Profile and Plan Essentials

LEA Type		AUN	
Carbondale Area School District		119351303	
Address 1			
101 Brooklyn Street			
Address 2			
City	**State**	**Zip Code**	
Carbondale	Pennsylvania	18407	
Chief School Administrator		**Chief School Administrator Email**	
Holly W. Sayre		holly.sayre@carbondalearea.org	
Single Point of Contact Name			
Holly W. Sayre			
Single Point of Contact Email			
holly.sayre@carbondalearea.org			
Single Point of Contact Phone Number			
5702822507			

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Holly W. Sayre	Administrator	Carbondale Area School District	holly.sayre@carbondalearea.org
Colleen Sullivan	Administrator	Carbondale Area Elementary School	colleen.sullivan@carbondalearea.org
Lawrence A. Gabriel	Administrator	Carbondale Area Jr./Sr. High School	lawrence.gabriel@carbondalearea.org
Paul Kaczmarcik	Board Member	Carbondale Area School Board	paul.kaczmarcik@carbondalearea.org
Lynnette Lepre-VanDeusen	Community Member	Lynnette's Twirlerettes	ltwirler@echoes.net
Priscilla Bilski	Staff Member	Carbondale Area Jr./Sr. High School	priscilla.bilski@carbondalearea.org
Stephanie Miller	Staff Member	Carbondale Area School District	stephanie.miller@carbondalearea.org
Samantha Masco	Staff Member	Carbondale Area Jr./Sr. High School	samatha.masco@carbondalearea.org
Meg Duffy	Administrator	Carbondale Area Elementary School	meg.duffy@carbondalearea.org
Heather Tolerico	Administrator	Carbondale Area School District	heather.tolerico@carbondalearea.org
Tina McDonald	Parent	Parent	Mcdonald7517@msn.com
Nancy Osborne	Community Member	Community Member	
Anna Magistro	Parent	Parent	anna.magistro@carbondalearea.org
John DeAntonio	Parent	PTA President- Parent	deantonio1979@gmail.com

Educational Community

The Carbondale Area School District is a small, suburban school district located in northeast Pennsylvania near Scranton, Pennsylvania. It encompasses 18.59 square miles in the city of Carbondale and Fell Township in Lackawanna County, Pennsylvania. As a school district, Carbondale Area consists of an elementary school (preschool through grade 6) and jr./sr. high school (grades 7 through 12). The total student enrollment is approximately 1,555. The district's headquarters is located on Brooklyn Street in Carbondale, Pennsylvania.

Organization/Staff

The Carbondale Area School District was formed in 1975. The 18.59 square miles covered by the district includes a population of approximately 11,065 residents.

District staff is composed of over 110 professional and 64 support service personnel. The Superintendent of Schools is Holly Sayre. The administrative staff consists of six (6) central office administrators and four (4) building administrators.

The Board of School Directors is made up of nine (9) members who are elected from three (3) regions. Although directors are elected by voters from three (3) regions, each school board director represents the entire school district. They are elected to four-year terms and responsible for the governance of the school district.

The district has a contract with the Carbondale Area Educational Association. The contract includes all professional employees except administrators. The current contract expires June 30, 2026.

The Carbondale Area Educational Personnel Association also has a contract with the school district. It covers full-time and part-time support employees, which includes cafeteria workers, paraprofessional employees, secretaries, and maintenance employees. The current agreement runs through June 30, 2027.

Support Services

J.W. Transit serves as the bus contractor to transport students daily. Carbondale Area School District receives a USDA wavier through the Food and Nutrition Service to provide free nutritious meals to all students, thus eliminating the need for students to bring lunch money each day. The district utilizes The Nutrition Group, Inc., as its food service provider.

Curriculum

The elementary curriculum offers a standards-based core academic program with special subjects in library, art, physical education, music, STEM, and English as a Second Language.

The Carbondale Area Jr./Sr. High School also administers a standards-based core academic program. The middle school provides special subjects in library, physical education, music, art, English as a second language, and STEM. The high school offers a comprehensive academic, technical, and career program. The programs comply with Pennsylvania Academic Standards and offers close to one hundred different courses. College preparation, Advanced Placement, vocational and career education, arts (visual and performing), business education, and physical education are available to students. School-to-work programs also assist students in exploring future career opportunities.

Each level of education also features an emphasis on reading and writing across the curriculum. The elementary school uses the Core Knowledge Language Arts (CKLA) curriculum framework while the Jr./Sr. high school is using an Understanding by Design (UbD) model.

Early intervention programs are available for preschool children. This service addresses preschoolers who are thought to be in need of behavior, communication, learning, sensory (vision and hearing), and other areas of development, such as play or socialization.

Auxiliary and specialized services (i.e. Gifted Education, 504s, IEPs, etc.) are available to qualifying students. Carbondale Area Achievement Program (CAAP) is a full-time emotional support setting for grades K-12. CAAP provides a structured setting for students who qualify for special education services. Students served in CAAP have academic, behavioral, and/or socialization needs. These needs can be complicated by a mental health diagnosis. The priority in CAAP is to manage disruptive or unsafe behaviors. Intensive Out-patient (IOP) services are available to students in grades 7-10. These services are provided in an emotional support classroom supplemented by a mental health therapist. Students in the IOP classroom have a mental health diagnosis. The district funds the educational services and Medicaid funds the mental health services. Students in the IOP classroom can have academic, social and behavioral deficits. The priority in the IOP classroom is the mental health needs of the student.

Additionally, the Carbondale Area Cyber Academy was established in 2018 to offer an online educational approach over the traditional classroom. It partners with Edmentum, who provides the course content and online teachers for students ranging from kindergarten through grade 12. The district also provides an additional layer of support through a District Cyber Coordinator.

Budget

Carbondale Area School District has a budget of approximately $ 29 million, which supports its programming.

Mission and Vision

Mission

The mission of the Carbondale Area School District is to prepare all students to be active, productive citizens of an ever-changing global community by fostering lifelong, self-directed, and independent learners who are critical, creative, self-aware, collaborative thinkers.

Vision

The vision of the Carbondale Area School District is to provide students a safe learning environment that promotes academic excellence for all learners. ● Students will have the opportunity to work in an engaging and academically stimulating environment. ● Teachers will be provided with the necessary resources to engage in professional collaboration and participate in ongoing learning through professional development opportunities in an effort to provide effective instruction. ● The school district will maintain communication and build partnerships with parents, community members, post-secondary institutions, businesses, and industries to create and sustain educational opportunities that prepare students to excel beyond high school.

Educational Values

Students

Students will improve attendance and academic performance in mathematics, science, and English Language Arts.

Staff

Staff will provide high level and rigorous instruction to students in to improve mathematics, science, and English Language Arts skills. The staff will also receive professional development to promote and meet these needs and values.

Administration

Administration will provide professional development and offer guidance and support to students and staff. The administrative team will also receive relevant, ongoing professional development.

Parents

Parents will be active participants in facilitating support to their children.

Community

The Carbondale Area Community will provide various supplemental supports to ensure academic and social activities to ensure success for all students.

Other (Optional)

Omit selected.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Meeting or Exceeding Annual Academic Growth Expectations (PVAAS) in several areas
Economic Disadvantaged Subgroup Growth
IEP Subgroup Growth

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Proficient or Advanced on Pennsylvania State Assessments District-wide
Regular Attendance District-wide
IEP Subgroup Growth
Economic Disadvantaged Subgroup

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Meeting or Exceeding Annual Academic Growth Expectations (PVAAS) in several areas	True
Economic Disadvantaged Subgroup Growth	False
IEP Subgroup Growth	False
Senior Project Presentation- Career Readiness	False
Overall Growth historically	True
Students are exposed to additional Science, Technology & Engineering, and Environmental Literacy & Sustainability Academic (STEELS) Standards. The District is engaged in updating and writing curriculum.	True
Increasing our membership at the CTC of Lackawanna County.	False
At elementary, WIN (What I Need) small groups have been implemented. Students are ability-grouped based on skill deficits.	True
Addition of a Career Coordinator at the secondary level	False
Additional opportunities to gain artifacts to meet career readiness standards.	False
Standards-aligned core curriculum at elementary-level (CKLA).	True
Multi-Tier Systems of Support (MTSS) in place District-wide.	True
Professional staff have received training and strategies to implement social emotional learning and trauma-informed practices. Professional staff have also received training and strategies to implement reading strategies to further develop literacy initiatives.	True
Professional Development Plan	True
Student Services Plan	False
Title I Program	True
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the school district.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	False
Dual enrollment opportunities for students.	False
CASD added cooperative education to its electives in 2021-2022. The program has doubled in size each school year.	True
Literacy and data culture District initiatives; Writing across the curriculum initiative	True
Literacy and data culture District initiatives are being implemented.	True

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	Check for Consideration in Plan
Literacy and data culture District initiatives	True
Use of data assessments that are standard-based aligned (CDTs) District-wide	False
Data analysis initiative started in the 2023-2024 school year. Administrative and professional staff have received training on implementing a data culture.	True
Career Interest Site Visits	False

Challenges

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

Strength	Check for Consideration in Plan
IEP Subgroup Growth	False
Proficient or Advanced on Pennsylvania State Assessments District-wide	True
Regular Attendance District-wide	True
Economic Disadvantaged Subgroup	False
Use of Keystone Prep testing materials	False
Improvement in Attendance	True
Use of data assessments (CDTs, Study Island, etc.) and curriculum that are standard-based aligned	True
Use of Keystone Prep testing materials	False
Improvement in attendance	False
Use of Keystone Prep testing materials	False
Improvement in Attendance	True
Surveys given to students and parents provide insufficient data.	False
Active parent participants in the child's academic progress and attendance.	True
K-12 Guidance Plan (339 Plan)	True
Special Education Plan	False
Foster a vision and culture of high expectations for success for all students, educators, and families.	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	True
Ensure effective, standards-aligned curriculum and assessment.	False
Growth Mindset	True
Improvement in reading ability	True
Improvement in attendance	True
Growth Mindset	True
Use of data assessments (Dibels, CDTs, Study Island, etc.) and curriculum that are standard-based aligned	False

Use of data assessments that are standard-based aligned (CDTs)	True
Attendance impacts the implementation of career readiness programming.	False
Growth Mindset	True
Growth Mindset	True
MTSS	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Creating an importance of education to the community

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Special Education Plan		False
Proficient or Advanced on Pennsylvania State Assessments	Students lack fundamental reading and writing skills	True
District-wide		False
Regular Attendance District-wide		False
Improvement in Attendance		False
Use of data assessments (CDTs, Study Island, etc.) and curriculum that are standard-based aligned	Data was not consistently utilized and action steps were not taken; Curriculum K-12 needs rewritten and standards-aligned	True
Foster a vision and culture of high expectations for success for all students, educators, and families.		False
Ensure effective, standards-aligned curriculum and assessment.		False
Active parent participants in the child's academic progress and attendance.		False
Improvement in reading ability		True
Improvement in attendance		False
Growth Mindset		False
Improvement in Attendance		False
Growth Mindset		False
Use of data assessments that are standard-based aligned (CDTs)	Students lack fundamental reading and writing skills	False
Growth Mindset		False
Growth Mindset		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Overall Growth historically	Growth measures students' academic performance across time. It gives the school district more of comprehensive
Standards-aligned core curriculum at elementary-level (CKLA).	Clear, aligned curriculum shows a strong correlation to student achievement
Multi-Tier Systems of Support (MTSS) in place District-wide.	The MTSS process identifies students who struggle and providing

	them with targeted supports
Professional staff have received training and strategies to implement social emotional learning and trauma-informed practices. Professional staff have also received training and strategies to implement reading strategies to further develop literacy initiatives.	Trauma-informed practices acknowledges the need to understand a student's life experiences and can assist educators in fostering a trauma-sensitive classroom
Title I Program	
Professional Development Plan	A targeted professional development plan is in place that addresses not only state mandated professional development, but also district initiatives such as reading and social emotional learning/trauma-informed practices
Students are exposed to additional Science, Technology & Engineering, and Environmental Literacy & Sustainability Academic (STEELS) Standards. The District is engaged in updating and writing curriculum.	
Meeting or Exceeding Annual Academic Growth Expectations (PVAAS) in several areas	Growth measures students' academic performance across time. It gives the school district more of comprehensive
At elementary, WIN (What I Need) small groups have been implemented. Students are ability-grouped based on skill deficits.	With students being ability-grouped, teachers can meet students where they are in academic achievement and provide instruction that is appropriate for students and their individual needs
CASD added cooperative education to its electives in 2021-2022. The program has doubled in size each school year.	Cooperative education assists with workplace readiness skills. At-risk students are encouraged to be in the cooperative education program.
Literacy and data culture District initiatives; Writing across the curriculum initiative	
Literacy and data culture District initiatives are being implemented.	
Literacy and data culture District initiatives	
Data analysis initiative started in the 2023-2024 school year. Administrative and professional staff have received training on implementing a data culture.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Clear, aligned curriculum shows a strong correlation to student achievement
	The use of data will be used to drive decisions and plan for instruction. Teachers will improve their instruction through data by

identifying important factors that may result in improved practice or identifying student's performance, strengths, weaknesses, or progress	
Carbondale Area School District has embraced The Science of Reading and has implemented Core Knowledge Language Arts (CKLA) at the elementary school and Penn Literacy Network (PLN) at the secondary school. Reading, writing, listening, and speaking strategies will be incorporated throughout our buildings to improve student literacy and achievement	

Goal Setting

Priority: Clear, aligned curriculum shows a strong correlation to student achievement

Outcome Category		
Rigorous Courses of Study Section		

Measurable Goal Statement (Smart Goal)		
Carbondale Area School District will implement an instructional design cycle which will review curriculum, assessments, and resources.		

Measurable Goal Nickname (35 Character Max)		
Instructional Design Cycle- Curriculum		

Target Year 1	Target Year 2	Target Year 3
Carbondale Area School District will create a written instructional design framework.	Carbondale Area School District will develop a review cycle framework that annually priorities curriculum areas as follows: implement, reflect, and revise.	Carbondale Area School District will implement an instructional design cycle which will review curriculum, assessments, and resources.
	reflection and revision; review, revise, and recommend; and	

Priority: The use of data will be used to drive decisions and plan for instruction. Teachers will improve their instruction through data by identifying important factors that may result in improved practice or identifying student's performance, strengths, weaknesses, or progress

Outcome Category		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		

Measurable Goal Statement (Smart Goal)		
CASD teachers create data action plans and utilize data resources to identify students' strengths and weaknesses and provide differentiated instruction as documented in lesson plans		

Measurable Goal Nickname (35 Character Max)		
Data-driven Decisions		

Target Year 1	Target Year 2	Target Year 3
CASD teachers will be receive professional development in the use of data analysis as documented through the professional development plan.	CASD teachers will utilize data resources to identify students' strengths and weaknesses and provide differentiated instruction as documented in lesson plans	CASD teachers create data action plans and utilize data resources to identify students' strengths and weaknesses and provide differentiated instruction as documented in lesson plans

Priority: Carbondale Area School District has embraced The Science of Reading and has implemented Core Knowledge Language Arts (CKLA) at the elementary school and Penn Literacy Network (PLN) at the secondary school. Reading, writing, listening, and speaking strategies will be incorporated throughout our buildings to improve student literacy and achievement

Outcome Category		

English Language Arts		
Measurable Goal Statement (Smart Goal)		
CASD teachers will implement CKLA or PLN reading and writing strategies daily as documented in lesson plans		
Measurable Goal Nickname (35 Character Max)		
CKLA and PLN Reading Strategies		
Target Year 1	**Target Year 2**	**Target Year 3**
CASD teachers will receive professional development in CKLA or PLN reading and writing strategies and incorporate strategies weekly as documented in lesson plans.	CASD teachers will apply CKLA or PLN reading and writing strategies weekly as documented in lesson plans.	CASD teachers will implement CKLA or PLN reading and writing strategies daily as documented in lesson plans

Action Plan

Measurable Goals

Instructional Design Cycle- Curriculum	
Data-driven Decisions	CKLA and PLN Reading Strategies

Action Plan For: Read 180 reading program, CKLA reading program, and PLN reading program

Measurable Goals:

- Carbondale Area School District will implement an instructional design cycle which will review curriculum, assessments, and resources.
- CASD teachers will implement CKLA or PLN reading and writing strategies daily as documented in lesson plans
- CASD teachers create data action plans and utilize data resources to identify students' strengths and weaknesses and provide differentiated instruction as documented in lesson plans

Action Step	Implementation of Read 180 reading program, CKLA reading program, and PLN reading program.		Anticipated Start/Completion Date	
Lead Person/Position	Holly W. Sayre/ Superintendent	Material/Resources/Supports Needed	Professional development with Trainers, purchase of reading programs, and purchase of materials/resources needed for reading programs.	2024-08-19 — 2027-06-04
		PD Step? Yes	Com Step? Yes	

Action Step	Implementation of a systems of supports through data analysis and review		Anticipated Start/Completion Date	
Lead Person/Position	Holly W. Sayre	Material/Resources/Supports Needed	Data analysis programs (Study Island, CDTs, Dibels, etc.), professional development	2024-08-19 — 2027-06-04
		PD Step? Yes	Com Step? Yes	

Action Step	Implementation of Professional Development on Teaching Diverse Learners in an Inclusive Setting and Trauma-informed practices		Anticipated Start/Completion Date	2024-08-19 — 2027-06-04
Lead Person/Position	Heather Tolerico/Special Education Director	Material/Resources/Supports Needed	Professional Development through Vector Training, in-house trainers, and outside trainers- presenters who are experts on inclusive practices and trauma	PD Step? Yes — Com Step? Yes

Anticipated Output	Improvement in academic achievement	Monitoring/Evaluation (People, Frequency, and Method)	Academic achievement on PSSA and Keystone assessments

Professional Development

Professional Development Action Steps

Evidence-based Strategy

	Action Steps
Read 180 reading program, CKLA reading program, and PLN reading program	Implementation of Read 180 reading program, CKLA reading program.
Read 180 reading program, CKLA reading program, and PLN reading program	Implementation of a systems of supports through data analysis and review
Read 180 reading program, CKLA reading program, and PLN reading program	Implementation of Professional Development on Teaching Diverse Learners in an Inclusive Setting and Trauma-informed practices

Reading and Writing Strategies

Action Step

- Implementation of Read 180 reading program, CKLA reading program, and PLN reading program.

Audience

Teachers and Administrators

Topics to be Included

Why Writing; Reading, Writing, and Talking Process; Language- Vocabulary; Collins Writing; Models of Engagement; Learning Lenses; Amplify Core Knowledge

Evidence of Learning

Implementation of writing and reading strategies as documented in lesson plans

Lead Person/Position		
Holly W. Sayre/ Superintendent		
	Anticipated Start	**Anticipated Completion**
	2024-08-19	2027-06-04

Learning Format

Type of Activities	
Inservice day	
Observation and Practice Framework Met in this Plan	**Frequency**
	8-10 days/year

- 3b: Using Questioning and Discussion Techniques
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

This Step Meets the Requirements of State Required Trainings

Structured Literacy

Curriculum and assessment systems development

Action Step
- Implementation of Read 180 reading program, CKLA reading program, and PLN reading program.

Audience

Teachers

Topics to be Included

Development and review of curriculum review cycle.

Evidence of Learning

Curriculum rewritten in the UBD format at jr./sr. high school; CKLA curriculum at elementary school; materials and resources needed for the curriculum are vetted through the new CASD process.

Lead Person/Position		
Holly W. Sayre/ Superintendent		
	Anticipated Start	**Anticipated Completion**
	2024-08-19	2027-06-04

Learning Format

Type of Activities

Inservice day

Observation and Practice Framework Met in this Plan		
	Frequency	
	Bi-monthly	

- 4a: Reflecting on Teaching
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 1c: Setting Instructional Outcomes

This Step Meets the Requirements of State Required Trainings

Language and Literacy Acquisition for All Students

Systems of supports through data analysis and review

Action Step
- Implementation of a systems of supports through data analysis and review

Audience

Teachers

Topics to be Included

PASS Screener, Study Island, MTSS Model, Dibels, and CDTs

Evidence of Learning

Identification of students and/or identification of students' strengths and weaknesses; Development of Action Plans to address students' needs

Lead Person/Position	Anticipated Start	Anticipated Completion
Meg Duffy/ Elementary Principal; Joseph Farrell/Jr.Sr. High Principal	2024-08-19	2027-06-04

Learning Format

Type of Activities

Workshop(s)

Observation and Practice Framework Met in this Plan

- 1c: Setting Instructional Outcomes
- 2d: Managing Student Behavior
- 1b: Demonstrating Knowledge of Students
- 2b: Establishing a Culture for Learning

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Frequency
Monthly

Trauma-Informed Practices

Action Step

- Implementation of Professional Development on Teaching Diverse Learners in an Inclusive Setting and Trauma-informed practices

Audience

Teachers

Topics to be Included

ACEs (Adverse Childhood Experiences) Professional Development; Trauma-informed Care Professional Development

Evidence of Learning

Identification of students who need assistance to appropriate personnel in the school district (social worker, counselor, etc.); Development of Action Plans to address students' needs; Providing mindfulness in the classroom

Lead Person/Position	Anticipated Start	Anticipated Completion
Meg Duffy/ Elementary Principal	2024-08-19	2027-06-04

Learning Format

Type of Activities

Inservice day

Observation and Practice Framework Met in this Plan

- 4e: Growing and Developing Professionally
- 2d: Managing Student Behavior
- 1b: Demonstrating Knowledge of Students

Frequency
3 hours per year

- 2a: Creating an Environment of Respect and Rapport

This Step Meets the Requirements of State Required Trainings

At Least 1-hour of Trauma-informed Care Training for All Staff

Teaching Diverse Learners in an Inclusive Setting

Action Step

- Implementation of Professional Development on Teaching Diverse Learners in an Inclusive Setting and Trauma-informed practices

Audience

Teachers

Topics to be Included

Inclusion; Teaching Diverse Learners

Evidence of Learning

Aligning work with SDI (Specially Designed Instruction); Teaching techniques that are appropriate for the student; Engagement with Students

Lead Person/Position

Heather Tolerico/Director of Special Education

Learning Format

Type of Activities

Inservice day

Observation and Practice Framework Met in this Plan

- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 3a: Communicating with Students

Frequency	Anticipated Start	Anticipated Completion
1 hour/year	2024-08-19	2027-06-04

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Teaching Diverse Learners in an Inclusive Setting

Action Step

- Implementation of Professional Development on Teaching Diverse Learners in an Inclusive Setting and Trauma-informed practices

Audience

Topics to be Included

Evidence of Learning

Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format		

Type of Activities

Inservice day

Observation and Practice Framework Met in this Plan

	Frequency
• 3a: Communicating with Students	1 hour/year
• 1b: Demonstrating Knowledge of Students	
• 1c: Setting Instructional Outcomes	

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Communications

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Read 180 reading program, CKLA reading program, and PLN reading program	Implementation of Read 180 reading program, CKLA reading program, and PLN reading program.
Read 180 reading program, CKLA reading program, and PLN reading program	Implementation of a systems of supports through data analysis and review
Read 180 reading program, CKLA reading program, and PLN reading program	Implementation of Professional Development on Teaching Diverse Learners in an Inclusive Setting and Trauma-informed practices

Implementation of Read 180 reading program, CKLA reading program, and PLN reading program

Action Step	
• Implementation of Read 180 reading program, CKLA reading program, and PLN reading program. • Implementation of Read 180 reading program, CKLA reading program, and PLN reading program. • Implementation of a systems of supports through data analysis and review	
Audience	
Students, Parents, and All Staff	
Topics to be Included	
Goals of the reading programs, activities of the reading programs	
Lead Person/Position	
Holly W. Sayre/ Superintendent	

Anticipated Start	Anticipated Completion
2024-08-19	2027-06-04

Communication

Type of Communication	Frequency
Posting on district website	Monthly

Communication

Type of Communication	Frequency
Posting on district website	Monthly

Communication

Type of Communication	Frequency
Posting on district website	Monthly

Communication

Type of Communication	Frequency
Other	Twice a year

Curriculum and assessment system development

Action Step

- Implementation of Read 180 reading program, CKLA reading program, and PLN reading program.
- Implementation of Read 180 reading program, CKLA reading program, and PLN reading program.
- Implementation of a systems of supports through data analysis and review

Audience

Professional Staff

Topics to be Included

Instructional Review Cycle, UBD curriculum foundation

Lead Person/Position

Holly W. Sayre/ Superintendent

Anticipated Start	Anticipated Completion
2024-08-19	2027-06-04

Communication

Type of Communication	Frequency
Posting on district website	Monthly

Communication

Type of Communication	Frequency
Posting on district website	Monthly

Communication

Type of Communication	Frequency
Posting on district website	Monthly

Communication

Type of Communication	Frequency
Other	Twice a year

Systems of supports through data analysis and review

Action Step

- Implementation of Read 180 reading program, CKLA reading program, and PLN reading program.
- Implementation of Read 180 reading program, CKLA reading program, and PLN reading program.

- Implementation of a systems of supports through data analysis and review

Audience	
Professional Staff	
Topics to be Included	
Instructional Review Cycle, UBD curriculum foundation	
Lead Person/Position	
Holly W. Sayre/ Superintendent	

Anticipated Start	**Anticipated Completion**
2024-08-19	2027-06-04

Communication

Type of Communication	**Frequency**
Posting on district website	Monthly

Communication

Type of Communication	**Frequency**
Posting on district website	Monthly

Communication

Type of Communication	**Frequency**
Posting on district website	Monthly

Communication

Type of Communication	**Frequency**
Other	Twice a year