Carlisle Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

540 W. North St.
Carlisle, PA 17013-2239
717-240-6800
Superintendent: Christina Spielbauer
Director of Special Education: Rita Warren

Planning Process

The Comprehensive Plan for the Carlisle Area School District was developed in accordance with the most current Chapter 4 Regulations and Guidelines. The comprehensive planning process began in October, 2017. The superintendent, assistant superintendent, director of curriculum and instruction, director of finance and director of digital learning and technology developed a potential list of committee members.

The comprehensive planning committee is comprised of the following members: superintendent, assistant superintendent, director of curriculum and instruction, director of digital learning and technology, the high school principal, a middle school assistant principal, three high school teachers, three middle school teachers, two elementary teachers, one technology integrator, three school board members, two business leaders, three community members, three parents and two students. Administrative members of the comprehensive planning committee were appointed by the superintendent. Invitation letters were sent to all committee members requesting their participation on a district/community comprehensive planning committee. All members of the comprehensive planning committee were approved by the board of education at a formal board meeting held on January 4, 2018.

The committee met on January 31, March 15, April 27 and May 21, 2018. Each meeting focused on a different topic and included four discussion prompts. These topics were derived from the school district's vision, mission and belief statements. The January 31st meeting focused on student achievement. The March 15th meeting focused on community engagement. The April 27th meeting focused on financial stewardship. Committee members rotated through two of four groups for each discussion session.

A similar process was utilized with our administrative team. District administrators took all ideas presented and developed a set of goals and action steps. These goals and action steps were presented to the committee on May 21st. At that meeting, committee members had the opportunity to reflect and revise any of these goals and action steps. Anchor goals and action steps were reviewed with our administrative team from June 1st to June 15th, 2018.

Board members serving on the comprehensive plan committee updated the board and the public at board as a whole committee meeetings held on February 8, Aprl 12 and May 3, 2018. Anchor goals and action steps were presented to the school board at an education committee meeting held on July 13, 2018. The comprehensive planning document was made available for public review and comment for a minimum of 28 days in the months of August and September, 2018. Following the public review period will be final board approval.

Mission Statement

The Carlisle Area School District is committed to providing all students with educational and leadership opportunities to meet the challenge of personal responsibility, enabling them to become contributing members of our diverse society. The district will excel in student achievement, community engagement and financial stewardship.

Vision Statement

Empowering Every Learner.

Shared Values

Student Achievement: All students will have the opportunity to achieve academic excellence in order to become life-long, responsible and resourceful learners who think critically and creatively, communicate effectively and collaborate in a global world.

- **Professional Learning Community**: Highly qualified, innovative and compassionate staff will be committed to life-long learning and professional growth in order to meet the individual learning needs of all students in a safe and supportive environment.

- **Academic and Extra-Curricular Program**s: A diverse, challenging and academically rigorous instructional program will meet the college and career readiness goals of all students. Extra-curricular programs will provide opportunities for students to develop leadership, interpersonal and team-building skills.

- **Student Services**: A wide range of support services will be provided to students in order to meet their academic, emotional and social needs.

- **Diversity:** Each student will have an educational experience that values and accepts diversity as an integral part of a global society.

Community Engagement: Partnerships with the community will allow our students to engage in service learning experiences and career opportunities, will provided increased access to community services and resources, and allow members of the community to participate in a variety of educational opportunities.

Financial Stewardship: Resources and financial assets will be managed in a fiscally responsible manner that supports and enhances the academic, extra-curricular and support services to meet the needs of every student.

Educational Community

The Carlisle Area School District is located in Cumberland County in south, central Pennsylvania. The school district was founded in 1836 and may well be the oldest public school system in the Commonwealth. It includes North Middleton Township, Dickinson Township and the boroughs of Carlisle and Mt. Holly Springs. The US Army War College and the Carlisle Barracks are within the attendance area of the Carlisle Area School District. The borough of Carlisle also serves as the county seat. The school district encompasses 77 square miles.

The Carlisle Area School District's educational program is organized as follows: Elementary Schools - Grades K-5; Middle School - Grades 6-8; High School - Grades 9-12.

The Carlisle Area School District is comprised of seven elementary schools, two middle schools and one high school. The high school includes both a comprehensive academic as well as a career and technical program. Schools include: Bellaire Elementary, Crestview Elementary, Hamilton Elementary, LeTort Elementary, Mooreland Elementary, Mt. Holly Springs Elementary, North Dickinson Elementary, Lamberton Middle School, Wilson Middle School, and Carlisle High School.

The Carlisle Area School District provides a strong academic and extra-curricular program. Students in all seven elementary schools receive instruction in language arts, math, science, social studies, health, physical education, art, music, guidance and library. Students in both middle schools receive instruction in English, math, science, social studies, health, physical education, art and music. Middle school students also receive instruction in family and consumer science, technology education and keyboarding. Middle school students may choose to take a world language in 8th grade. These languages include: French, Spanish and German. High School students have a wealth of opportunities and choice within their academic program. Students must earn 24 credits in English, math, science, social studies, arts and humanities, physical education, health, safety education and elective courses. Students may also choose to participate in a career and technical education program that includes: automotive technology, culinary arts, child care/early childhood education, communications technology/broadcasting, computer systems networking/informational technology, carpentry and construction trades, and work-based learning. A business academy includes Introduction to Business, Accounting, Integrated Office, Entrepreneurship

and Personal Finance. A health care academy includes courses in Introduction to Medical Careers, Medical Terms and Procedures and completion of a health-related occupation practicum. Carlisle High School also offers honors courses in English, math, science, social studies and world languages. Each of these honors tracks lead to a wide variety of advanced placement courses. Courses are further divided into Option I - for career bound students - and Option II for college bound students. All courses are aligned to state and national standards. Gifted programs, English Language Development instruction and special education programs are provided at all levels. School counselors are also available to assist students with academic and support services in each building.

The Carlisle Area School District serves the most diverse student population in Cumberland County:

Ethnicity: 70.6% Caucasian; 10.3% African American or Black; 8.6% Hispanic; 8.7% Multi-racial; 1.3% Asian, 0.1% American Indian, 0.02% Native Hawaiian/Pacific Islander.

Limited English Proficient: 191 students

Low Income: 42%

Gifted: 179 students

Special Education: 745 students

The Carlisle Area School District is extremely fortunate to have such strong community support for public education. A variety of non-profit organizations partner with the district throughout the year including Carlisle Victory Circle, Hope Station, Cyberspace and Project Share. Dickinson College, Dickinson School of Law and the US Army War College are within the school district's attendance boundaries and provide a wealth of resources and support to the district.

Planning Committee

Name	Role
Stephanie Douglas	Administrator : Professional Education
Colleen Friend	Administrator
Karen Quinn	Administrator : Professional Education
Christina Spielbauer	Administrator
Rick Coplen	Board Member
Anne Lauritzen	Board Member
Deborah Sweaney	Board Member
Michael Gogoj	Building Principal
Jay Rauscher	Building Principal
Christopher Hoffman	Business Representative
Michelle Lisk	Business Representative : Professional Education
Taryn Walters	Business Representative
Kimberly Whitaker	Business Representative : Professional Education
Jessica Clark	Community Representative : Professional Education
Michelle Crowley	Community Representative
Doris Ditzler	Community Representative : Professional Education
Elizabeth Lewis	Community Representative
Lucy Suter-Zander	Community Representative
Darren Kiehl	Ed Specialist - Instructional Technology : Professional Education
Ann Gerras	Ed Specialist - School Counselor : Professional Education
Elaine Rampulla	Ed Specialist - School Nurse : Professional Education
Kara Perella	Ed Specialist - School Psychologist : Special Education
Stacie Witmer	Ed Specialist - School Psychologist : Special Education
Tracie Brennan	Elementary School Teacher - Regular Education : Professional Education
Heather Egan	Elementary School Teacher - Regular Education : Professional Education
Sabrina Hensel	Elementary School Teacher - Regular

	Education
Kristi Janosco	Elementary School Teacher - Regular Education
Heather Jones	Elementary School Teacher - Regular Education : Professional Education
Kristina Kimbark	Elementary School Teacher - Regular Education : Professional Education
Rachal Monismith	Elementary School Teacher - Regular Education : Professional Education
Polly Pluta	Elementary School Teacher - Regular Education : Special Education
Allison Ramper	Elementary School Teacher - Regular Education : Professional Education
Kelly Brown	Elementary School Teacher - Special Education : Special Education
Danielle Runkle	Elementary School Teacher - Special Education : Professional Education
Christina Cook	High School Teacher - Regular Education : Professional Education
Jason Erb	High School Teacher - Regular Education : Professional Education
Matthew Fahnestock	High School Teacher - Regular Education
Joseph Wagner	High School Teacher - Regular Education
Rachel Hull	High School Teacher - Special Education : Special Education
Austin Dietrich	Middle School Teacher - Regular Education : Professional Education
Ashley Knight	Middle School Teacher - Regular Education
Christine Rogers	Middle School Teacher - Regular Education : Professional Education
Mark Smeltz	Middle School Teacher - Regular Education
Laura Smith	Middle School Teacher - Regular Education : Professional Education
Tracy Huff	Parent : Special Education
Jacqueline Hultquist	Parent : Professional Education
Jennifer Kreuger	Parent
Safronia Perry	Parent
Teri Petsinis	Parent
Holly Smith	Parent : Professional Education
Michelle Sarokon	Secretary - Support Staff : Professional

	Education
Joshua Barr	Special Education Director/Specialist : Professional Education
Rita Warren	Special Education Director/Specialist : Special Education
Megan Pandya	Speech and Language Clinician : Professional Education
Isaiah Bell	Student
Mackenzie Miller	Student

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 Carlisle Area School District annually reviews the PA School Performance Profile Results and reports these results at an education committee meeting of the school board. Although four of our seven schools did not achieve an SPP score of 70 points or higher, none of our Title I buildings have been identified as "priority" or "focused" schools. Administrators review annual data and look for strengths, weaknesses, and trends over time. The district examines individual student results and provides remediation opportunities for struggling students. Benchmark assessments, conducted throughout the year, are used to guide and change instruction. Additional professional development can be provided to teachers and administrators anytime a school struggles to meet expectations. A tiered intervention system provides early intervention to get students back on track. Title I buildings provide a wealth of parent engagement opportunities to families to ensure that parents and students are connected to the school community.

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				
Safety and Violence Prevention Curricula				
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
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:

The Carlisle Area School District has provided administrators, teachers and/or students with a variety of safety and violence prevention activities on topics such as drugs and alcohol, bullying, sexting, teen depression, school bus safety, emergency drills, mock accidents, and situational awareness training. Administrators also participate in regular school law updates. Support staff also receive training in critical incident response planning. The District has formed a Threat Assessment Committee to research and develop a Risk Assessment to be utilized by Threat Assessment Teams at elementary, middle, and high school. Professional development for this committee and an evaluation of the Risk Assessment begin in September. The district does not have plans at this time to develop a peer helper program. The district has established its own school police force in accordance with PDE requirements and these officers meet all training requirements as specified in regulation. The district utilizes a child study team approach at the elementary level in place of a student assistance team.

Screening, Evaluating and Programming for Gifted Students

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

The Carlisle Area School District, in compliance with Chapter 16, locates and identifies all students who reside within the district who are thought to be gifted and in need of specially designed instruction. At the request of a parent, a teacher or other school professional, a student can be screened by the school counselor and if applicable, referred for further testing in the form of a psychological evaluation. In grades K-5, elementary building data teams regularly review benchmark testing results and may refer a student for a gifted evaluation as well. A student is considered to be mentally gifted, and in need of specially designed instruction, if either their IQ is 130 or higher or they meet the following multiple criteria:

1) a year or more above grade level achievement in one or more subjects as measured by nationally-normed and validated achievement tests;
2) an observed or measured rate of acquisition/retention of new academic content or skills;
3) demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research as well as criterion-referenced team judgment;
4) early and measured use of high level thinking skills (Guilford/Bloom's Taxonomy), academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude or technology expertise;
5) documented, observed, validated or assessed evidence that intervening factors such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

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

Each building has the child study team process that allows for students' strengths and needs to be discussed as a team. If a student is thought to be academically gifted or a higher achiever, then the team meets and expresses the need for further review. The psychologist is involved in this process. Parents also have the ability to request that this review/screening takes place.

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

Each building utilizes a screening tool to establish a baseline. From that information, further need for an evaluation is determined. If an evaluation is indicated, the team of teachers within this evaluation provides input and shares PELS. Parent input is included as well. Permission to evaluate is sent to parents. At that point that permission is returned, the psychologist completes the GMDE using IQ, achievement and multiple criteria to determine eligibility and the need for specially designed instruction.

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

Each building provides gifted programming on a consistent basis. At the elementary buildings, this is structured as a traditional "pull out" opportunity with a focus on enrichment or accelerated activities. This can be individualized or within a small group. At the middle level, students experience a combination of pull-out programming and in-class acceleration. At the high school level, students have extensive opportunities for acceleration within their core classes, and through Advanced Placement (AP) and Honors courses. In addition, high school students have an opportunity for pull-out experiences which do not interfere in their class schedule. The middle and high school levels offer additional experiences and opportunities, to include, but not limited to, History Day; CASAC, PJAS and CASEF science fairs; Quiz Bowl; Thinking Cap Online Quiz Bowl; and the Hershey History Essay Contest.

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	X	X
Career Development/Planning		X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X		
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	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

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

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

The district does not have a position called "community liaison". The district employs a home/school visitor who works with administrators, parents, students and community agencies to coordinate services related to truancy.

Communication of Educational Opportunities

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

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

Classroom teachers and intervention staff work closely together to ensure that student needs are being met in both academic settings. Teachers plan collaboratively with the intervention staff, share educational materials, co-teach when applicable and meet regularly to discuss individual students and the educational needs of these students. Information is shared formally in face to face meetings and through records kept by the classroom teacher and interventionist. Classroom teachers and interventionists attend data team meetings throughout the year. Interventionists share progress monitoring data with the classroom teachers.

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**

The school district partners with the Capital Area Intermediate Unit to conduct child find activities to identify pre-school children who may have developmental delays or other disabilities. The intermediate unit coordinates transition meetings with district staff when these children approach school age. The transition meetings are essential in developing an educational program that will meet individual student needs. The school district operates two specialized classes: intensive speech and language, and primary assessment. Administrators in each elementary building receive academic information from local pre-school providers for students entering kindergarten. This information is provided to kindergarten teachers. Meetings with pre-school providers occur as needed.

The school district hosts Child Time, a before- and after- school program at particular elementary schools. Students have the opportunity to learn and play in classrooms and the gymnasiums. The school district partners with community agencies and organizations to offer after school programs, to include mentoring and tutoring. These organizations include Hope Station, Carlisle Victory Circle, the YMCA, the YWCA, and others.

The district partners with organizations such as the Capital Region Partnership for Career Development to offer workforce development programs. The district also employs a Cooperative Education Coordinator to assist students making the transition from school to work, as well as to oversee various internships and apprenticeships.

The school district's certified teachers offer tutoring services. A list of qualified individuals is distributed periodically so that buildings and students may access these services. The district also partners with several non-profit organizations to offer tutoring services to Carlisle students both within and outside of the district.

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 Carlisle Area School District coordinates with the Capital Area Intermediate Unit for preschoolers with special needs. The district hosts an open house for families of these pre-schoolers in February prior to the new school year. The directors of special education visit each student in their pre-school setting and meet with families to review school aged IEP needs and discuss placement. The school psychologist reviews evaluation data and new evaluation reports and IEPs are developed. The district does not operate a pre-school program nor do we contract with another agency to do so. The district also operates a "staggered" start for kindergarten. For each of the first three days only 1/3 of the students report to their kindergarten classroom. The kindergarten teacher acclimates students to the routines and procedures in kindergarten. Parents are able to remain with students for the first part of the school day.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	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 the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	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 effective results.	X	X	X	X

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

As mandated by Act 48 of 1999, all certified educators must complete six college credits, six credits of continuing professional education courses, 180 clock hours of continuing education or any combination of collegiate studies, continuing education courses or learning experiences equivalent to 180 clock hours every five years.

Professional development activities must meet one or more of the criteria identified in Act 48: 1) must be based on student needs and evaluated using student data, 2) must have content that will increase student learning, 3) must enhance the educator's teaching skills based on research on effective practice with emphasis given to interventions for struggling students, 4) must include a variety of classroom based assessments and the skills needed to analyze and use data in instructional decision making and 5) must empower educators to work effectively with parents and community partners. The director of curriculum and instruction must pre-approve all Act 48 activities in order to ensure adherence to the Act 48 Professional Education Guidelines. The director of curriculum and instruction utilizes the Professional Education Plan and the Act 48 Professional Education Guidelines established by the PA Department of Education in determining Act 48 hours. All Act 48 workshops are aligned to teachers' and specialists' areas of certification.

The Carlisle Area School District also has a fully functioning Act 48 Professional Education Committee with teacher representatives from every building and specialist representatives in nursing, counseling and technology. The committee also includes parents, community leaders and business leaders. This committee is overseen by the director of curriculum and instruction, and the director of digital learning and technology. Finally, the collective bargaining agreement requires that teachers complete 24 hours of staff development training annually. These workshop hours are required to be completed outside the contractual work day.

Administrators in the school district participate in the PDE Pennsylvania Inspired Leadership (PIL) training. Educators seeking leadership roles participate in a variety of college and university practicum experiences with building and district level administrators.

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

All strategies were selected.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
11/1/2015 Initial implementation; Dates then vary by hire date
The LEA plans to conduct the required training on approximately:
11/1/2015 Every 5 years per state mandate

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

Questions
The LEA has conducted the training on:
8/1/2016 Initial implementation; Dates then vary by hire date
The LEA plans to conduct the training on approximately:
8/1/2016 Every 5 years per state mandate

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

    None.

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

The Carlisle Area School District regularly assesses the professional development needs of its teachers both formally and informally. Representatives on the Act 48 Professional Education Plan annually survey their staff at faculty meetings and through email to determine topic ideas for future staff development. Every three years the school district surveys all professional staff through a formal needs assessment.

The most recent needs assessment was conducted from March 1 through March 15, 2018. This needs assessment focused on the following topic areas: time line for professional development, types of professional development, professional development topics, technology integration, accountability measures and disposition towards professional development. The 2018 needs assessment generated a 66% return rate from professional staff. Results of this most recent assessment included the following: 71% of respondents prefer trainings to be offered in June and 79% of respondents prefer three hour workshops. Fifty-three percent of respondents asked that content be focused on active engagement strategies. Forty-five percent of respondents asked that content be focused on the 21st Century skills of communication, collaboration, critical thinking and creativity. Forty-two percent of respondents asked that content be focused on high-yield strategies such as higher-order thinking, summarizing, vocabulary in context, reading comprehension and writing to raise achievement. Only 17% of respondents integrate technology at the

"modification" level weekly. Only 10.5% of respondents indicated that they integrate technology at the "redefinition" level weekly. The Act 48 Committee identified the following trends: to include the need for more choice in professional development topics, more subject-specific topics, more opportunities for face-to-face and application-type sessions and more strategy-focused workshops. The results of this needs assessment guides the Act 48 Professional Education Committee in developing future workshops.

Professional development activities may take place in formal workshops, at faculty meetings or in department meetings. Administrators and program chairs participate fully in the faculty meeting and department meeting workshops. Elementary principals and program chairpersons participate fully in required professional development topics with their teachers. Secondary principals attend as topics dictate or are provided an overview of the required training by the director of curriculum and instruction.

The Act 48 Professional Education Committee identifies staff members with the appropriate knowledge and skills to teach these workshops. Topics are directly related to teachers' instruction in the classroom and administrators expect that new learning will be applied to classroom practice. Formal observations and walkthrough observations ensure that teachers are utilizing the strategies taught. Teachers and administrators regularly review student achievement data in proficiency team meetings and identify potential professional development topics. These topics may become part of a formal workshop or an informal session at a faculty meeting. Each participant in a workshop must complete an online evaluation of that workshop. Both the director of curriculum and instruction and director of digital learning and technology monitor these evaluations to ensure that quality instruction takes place and that the needs of the participants are met. All workshop facilitators are certified teachers and administrators and must be rated as "satisfactory" employees in order to conduct staff development workshops. Administrators participate and/or act as facilitators of staff development workshops as appropriate.

District expectations are embedded into all required staff development workshops as they directly relate to teachers' instructional practice. Administrators, program chairs, directors, technology integrators and instructional coaches are available to provide additional support services to teachers who need this support after the initial training. Student achievement data guides all district decisions. Formal and informal classroom observations occur on a regular basis and instruction is closely monitored by building, program and district level administrators.

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

All strategies were chosen.

Induction Program

Checked answers

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

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will 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.

- 1) to support an orderly and successful passage of all teachers new to the the teaching profession through their first two years of teaching.

- 2) to build a strong mentor relationship between the beginning teacher and induction team.

- 3) to build a knowledge base of essential resources, policies and procedures at the federal, state, regional and local level.

- 4) to provide training in classroom management skills including developing classroom management plans and classroom procedures.

- 5) to develop strong instructional competencies including lesson design and implementation, the alignment of academic standards to district curriculum and embed them into instructional planning and delivery.

- 6) to develop a strong instructional practice by embedding research-based instructional strategies into lesson planning and instructional delivery.

- 7) to provide training in such areas as special education, English as a Second Language Instruction, diversity and school law.

- 8) to provide an orientation to district and building procedures.

- 9) to provide an overview of the teacher induction program.

Unchecked answers
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.

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

The Carlisle Area School District provides all teachers new to the profession and all experienced teachers new to the school district with a two-year comprehensive plan that includes a wide-range of professional development and strong mentoring by experienced teachers. A literacy coach in our three Title I buildings and an instructional coach at the secondary level provide additional in-class support and informal observation of classroom instruction. Building principals in all ten of our buildings conduct four formal observations each year of all new teachers. Principals also conduct informal walkthrough observations each week. Program chairpersons at the 6-12 or K-12 level also assume responsibility for formal observations and walkthrough observations. Principals and instructional coaches review weekly lesson plans and provide feedback to new teachers. The director of curriculum and instruction works closely with all administrators to ensure that all new teachers are providing appropriate instruction to students. A formal orientation meeting is held in August each year to outline the goals of the induction program with all new teachers. All new teachers complete an evaluation at the end of each workshop. New teachers also complete an evaluation of the entire induction program at the end of each year. Information received from these evaluations guides future induction workshops and schedules.

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

The Carlisle Area School District does not provide training on the PDE Standards Aligned System (SAS) website. The Carlisle Area School District has aligned its curriculum to the PA Academic Standards and/or PA Core Standards. These standards are numbered correctly and written into each curriculum document. PA colleges and universities have provided their education majors with an overview of this system. Individual teachers can access this system at anytime for their individual and subject area needs. The district integrates standards and curriculum understandings into many of the teacher induction workshops.

Needs of Inductees

Checked answers
- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Standardized student assessment data other than the PSSA.
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Student PSSA data.

- Classroom assessment data (Formative & Summative).

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

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

The director of curriculum and instruction oversees the induction process. The director of curriculum and instruction and a secondary instructional coach work closely with these new teachers acting as facilitators for workshops and/or attending induction workshops. Informal conversations and formal evaluations of each workshop provide additional information and guide future planning. Twice each year, all new teachers are asked to evaluate the effectiveness of the induction program. In January of each year, the instructional coach meets with all K-12 mentors and seeks feedback on the induction program and the skill set of their beginning teacher. Instructional coaches and principals review weekly lesson plans and provide feedback as needed. Formal observations are conducted four times each year by the teacher's principal or program chair. New teachers receive two formal evaluations each year. Mentor teachers meet with their new teacher weekly during the first semester and bi-weekly during the second semester to discuss curriculum, instruction, assessment, resources, building procedures, classroom management strategies, etc. New teachers are required to conduct an observation of their mentor teacher and one other teacher of their choosing.

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

The Carlisle Area School District does not require new teachers to submit an induction portfolio. Artifacts collected at each observation using Danielson's Framework for Teaching will provide sufficient evidence under the Educator Effectiveness evaluation system. Other strategies are reviewed throughout the academic year in other capacities (faculty meetings, department meetings).

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.
- 1) mentors must be committed to the teaching experience and service to children.
- 2) mentors must demonstrate success in fostering student performance.
- 3) mentor teachers are recognized as an excellent teacher by the building principal and program chair.
- 4) mentor teachers must possess subject area and grade level expertise, knowledge of curriculum and use of a variety of instructional strategies.
- 5) mentor teachers must demonstrate strong classroom management skills and organizational techniques.
- 6) mentor teachers must demonstrate a willingness and ability to support a teacher in his or her first year of teaching, demonstrate enthusiasm and an ability to communicate with colleagues, parents and students.

Unchecked answers

> *None.*

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

The Carlisle Area School District appoints mentor teachers on an annual basis. Mentor teachers are chosen by the building principal and approved by the director of curriculum and instruction.

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

All characteristics were selected. Additional characteristics were added.

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	X				
Best Instructional Practices	X	X				
Safe and Supportive Schools	X	X	X	X	X	X
Standards	X	X				
Curriculum	X	X				
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X				
Data informed decision making	X			X		
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

The Carlisle Area School District provides a two year induction program for all teachers new to the profession and to teachers new to the Carlisle Area School District. A two week induction program begins in August with the following trainings: K-5 Everyday Math, K-12 Transitioning to the Classroom, K-12 Security Training, K-12 Teacher Evaluation Training, K-12 Learning Focused Schools Training, K-5 and 6-12 Literacy Training, 6-12 Power School and Schoology Training, and 6-12 and K-12 specialists training in Teacher Webpage and Office 365. After school sessions from August through February include: K-5 Handwriting Without Tears and Standards-Based Report Card Training, K-12 Special Education Training, K-12 Working with English Learners, K-12 Literacy Training, K-12 Learning Focused Schools Training, K-12 Diversity Training, and K-12 School Law Training.
An individualized induction program is designed for non-instructional specialists such as school nurses, school counselors, librarians, and speech and language clinicians. This induction program is based on the individual needs of the new employee and includes special workshops entitled, " The Role of..... " and includes a year-long induction program which identifies the specific responsibilities of these professional staff members.

Our principals and K-12 safe schools administrator provide on-going training at building level faculty meetings and during required safety drills. In addition, all teachers must complete 3.5 hours of child abuse training upon hiring. Our August new teacher orientation session also includes professionalism, use of social media and developing appropriate relationships with students.

Our second year of induction training includes: K-5 Literacy Training, K-12 Learning Focused Schools Training, and 6-12 Differentiated Instruction Training . All second year teachers are required to set instructional goals each marking period. Instructional coaches, principals and program chairs provide feedback and guidance to second year teachers to help them meet these goals.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The director of curriculum and instruction coordinates the district's induction program. An instructional coach/curriculum specialist works closely with all teachers in their first and second year in the Carlisle Area School District. Weekly walkthrough observations of first year teachers and bi-weekly observations of second year teachers provide the district with immediate feedback regarding teachers' classroom management skills, lesson delivery, student response and the use of a variety of instructional strategies. The instructional coach meets with the director of curriculum and instruction to discuss new teachers' needs and concerns as needed. In January of each year, mentor teachers meet with the instructional coach regarding the effectiveness of the induction program.

In addition, all new teachers complete an evaluation of the induction program twice each year. New teachers also complete an evaluation after each training session. These evaluations are reviewed by the director of curriculum and instruction and instructional coach. These evaluations are used to refine future training sessions and are kept on file in the staff development coordinator's office as required by Act 48 regulations. These program evaluations ask new teachers to identify trainings that were most beneficial, what changes they would recommend and ideas or activities that would help future teachers.

Recording Process

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

Checked answers

- 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.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

- Mentor documents his/her inductee's involvement in the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

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 (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

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

Special Education Assurances

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

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

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

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

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

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

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

District Accomplishments

Accomplishment #1:

Individual buildings and departments within the Carlisle Area School District maintain strong relationships with families and the community.

Accomplishment #2:

The Carlisle Area School District maintains strong partnerships with non-profit organizations which serve students.

Accomplishment #3:

The Carlisle Area School District maintains strong partnerships with businesses, organizations, and colleges.

Accomplishment #4:

The Carlisle Area School District maintains a stand-alone career and technology program which serves over 550 students.

Accomplishment #5:

Individual buildings and departments within the Carlisle Area School District have conducted activities and events to promote college and career readiness.

Accomplishment #6:

The Carlisle Area School District has invested in a multi-year initiative to improve and enhance instructional planning.

Accomplishment #7:

The Carlisle Area School District provides a two-year comprehensive new teacher/employee induction program.

Accomplishment #8:

The Carlisle Area School District maintains a strong professional development program, to include an online learning component.

District Concerns

Concern #1:
Parent communication about district programs and initiatives could be initiated with more consistency across the district.

Concern #2:
Partnerships with local businesses and organizations could be further developed and enhanced.

Concern #3:
Parts of the career and technical program are experiencing decreasing student enrollment. The program requires stronger alignment with the workforce and careers.

Concern #4:
The district does not implement a comprehensive career preparation and readiness program for all students.

Concern #5:
There are opportunities for the more efficient use and distribution of resources to the elementary schools within the district.

Concern #6:
There are opportunities to further strengthen and align curriculum and instruction within the district.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #2)* Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Systemic Challenge #2 *(Guiding Question #9)* Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

District Level Plan

Action Plans

Goal #1: Redesign teaching and learning to incorporate the acquisition and application of content knowledge as well as to ensure that all learners gain proficiency in skills to include collaboration, communication, higher-order thinking, and the most effective use of digital resources. These skills are critically important to success in today's world, collegiate programs, and contemporary workplaces.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Student Achievement Data (Local data, state assessments, bench-marking assessments, feedback data)

Specific Targets: Local data and assessments which demonstrate increased student achievement

Increase in standardized test scores

Positive perceptual feedback from students, teachers, administration, and community

Strategies:

District Initiative (Student Achievement)

Description:

Implement action steps to achieve the following goal: Redesign teaching and learning to incorporate the acquisition and application of content knowledge as well as to ensure that all learners gain proficiency in skills to include collaboration, communication, higher-order thinking, and the most effective use of digital resources. These skills are critically important to success in today's world, collegiate programs, and contemporary workplaces.

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

Implementation Steps:

Redesign Teaching and Learning - Action Step 1

Description:

Establish a committee of administrators, teachers, board members, community organizations, and parents to act as an advisory group.

Start Date: 7/1/2019   **End Date:** 9/1/2020

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

Redesign Teaching and Learning - Action Step 2

Description:

Conduct visitations to schools engaged in growth and change. Determine the advantages and disadvantages of such change. Make recommendations to the established committee.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

Redesign Teaching and Learning - Action Step 3

Description:

Review all curriculum documents to determine the extent to which collaboration, communication, critical thinking, and the effective use of digital resources are identified and taught. Enhance curriculum to better balance content instruction with higher order skills and expectations.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s): Educational Technology

Supported Strategies:

- District Initiative (Student Achievement)

Redesign Teaching and Learning - Action Step 4

Description:

Provide professional development to all teachers on unit and lesson planning based on research-based best practices.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- District Initiative (Student Achievement)

Redesign Teaching and Learning - Action Step 5

Description:

Provide professional development to all teachers on research-based instructional best practices with an emphasis on collaboration, communication, and higher-order thinking, emphasizing the integration of technology where appropriate.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- District Initiative (Student Achievement)

Redesign Teaching and Learning - Action Step 6

Description:

Research the purpose and relevance of homework. Determine how the concept of homework should change in this learning environment. Make recommendations to the established committee.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

Redesign Teaching and Learning - Action Step 7

Description:

Research the purpose and relevance of various grading and assessment systems. Determine how the concept of grading should change in this learning environment. Make recommendations to the established committee.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

Redesign Teaching and Learning - Action Step 8

Description:

Periodically solicit student feedback to determine whether district curriculum and instruction is meeting students' needs.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

Goal #2: Evaluate the current K-5 elementary program and configuration to determine the best ways to meet the academic, social, and emotional needs of a diverse student population.

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Visitation to other schools

Research and literature

Consultation with experts

Specific Targets: Identify possible solutions and outcomes which would increase student achievement and student opportunities, and which would be financially responsible.

Strategies:

District Initiative (Student Achievement)

Description:

Implement action steps to achieve the following goal: Evaluate the current K-5 elementary program and configuration to determine the best ways to meet the academic, social, and emotional needs of a diverse student population.

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

Implementation Steps:

Evaluation of Elementary Program - Action Step 1

Description:

Establish an elementary program evaluation committee to include administrators, teachers, board members, community representatives, and parents to act as an advisory group.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

Evaluation of Elementary Program - Action Step 2

Description:

Conduct research to determine the academic benefits, financial impact, equity issues, and related issues surrounding possible strategies and reconfigurations to better meet the needs of elementary students.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

Evaluation of Elementary Program - Action Step 3

Description:

Conduct research on all possible grade configurations and visit other school districts to determine the academic benefits, financial impact, equity issues, and related issues surrounding each one.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

Evaluation of Elementary Program - Action Step 4

Description:

Present research findings and an evaluation of the possible strategies and/or reconfiguration to the Board of Directors.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

Evaluation of Elementary Program - Action Step 5

Description:

Develop a time line and action steps for the selected strategies and/or reconfiguration.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

Goal #3: Develop a K-12 career exploration program 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.

Indicators of Effectiveness:

Type: Annual

Data Source: Local Career Assessments, Surveys, and Logs

Future Ready Index requirements

Specific Targets: Every student will meet minimum requirements of a career exploration or readiness program on a yearly basis.

Strategies:

District Initiative (Student Achievement)

Description:

Implement action steps to achieve the following goal: Develop a K-12 career exploration program for all students.

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

Implementation Steps:

K-12 Career Exploration Program - Action Step 1

Description:

Establish a committee of administrators, teachers, parents, and non-profit/business leaders to determine fundamental skills, tasks, and experiences students must have at each grade level to make sound career and college choices.

Start Date: 7/1/2019   **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

K-12 Career Exploration Program - Action Step 2

Description:

Establish a career exploration program that focuses on the 16 Career Clusters as identified by US Department of Education.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- District Initiative (Student Achievement)

K-12 Career Exploration Program - Action Step 3

Description:

Develop a series of career exploration opportunities for elementary students in grades 3 through 5.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- District Initiative (Student Achievement)

K-12 Career Exploration Program - Action Step 4

Description:

Develop a series of career exploration opportunities that culminate in a career plan for all students by the end of their 8th grade year.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- District Initiative (Student Achievement)

K-12 Career Exploration Program - Action Step 5

Description:

Develop a series of career exploration opportunities that culminate in the implementation of a career plan for all students by the end of their 11th grade year.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- District Initiative (Student Achievement)

K-12 Career Exploration Program - Action Step 6

Description:

Identify ways to embed career exploration opportunities into existing curriculum/courses to ensure that all students receive instruction on career planning and job skills.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

K-12 Career Exploration Program - Action Step 7

Description:

Provide professional development training to administrators, teachers, and school counselors on the PA Academic and Career Work Standards, changing economics, cost effectiveness/return on investment of college versus technical schools, career exploration, and the world of work.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- District Initiative (Student Achievement)

K-12 Career Exploration Program - Action Step 8

Description:

Provide information and print/online resources to parents on the PA Academic and Career Work Standards, changing economics, cost effectiveness/return on investment of college versus technical schools, career exploration, and the world of work.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

K-12 Career Exploration Program - Action Step 9

Description:

Conduct a review of all business academy courses in grades 9 through 12 to determine their continued relevance. Determine if a personal finance

course could replace an existing course. Determine the costs and teacher certifications associated with this new course.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

Goal #4: Conduct an evaluation of our career and technical education program to determine the academic benefits, financial benefits, and long-term career projections of each program.

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Research and literature

Consultation with experts

Specific Targets: Develop recommendations which would increase student enrollment, increase student achievement, demonstrate financial responsibility, and strengthen connections to careers and the work force.

Strategies:

District Initiative (Student Achievement)

Description:

Implement action steps to achieve the following goal: Conduct an evaluation of our career and technical education program to determine the academic benefits, financial benefits, and long-term career projections of each program.

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

Implementation Steps:

Evaluation of CTE Program - Action Step 1

Description:

Hire a consultant to conduct a programmatic review of each career and technical education program.

Start Date: 7/1/2019   **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

Evaluation of CTE Program - Action Step 2

Description:

Develop criteria for evaluating the academic, financial, and long-term career projections of current offerings.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

Evaluation of CTE Program - Action Step 3

Description:

Conduct an evaluation of each career and technical education program based on established criteria.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

Evaluation of CTE Program - Action Step 4

Description:

Investigate and analyze the academic, financial, and long-term career projections on new career and technical education programs as identified by the consultant.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

Evaluation of CTE Program - Action Step 5

Description:

Present findings and recommendations to the Board of Directors to improve the career and technical program for students.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Student Achievement)

Goal #5: Develop long-term partnerships with selected businesses, industries, and non-profit organizations within the Carlisle Area School District boundaries.

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Financial Data

Survey Data

Specific Targets: Partnerships will become embedded into curricular experiences.

Partnerships will yield financial benefits.

Strategies:

District Initiative (Financial Stewardship and Student Achievement)

Description:

Implement action steps to achieve the following goal: Develop long-term partnerships with selected businesses, industries, and non-profit organizations within the Carlisle Area School District boundaries.

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

District Partnerships - Action Step 1

Description:

Conduct meetings with selected business, industry, and non-profit leaders to discuss the need for and benefits of long-term partnerships.

Start Date: 7/1/2019   **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- District Initiative (Financial Stewardship and Student Achievement)

District Partnerships - Action Step 2

Description:

Establish a mutually agreeable list of funding opportunities.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Financial Stewardship and Student Achievement)

District Partnerships - Action Step 3

Description:

Develop a process for annual contributions to and/or participation in CASD programs that meet the needs of the school district and business/industry/non-profit partners.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Financial Stewardship and Student Achievement)

District Partnerships - Action Step 4

Description:

Develop internship and volunteer opportunities for CASD students that meet the needs of the school district and business/industry/non-profit partners.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Financial Stewardship and Student Achievement)

Goal #6: Develop a comprehensive series of annual parent and community information sessions at the elementary, middle, high school, and district levels.

Related Challenges:

- 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.

Indicators of Effectiveness:

Type: Annual

Data Source: District and building records of meetings and events

Attendance lists

Specific Targets: District will conduct minimum number of meetings.

Buildings will conduct minimum number of meetings.

District and buildings will share information and goals with parents/families in a comprehensive and consistent manner.

Review attendance data.

Strategies:

District Initiative (Community Engagement)

Description:

Implement action steps to achieve the following goal: Develop a comprehensive series of annual parent and community information sessions at the elementary, middle, high school, and district levels.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Parent and Community Information - Action Step 1

Description:

Develop an annual series of parent and community information sessions with an established series of dates and topics at the beginning of each school year.

Start Date: 7/1/2019   **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- District Initiative (Community Engagement)

Parent and Community Information - Action Step 2

Description:

Conduct at least three parent information sessions at each level annually. Topics may include, but are not limited to, literacy, Every Day Math, career exploration, college planning, and internet safety. Provide online resources on these topics.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Community Engagement)

Parent and Community Information - Action Step 3

Description:

Conduct at least three community information sessions at the district level annually. Topics may include, but are not limited to, the comprehensive plan and financial stewardship. Provide online resources on these topics.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Community Engagement)

Parent and Community Information - Action Step 4

Description:

Partner with community agencies that provide after school tutoring/activities and provide professional development which strengthens their connection to the schools. Topics may include, but are not limited to, study skills, organization skills, academic topics (literacy, math), social skills, and building relationships.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Community Engagement)

Parent and Community Information - Action Step 5

Description:

Develop a CASD social media presence. Use all avenues to publicize community and parent information sessions in a timely manner.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- District Initiative (Community Engagement)

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	**Redesign teaching and learning to incorporate the acquisition and application of content knowledge as well as to ensure that all learners gain proficiency in skills to include collaboration, communication, higher-order thinking, and the most effective use of digital resources. These skills are critically important to success in today's world, collegiate programs, and contemporary workplaces.**	**Strategy #1: District Initiative (Student Achievement)**

Start	End	Title	Description
7/1/2019	6/30/2022	Redesign Teaching and Learning - Action Step 4	Provide professional development to all teachers on unit and lesson planning based on research-based best practices.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum and Instruction and Director of Digital Learning and Technology	6.0	1	70	Carlisle Area School District, Learning Focused Schools	CASD and Learning Focused Schools	Yes

Knowledge	Lesson planning framework
	Increased rigor in lesson planning
Supportive	Learning Focused Schools lesson planning framework

Research

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. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	LEA Whole Group Presentation Series of Workshops School /Whole Group Presentation Department Focused Presentation Online-Asynchronous Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Other educational	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

specialists

| 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
Journaling and reflecting | Evaluation Methods | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Student PSSA data
Standardized student assessment data other than the PSSA
Classroom student assessment data
Participant survey
Review of participant lesson plans
Review of written reports summarizing instructional activity |

LEA Goals Addressed:	Redesign teaching and learning to incorporate the acquisition and application of content knowledge as well as to ensure that all learners gain proficiency in skills to include collaboration, communication, higher-order thinking, and the most effective use of digital resources. These skills are critically important to success in today's world, collegiate programs, and contemporary workplaces.	Strategy #1: District Initiative (Student Achievement)

Start	End	Title	Description
7/1/2019	6/30/2022	Redesign Teaching and Learning - Action Step 5	Provide professional development to all teachers on research-based instructional best practices with an emphasis on collaboration, communication, and higher-order thinking, emphasizing the integration of technology where appropriate.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum and Instruction and Director of Digital Learning and Technology	6.0	1	70	Carlisle Area School District, Learning Focused Schools	CASD and Learning Focused Schools	Yes

Knowledge	Embedding rigor and critical thinking strategies into lesson planning
Supportive Research	Planning framework High level / High yield thinking strategies

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

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Online-Asynchronous Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals 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	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

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

Journaling and reflecting

instructional delivery and professionalism.

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

Participant survey

Review of participant lesson plans

Review of written reports summarizing instructional activity

LEA Goals Addressed:	Develop a K-12 career exploration program for all students.	Strategy #1: District Initiative (Student Achievement)

Start	End	Title	Description
7/1/2019	6/30/2022	K-12 Career Exploration Program - Action Step 7	Provide professional development training to administrators, teachers, and school counselors on the PA Academic and Career Work Standards, changing economics, cost effectiveness/return on investment of college versus technical schools, career exploration, and the world of work.

Person Responsible	SH	S	EP	Provider			Type	App.
Director of Curriculum and Instruction and Director of Careers and Technology	6.0	1	40	Carlisle Area School District			School Entity	Yes

PA Academic and Career Work Standards

Knowledge   Changing economics

Cost effectiveness/return on investment of college, technical schools, etc.

PA Academic and Career Work Standards

Supportive Research

16 Career Competencies

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

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

Instructs the leader in managing resources for effective results.

Training Format

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

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

	New Staff Other educational specialists Related Service Personnel Parents		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	**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