculty will convene to design the schedule and activities to ensure effective, consistent program implementation. This team will receive extensive training by a nonprofit, The Consortium for Public Education. The goal of the advisory period is for teachers to advise students in academics, grades, college and career

readiness. An emaps computerized program allows students to track their work, projects, research papers, and successes from middle school through high school developing a resume of success. Meetings with agendas and sign-in sheets will document participation. Advisory period agendas will document implementation. The Consortium for Public Education will do an annual evaluation of program implementation.

Start Date: 6/17/2013   **End Date:** 5/23/2014

Program Area(s):

Supported Strategies:

- Anti-Drugs and Violence Programs
- Positive Behavior Support

Appendix: Professional Development Action Step Details

LEA Goals Addressed:	#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Curriculum Mapping

Start	End	Title	Description
2/13/2013	5/27/2016	Establish a District-wide Vertical Science Team	A vertical team of teachers in Grades K - 12 will convene to examine research-based best practice in the area of science instruction, resources, and professional development. The Allegheny Intermediate Unit (AIU) Science MSP consultants will serve as resource experts to examine and audit the existing district-wide science curriculum currently in use and make recommendations. Sign - in sheets and agendas will document evidence of completion.

Person Responsible	SH	S	EP	Provider	Type	App.
Ginny Hunt	1.5	12	13	Clairton City Schools	School Entity	Yes

Knowledge	Participants will gain knowledge of the various and most effective delivery methods for science instruction.
	Participants will gain knowledge of the PA Science standards including their progression and complexity.
	Participants will gain content area knowledge as they participate in Science/ STEM Professional Development.
Supportive Research	The Center for Science, Technology, Engineering and Mathematics (STEM) Research, Education and Outreach. A national university-wide initiative to develop, strengthen, and promote STEM and best teaching practice from kindegarten through college.

PA Science Standards, SAS

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.

Training Format

Department Focused Presentation

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	**Evaluation Methods**	Student PSSA data Review of participant lesson plans Participants sign-in sheets and meeting

Analysis of student work, with administrator and/or peers

minutes

LEA Goals Addressed:	#1 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
2/13/2013	5/27/2016	Review, select and purchase aligned resources that address the PSSA Science Standards and Keystone Biology Standards.	A vertical team of teachers in Grades K - 12 will convene to examine research-based best practice in the area of science instruction, resources, and professional development. The Allegheny Intermediate Unit (AIU) Science MSP consultants will serve as resource experts to examine and audit the district-wide science curriculum currently in use. The AIU consultants will advise and make recommendations on alignment and science resources that address the standards. Standards-aligned resources and materials will be purchased and serve as evidence of completion.

Person Responsible	SH	S	EP	Provider	Type	App.
Ginny Hunt	1.5	3	13	Clairton City Schools	School Entity	Yes

Participants will review research-based science curriculum.

Knowledge Participants will study the PA Science standards.

Participants will understand the various instructional delivery methods for science instruction.

Supportive Research The Center for Science, Technology, Engineering and Mathematics (STEM) Research, Education, and Outreach, A national university-wide initiative to develop and promote the integration of Science instruction.

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.

Department Focused Presentation

Training Format

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	**Evaluation Methods**	Student PSSA data Review of participant lesson plans Participants sign-in sheets and meeting minutes.

LEA Goals Addressed:	#1 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
10/17/2012	5/27/2016	Develop a District-wide Science Curriculum aligned to the PSSA state standards.	A vertical team of teachers in Grades K - 8 will work collaboratively throughout the year to write and align the district science curriculum. They will utilize the OnHand School technology platform for housing the curriculum. High School Biology teachers will also write a district - aligned curriculum to address the Biology Standards and Keystone Anchors. Participant sign-in sheets will serve as documentation on curriculum writing days. The completed curriculum documents will serve as evidence that the action step has been completed.

Person Responsible	SH	S	EP	Provider	Type	App.
Ginny Hunt	1.5	12	13	Clairton City Schools	School Entity	Yes

	Participants will gain knowledge of the various delivery methods for science instruction.
Knowledge	Participants will gain knowledge in the PA Science Standards including the progression and complexity.
	Participants will select research-based resources and materials for instruction.
Supportive Research	The Center for Science, Technology, Engineering and Mathematics (STEM) Research, Education, and Outreach. A university-wide initiative to develop, strengthen and promote the integration of science instruction.

Designed to Accomplish

For classroom teachers, school   Enhances the educator's content knowledge in the area of the educator's certification or

counselors and education specialists:	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.		
Training Format	Department Focused Presentation		

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	**Evaluation Methods**	Student PSSA data Review of participant lesson plans Participants sign-in sheets and meeting minutes

LEA Goals Addressed:	#1 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
2/13/2013	5/27/2016	Implement and revise the District science curriculum to ensure consistent implementation.	Teachers working within their PLC will monitor student science achievement utilizing formative and summative (PSSA & Keystone data) assessments. Data analysis will guide decision making. Curricular modifications, adaptations and adjustments will be made as needed. Students needing intervention and support in science, especially Biology, will receive supplementary instruction. The District-level science team will convene to monitor science achievement district-wide.

Person Responsible	SH	S	EP	Provider	Type	App.
Ginny Hunt, Mr. McClosky, Dr. Berger	1.5	12	13	Clairton City Schools	School Entity	Yes

	Participants will gain knowledge of the various delivery methods for science instruction.
Knowledge	Participants will study the PA Science Standards.
	Participants will study student science data for the purpose of revising the district curriculum.
Supportive Research	The Center for Science, Technology, Engineering and Mathematics (STEM) Research, Education, and Outreach. A university-wide initiative to develop, strengthen, and promote the integration of science instruction.

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.
Training Format	Department Focused Presentation		
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	**Evaluation Methods**	Student PSSA data Review of participant lesson plans Participants sign-in sheets and meeting minutes

LEA Goals Addressed:	**#1 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
5/6/2013	5/30/2014	Develop a District English Language Arts (ELA) curriculum aligned to the PA Common Core State Standards (PACC).	Grade-level and content area teacher teams will align the English Language Arts (ELA) curriculum to the new PA Common Core ELA Standards. OnHand Schools will facilitate the curriculum writing process. The curriculum will be available online for teacher access and serve as evidence of completion.

Person Responsible	SH	S	EP	Provider	Type	App.
Ginny Hunt	6.0	15	10	OnHand Schools	For Profit Company	No

Knowledge	Participants will learn how to create essential questions and big ideas from the common core standards.
	Participants will study and learn the difference between the PA PSSA ELA standards and the more rigorous Common Core State Standards.

Supportive Research	Curriculum Mapping, Jacobs
	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:	#1 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
5/29/2013	5/30/2014	Review, Select and Purchase PA Common Core aligned Resources.	Grade level and content area ELA teacher teams will review supplemental writing and reading resources that address the rigor of the PACC. A supplementary writing program that is coherent, systematic, and includes the three types of common core writing; narrative, informational, and argumentative will be selected for implementation. Nonfiction texts that are required for 50% - 80% of PACC reading instruction will be purchased as supplemental text for classroom use.

Person Responsible	SH	S	EP	Provider	Type	App.
Ginny Hunt, Dr. Magi Berger, Mr. Mc Closky	6.0	3	20	Teachers College Columbia University, Writing Project	Non-profit Organizat ion	No

Knowledge   Implementation of writing lesson in opinion, narrative, and informational.

Supportive Research   Writing...

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.
Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

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

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

Training Format

LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
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 Review of participant lesson plans

LEA Goals Addressed:	#1 Establish a system that ensures consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Differentiating Instruction Strategy #2: Implement the Professional Teaching Model into the Professional Learning Community (PLC) process.

Start	End	Title	Description
9/9/2013	6/2/2015	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.

Person Responsible	SH	S	EP	Provider	Type	App.
McCloskey, Berger, Hunt	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   Enhances the educator's content knowledge in the area of the educator's certification or

counselors and education specialists:

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	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex 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 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,

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

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:	#1 Establish a system that ensures consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Differentiating Instruction Strategy #2: Implement the Professional Teaching Model into the Professional Learning Community (PLC) process.

Start	End	Title	Description
9/16/2013	5/30/2014	Implement the Professional Teaching Model, a protocol that guides the work of the Professional Learning Community (PLC).	Administraton will ensure that teachers receive professional development on the Professional Learning Model (PTM) and incorporate the process into the professional learning community meetings. This six-step model will ensure that PLCs study the standards, curriculum and data, compare current practice to best instructional practice prior to designing lesson plans. PLCs will then gather student work and analyze assessment results, adjusting instruction and providing intervention as necessary. PLC minutes as well as Administrator observation will determine level of implementation.

Person Responsible	SH	S	EP	Provider	Type	App.
McCloskey, Berger, Hunt	1.0	35	8	Calirton City Schools	School Entity	Yes

Knowledge   Participants will develop an understanding of the continuous improvement cycle and the Profesisonal Teaching

Model (PTM).

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

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

Supportive Research	The Professional Teaching Model, Dana Center University of Texas

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	School Whole Group Presentation Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels** Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)

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 Review of participant lesson plans Review of written reports summarizing instructional activity

LEA Goals Addressed:	#1 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 Programs Strategy #2: Positive Behavior Support

Start	End	Title	Description
8/19/2013	5/31/2014	Train and Implement Evidence-based Practices in Classroom Management	Five modules were developed by PaTTAN to assist schools in improving classroom management. The content is aligned with the new Teacher Effectiveness Evaluation

Instrument. A team of teacher leaders and administrators will train the entire school on the modules throughout the school year. Participant sign-in sheets and evaluations will serve as evidence of training participation. Peer Observations and Classroom Walkthough data and will be used to determine level of implementation.

Module I : 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.

Person Responsible	SH	S	EP	Provider	Type	App.
Ginny Hunt, Dr. Berger, Mr McCloskey	3.0	5	95	Utilize modules from PaTTAN	School Entity	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).

Supportive Research

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

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
School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional Classified Personnel New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and

administrator and/or peers
Peer-to-peer lesson discussion
Lesson modeling with mentoring
Classroom Walk-through Evaluation
Form.

standards, classroom environment,
instructional delivery and professionalism.
Review of written reports summarizing
instructional activity
Data Collected from Classroom
Walkthrough Evaluation Form

LEA Goals Addressed:	#1 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 Programs Strategy #2: Positive Behavior Support

Start	End	Title	Description
6/17/2013	5/23/2014	Implement a My Action Plan for Success (MAPS) advisory period Professional Learning Community (PLC).	The Secondary School will implement an advisory period designed to personalize education for all students. A team of faculty will convene to design the schedule and activities to ensure effective, consistent program implementation. This team will receive extensive training by a nonprofit, The Consortium for Public Education. The goal of the advisory period is for teachers to advise students in academics, grades, college and career readiness. An emaps computerized program allows students to track their work, projects, research papers, and successes from middle school through high school developing a resume of success. Meetings with agendas and sign-in sheets will document participation. Advisory period agendas will document implementation. The Consortium for Public Education will do an annual evaluation of program implementation.

	Person Responsible	SH	S	EP	Provider		Type	App.

Tom McCloskey	1.0	30	8	The Consortium for Public Education	Non-profit Organization	No

Knowledge

To create a framework for collaboration among students, their families and school staff.

To engage students in setting goals, planning and reflecting through adult-student interaction.

To ensure that each student graduates from high school with a plan for post-secondary success.

To assist students in connecting academic, community and career experiences to explore their own visions for the future.

Supportive Research

The Personalized High School, DeMartino and Wolk.

21st Century Knowledge and Skills, http:/21st Century Skills.org.

Hamre, B.K., & Pinanta, R.C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development,* 72, 625-638.

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.
Empowers educators to work effectively with parents and community partners.

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	School Whole Group Presentation Department Focused Presentation Professional Learning Communities Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors	**Grade Levels**	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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Advisory Period Lesson Plans	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of written reports summarizing instructional activity

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 or 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Action 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

Chief School Administrator

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.

Affirmed by Richard Livingston on 5/22/2013

Board President

Affirmed by Wayde Killmeyer on 5/22/2013

Chief School Administrator