
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Academic Standards and Assessment Report Thursday, January 24, 2008

Entity: Carbondale Area SD
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Organization Description

Carbondale Area School District is a suburban, kindergarten through 12th grade district located in the City of Carbondale. Carbondale Area serves children who reside in the City of Carbondale as well as those who reside in Fell Township. There are approximately 1414 students served by 130 faculty and staff. The district consists of one elementary school building, kindergarten through 6th grade and one junior-senior high school building, grades 7th through 12th.

The planned courses of instruction and assessment are aligned with the state requirements of Chapter 4 for the elementary and the junior-senior high school. All district benchmarks and local assessments are aligned with the Pennsylvania Academic Standards and Assessment Anchors. Monitoring of the program and data analysis review are conducted at each level. The Carbondale Area School District employs qualified personnel to deliver and monitor the curriculum, instruction and assessment requirements of the state regulations. All personnel who teach and administer the district's programs have the required credentials.

Each school contains adequate number of classrooms for the delivery of all required and elective curricular programs. The elementary school provides facilities for experiences in the arts, music, library, computers and physical education. The high school provides facilities for teaching the arts, music, library, physical education, laboratory science courses, business education, computer courses, technology education and family and consumer sciences. Computer laboratories are available in all schools for integration into the curriculum.

Core Purpose

Mission

The mission of the Carbondale Area School District is to prepare all students to be active and productive citizens of a changing global community by fostering lifelong, self-directed learning, independent and collaborative decision-making through critical thinking and self-awareness through understanding others. The use of technology will be curriculum driven and will be equitably integrated into the total school environment. Carbondale Area School District will continue to provide up-to-date technology.

Vision

Carbondale Area School District envisions the following characteristics:

- Professional development opportunities for all staff.
- Excellent communication within the School District between staff members, including sharing of records.
- Excellent communication between the School District and the Community
- Student learning opportunities are tailored to each student.
- Teaching strategies and classroom management techniques are constantly reviewed and updated as necessary.
- Students can work at their own pace
- Students can pursue a wide variety of interests.

- Students work cooperatively with fellow students to solve problems.

Shared Values

1. All students are capable of learning.
2. Partnerships with families and community members, business and industry, contribute to the continued growth of the students.
3. Critical thinking and problem solving are essential skills that should be fostered through the implementation of activities that encourage independent and collaborative decision making.
4. Lifelong learning is a value that will be modeled by members of the school community and fostered within students.
5. All people should respect and value diversity.
6. All members of the school community will maintain the highest standards for themselves and their learning.
7. All students possess abilities, gifts and talent.

Goals

The district will engage in planned activities to promote the achievement of the following organizational goals:

1. Revise planned courses for elementary and high school programs so that they are aligned with academic content standards, assessment anchor standards and instructional requirements.
2. Document a district assessment plan that will be used to determine the degree to which students achieve academic content standards and graduation requirements.
3. Develop a plan to improve student achievement, including the identification of benchmarks and assessments, provisions for additional instructional opportunities for students, and staff development for teachers.
4. Increase the use of technology in learning activities.
5. Improve plans for safety and security, sensitivity to diversity and addressing the needs of diverse learners.
6. Develop parent-school partnerships at all grade levels.

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Goal: SCIENCE

Description: At least of all students will be proficient in Science, as measured by the annual state-wide PSSA assessments in grades 4, 8, and 11.

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Goal: STUDENTS WILL USE TECHNOLOGY IN THE CLASSROOM.

Description: All students will have the opportunity to utilize technology in the classroom.














Goal: WELLNESS AND FITNESS












Description: Carbondale Area School District's goal is to improve health and wellness practices within the school community.

Academic Standards

Academic achievement of all students in the Carbondale Area School District is driven by the Pennsylvania Academic Standards.

Curriculum is continuously revised to maintain clear alignment with expectations outlined in the academic standards and the Pennsylvania Assessment Anchors. Curriculum alignment ensures minimization of repetition and elimination of gaps in instructional programs.

Status	Standards	Other Information
FINAL	Arts & Humanities	These Academic Standards became final upon their publication in the PA Bulletin on January 11, 2003.  Arts & Humanities - PDF version  Arts & Humanities - Word version
FINAL	Final Form Career Education and Work	These Academic Standards became final upon their publication in the PA Bulletin on July 8, 2006.  Final-Form Career Ed. & Work PDF version  Final-Form Career Ed. & Work Word version
FINAL	Civics and Government	These Academic Standards became final upon their publication in the PA Bulletin on January 11, 2003.  Civics & Government PDF version  Civics & Government Word version
FINAL	Economics	These Academic Standards became final upon their publication in the PA Bulletin on January 11, 2003.  Economics PDF version  Economics WORD version
FINAL	Environment and Ecology	These Academic Standards became final upon their publication in the Pennsylvania Bulletin on January 5, 2002.  Environment & Ecology PDF version  Environment & Ecology WORD version
FINAL	Family and Consumer Sciences	These Academic Standards became final upon their publication in the Pa Bulletin on January 11, 2003.  Family & Consumer Sciences PDF version  Family & Consumer Sciences Word version
FINAL	Geography	These Academic Standards became final upon their publication in the PA Bulletin on January 11, 2003.  Geography PDF version

		 Geography Word version
FINAL	Health, Safety and Physical Education	These Academic Standards became final upon their publication in the PA Bulletin on January 11, 2003.  Health, Safety & Physical Education PDF version  Health, Safety & Physical Education Word version
FINAL	History	These Academic Standards became final upon their publication in the Pennsylvania Bulletin on January 11, 2003.  History PDF version  History Word version
FINAL	Mathematics	These standards are final and are now part of Chapter 4 regulations.  Mathematics PDF version  Mathematics WORD version
FINAL	Reading, Writing, Speaking, and Listening	These standards are final and are now part of Chapter 4 regulations.  Reading, Writing, Speaking, Listening PDF version  Reading, Writing, Speaking, Listening WORD version
FINAL	Science and Technology	These Academic Standards became final upon their publication in the Pennsylvania Bulletin on January 5, 2002.  Science and Technology PDF version  Science and Technology WORD version

The academic standards describe the knowledge and skills that students are expected to demonstrate. The district shall provide for the attainment of the academic standards as outline in Chapter 4, Item 4.12. The PA Academic Standards for reading, writing, speaking, listening and mathematics will guide the educational program in these areas throughout the district. Carbondale Area will use benchmark assessments including 4Sights in grades 3-11 and DIBELS in grades K-6.

Gifted Education:

The Carbondale Area School District gifted curriculum focuses on complex and in-depth study of major ideas, key concepts and themes that integrate knowledge within and across disciplines. The gifted program offers students an extension of core learning, using both acceleration and enrichment strategies. Academic needs, identified annually through the review of standardized test data, drive each child's individualized education plan.

ELL:

Carbondale Area School District offers ELL instruction and support for those students whose first language is not English. ELL instruction includes listening, speaking, reading and writing at individual levels of proficiency (beginning, intermediate, and advanced). This level is determine through the administration of the Home Language Survey and the WIDA test. Students who exit the program are monitored and given support for at least one year.

Graduation Requirements

The high school graduation requirements at Carbondale Area School District include class completion and grades, completion of culminating project (in the student's senior year), the results of state and local assessments aligned with the academic standards. Students will demonstrate proficiency in reading, writing, and mathematics on either the state assessments administered in grade 11 or 12 or comparable local assessments under 4.52 at a proficient level or better.

The course requirements for graduation from Carbondale Area Junior-Senior High School (grades 9-12) include:

English	4 credits
Social Studies	3 credits
Mathematics	3 credits
Science	3 credits
Physical Education	2 credits
Arts or Humanities	2 credits
Health	.5 credits
Electives	5.5 credits
Total Credits	23.0 credits

Graduation Project

Each student must complete a culminating project by the end of their senior year. The project will be completed under the guidance and direction of the high school faculty. The purpose of the senior project is to assure that the student is able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. The project requires students to utilize skills that reach across the traditional subject areas. The project encourages students to use higher order thinking skills and requires students to demonstrate what they have learned. The goal of the graduation project is to make Carbondale Area High School graduates more competitive and better prepared to excel in the 21st Century. The components of the graduation project are:

- Students in 10th grade are presented with the graduation project requirements.
- Students in 11th grade will complete a project proposal that will identify a specific topic, the purpose of the project and contacts resources and materials necessary to complete the project.
- Students will maintain a journal reflecting what they have to do to complete the project. The journal will conclude with a self-evaluation which will provide an assessment of the student's performance on the project's value.
- Students will complete a research paper in 11th grade English classes.
- Students will offer a formal presentation of their project to the graduation project committee members.
- The committee will present the student with feedback and assessment. The committee evaluates based on predetermined criteria using rubrics.

Strategic Planning Process

The Carbondale area School District Strategic Planning Committee was formed in October, 2006. Administrators, Department Heads, Guidance Personnel, Board Members, parents and students reviewed the existing plan. All Phase II school districts in Intermediate Unit #19 met at the Intermediate Unit offices throughout the 2006-2007 school year. Dr Lillian Deleo advised the committee during the planning process.

The Committee met and reviewed the following :

1. PSSA Data
2. Professional Development Plan
3. Other forms of Assessment
4. Remediation
5. Service Learning
6. Graduation Requirements
7. Other student data, including demographic
8. Research based Programs

Finally, the plan was placed in the District Office, High School Library, and the Elementary School Library for a review and comment period of thirty days. The Board of Education then approved the Carbondale Area School District Strategic Plan.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Danielle Piatt	Carbondale Area School District	Other	Administration
Dr. Dominick Famularo	Carbondale Area School District	Administrator	Carbondale Area SD Board of Education
Dr. Paul Kaczmarcik	Carbondale Area School District	Administrator	Administration
Mr. Brian Wagner	Carbondale Area School District	Elementary School Teacher	Teachers
Mr. David Cerra	Carbondale Area School District	Other	Carbondale Area SD Board of Education
Mr. Joseph Cerra	Carbondale Area	Secondary School	Teachers

	School District	Teacher	
Mr. Joseph Farrell	Carbondale Area School District	Administrator	Administration
Mr. Joseph Golecki	Carbondale Area School District	Administrator	Administration
Mr. Robert Bifano	Carbondale Area School District	Ed Specialist - Instructional Technology	Educational Specialists
Mr. Steve Durkin	Carbondale YMCA	Community Representative	Carbondale Area SD Board of Education
Mrs. Ann Boyle	Carbondale Area School District	Special Education Representative	Carbondale Area SD Board of Education
Mrs. Ann Vadella	Carbondale Area School District	Ed Specialist - School Counselor	Educational Specialists
Mrs. Faith Ann Farber	Carbondale Area School District	Parent	Carbondale Area SD Board of Education
Mrs. Jeanne Nakonechni	Carbondale Area School District	Administrator	Carbondale Area SD Board of Education
Mrs. Lisa Emmett	Carbondale Area School District	Elementary School Teacher	Teachers
Mrs. Mary Ruddy	Restaurant Business	Business Representative	Carbondale Area SD Board of Education
Mrs. Maura Cordova	Carbondale Area School District	Parent	Carbondale Area SD Board of Education
Mrs. Tracy Andrews	Carbondale Area School District	Board Member	Carbondale Area SD Board of Education
Ms. Marissa Bonacci	Carbondale Area School District	Secondary School Teacher	Teachers
Ms. Michele Bannon	City of Carbondale	Community Representative	Carbondale Area SD Board of Education
Shane Pope	Carbondale Area School District	Other	Administration
Alex Kelly	Networking Business	Business Representative	Carbondale Area SD Board

Goals, Strategies and Activities

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Student Support services

Description: A variety of student support services are available in the Carbondale Area School District to support students throughout their educational program.

Activities:

Activity	Description	
Guidance Services	Individual counseling services are provided to all students on a regular basis. Students requiring additional support are scheduled with guidance staff or appropriate personnel on an as needed basis.	
Person	Timeline for Implementation	Resources

Responsible		
Joseph Farrell	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Student Assistance Program	Student Assistance Program team members meet weekly to evaluate student concerns.	
Person Responsible	Timeline for Implementation	Resources
Joseph Golecki	Start: N/A Finish: N/A	\$0.00

Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Assessments

Description: 4Sight Benchmark Assessments are implemented to gather student data that is used to guide instruction.

Activities:

Activity	Description	
Benchmark Assessments	4Sight benchmark assessments are implemented a minimum of 4 times per school year in grades 3-8. Student achievement data is reviewed and action plans are developed to target instructional needs.	
Person Responsible	Timeline for Implementation	Resources
Jeannie Nakonechni	Start: 9/19/2007 Finish: 4/9/2008	\$2,700.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	4	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Carbondale Area School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn how to interpret data to determine student instructional needs and will have opportunities to plan appropriate learning opportunities to meet the		<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Provides educators with a

needs of all learners.		<p>variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Mathematics
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Student PSSA data Standardized student assessment data other than the PSSA 	

Activity	Description	
Study Island	Classroom instruction will be reinforced through the use of Study Island. Teachers will have the opportunity to assess students' strengths and weaknesses. Teachers are assigned specific times to access Study Island.	
Person Responsible	Timeline for Implementation	Resources
Jeannie	Start: N/A	\$3,200.00

Nakonechni	Finish: N/A
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Strategy: Curriculum

Description: Teachers will be provided the opportunity to identify assessment anchors, to integrate into instruction and to assess. Item analysis will be conducted to allow teachers to develop an understanding of PSSA questions.

Activities:

Activity		Description
Assessment Anchor Review		Teachers will receive inservice opportunities focused on PA Assessment Anchors.
Person Responsible	Timeline for Implementation	Resources
Jeannie Nakonechni	Start: 12/17/2007 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	4	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Carbondale Area	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will gain knowledge of eligible content and share best practices.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as

		<p>to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Mathematics History
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Student PSSA data Standardized student assessment data other than the PSSA 	

Activity	Description	
Differentiated Instruction	Teacher's will use differentiated instruction to meet student needs.	
Person Responsible	Timeline for Implementation	Resources
Joseph Farrell	Start: 1/23/2008 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	4	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Carbondale Area	<ul style="list-style-type: none"> School Entity 	Approved

	<ul style="list-style-type: none"> Intermediate Unit 	
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn how to customize instruction to meet the needs of diversified learners.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, 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.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> Review of participant lesson plans 	

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Assessment

Description: 4Sight Benchmark Assessments are implemented to gather student achievement data that is used to guide instruction. DIBELS and Running Records are also used in grades K-6 as diagnostic assessments.

Activities:

Activity	Description	
Benchmark Assessments	4 Sight benchmark assessments are implemented a minimum of 4 times per school year in grades 3-8. Student achievement data is reviewed and action plans are developed to target instructional needs.	
Person Responsible	Timeline for Implementation	Resources
Jeannie Nakonechni	Start: 9/19/2007 Finish: 4/9/2008	\$2,700.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	4	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Carbondale Area School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn how to interpret data to determine student instructional needs and will have opportunities to plan appropriate learning opportunities to meet the needs of all learners.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.

Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA 	

Activity	Description	
Diagnostic Assessments	Diagnostic Assessments including DIBELS and running records are used to assess students' reading proficiency and to determine student needs for remediation or intervention.	
Person Responsible	Timeline for Implementation	Resources
Jeannie Nakonechni	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Study Island	Classroom instruction will be reinforced through the use of Study Island. Teachers will have the opportunity to assess students' strengths and weaknesses. Teachers are assigned specific times to access Study Island.	
Person Responsible	Timeline for Implementation	Resources
Jeannie Nakonechni	Start: N/A Finish: N/A	\$3,200.00

Strategy: Curriculum

Description: Teachers will be provided the opportunity to identify assessment anchors, to integrate into instruction and to assess. Item analysis will be conducted to allow teachers to develop an understanding of PSSA questions.

Activities:

Activity	Description	
Assessment Anchor Review	Teacher will receive inservice opportunities focused on PA Assessment Anchors.	
Person Responsible	Timeline for Implementation	Resources
Jeannie Nakonechni	Start: 1/23/2008 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	4	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Carbondale Area	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will gain knowledge of eligible content and share best practices.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to

		access and use appropriate data to inform decision-making.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Science and Technology Mathematics
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	<ul style="list-style-type: none"> Student PSSA data 	

Activity	Description	
Differentiated Instruction	Teacher's will use differentiated instruction to meet student needs.	
Person Responsible	Timeline for Implementation	Resources
Jeannie Nakonechni	Start: 1/23/2008 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	4	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Carbondale Area	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn how to customize instruction to meet the needs of diverse learners.		<i>For classroom teachers, school counselors and education specialists:</i>

		<ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, 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.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> Student PSSA data 	

Goal: SCIENCE

Description: At least of all students will be proficient in Science, as measured by the annual state-wide PSSA assessments in grades 4, 8, and 11.

Strategy: Curriculum

Description: Professional development will be conducted to assist teachers in grades 3 to 11 to understand and identify assessment anchors, to integrate into instruction, and to assess. In addition, item analysis will be conducted to allow teachers to develop understanding of PSSA open-ended questions and scoring rubric.

Activities:

Activity	Description	
Curriculum development	Teachers will review the science curriculum as compared to the PSSA science assessment.	
Person Responsible	Timeline for Implementation	Resources
Jeannie Nakonechni	Start: N/A Finish: N/A	\$0.00

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Policy and Procedure

Description: Specific policies and procedures are board approved in regards to student attendance. Parents and students are aware of these policies and procedures.

Activities:

Activity	Description	
Parent Communication	Parents are aware of policies and procedures for attendance. Parents are notified of absences via the Connect Ed system and attendance letters. The district participates in the STARRS Program.	
Person Responsible	Timeline for Implementation	Resources
Joseph Farrell	Start: N/A Finish: N/A	\$0.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Parent Education

Description: Carbondale Area notifies parents regarding student participation in state assessments.

Activities:

Activity	Description	
Information letter to parents	District letter sent to parents to inform them of requirements for state assessments.	
Person Responsible	Timeline for Implementation	Resources
Joseph Farrell	Start: N/A Finish: N/A	\$0.00

Strategy: Student Education

Description: Students are made aware of the importance of the PSSA by teachers and administrators.

Activities:

Activity	Description	
Grade level meeting	Meetings are scheduled with students by administrators to discuss the testing process.	
Person Responsible	Timeline for Implementation	Resources
Joseph Farrell	Start: N/A Finish: N/A	\$0.00

Goal: STUDENTS WILL USE TECHNOLOGY IN THE CLASSROOM.

Description: All students will have the opportunity to utilize technology in the classroom.

Strategy: Technology Integration

Description: All teachers will integrate technology into their planned instruction.

Activities:

Activity	Description	
Professional development with Technology	Teachers and administrators will participate in professional development focusing on the increased use of technology.	
Person Responsible	Timeline for Implementation	Resources
Joseph Farrell	Start: 1/23/2008 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5	15	45
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Carbondale Area	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn appropriate strategies to integrate technology into classroom instruction.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective

		<p>practice, with attention given to interventions for struggling students.</p> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, 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 <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	
Follow-up Activities		Evaluation Methods
<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans

Goal: WELLNESS AND FITNESS

Description: Carbondale Area School District's goal is to improve health and wellness practices within the school community.

Strategy: Wellness Plan

Description: Carbondale Area School District has established a wellness committee. The wellness committee has developed a wellness plan for the district.

Activities:

Activity	Description	
Wellness Committee Meetings	Wellness meetings are scheduled on an ongoing basis to monitor the developed wellness plan.	
Person Responsible	Timeline for Implementation	Resources
Dominick Famularo	Start: N/A Finish: N/A	\$0.00

Measurable Annual Improvement Targets

The Carbondale Area School District measures student achievement of state standards and identifies which students are achieving at the advanced, proficient, basic, and below basic levels based upon the Pennsylvania System of School Assessment. An assessment plan has been developed based upon the Pennsylvania Academic Standards. The assessment plan for Carbondale Area School District will be reviewed and revised to determine student achievement based upon the standards.

The purpose of the Assessment Plan is to:

1. Analyze achievement levels of all students based upon the PSSA.
2. Provide additional educational opportunities to students who are not achieving at the proficient level.
3. Determine the curriculum and instructional improvements that are necessary.
4. Provide Professional Development to teachers for improvement in these curriculum and instructional areas.
5. Ongoing monitoring and review of instruction.
6. Review, evaluate and revise planned courses based upon assessment results.
7. Familiarize students with the PSSA (test taking strategies, scoring rubrics, formula, vocabulary).

Children with disabilities are included in the state and local assessment system with appropriate accommodations. The district will develop guidelines for the participation of children with disabilities in alternative assessments when the IEP team determines that participation in local and state assessments is not appropriate.

Students not achieving at the proficient level on the Pennsylvania System of School Assessment will receive additional instruction. Students in grades 3-6 will receive Title I intervention. Students in grades 7-11 will receive educational assistance tutoring during the school day. Students in grade 12 will participate in after-school tutoring. Student achievement will be monitored through DIBELS (K-6) and 4Sight assessments (3-11).

Curriculum, Instruction and Instructional Materials

Curriculum is maintained in accordance with the PA School Code Chapter 4. Curricular revisions occur on an ongoing basis. These revisions are based upon student achievement on PSSA and benchmark assessments. The following cycle for curriculum revision will be implemented:

CARBONDALE AREA SCHOOL DISTRICT

CURRICULUM DEVELOPMENT CYCLE

Year	Plan	Produce	Pilot	Implement	Implement	Implement
2005 - 2006	Mathematics K-12					
2006 - 2007	Language Arts/English K-12	Mathematics K-12				
2007 - 2008	Science K-12 Technology Education 8-12	Language Arts/English K-12	Mathematics K-12			
2008 - 2009	Social Studies K- 12 Family/Consumer Science 7-12 Business 9-12	Science K-12 Technology Education 8-12	Language Arts/English K-12	Mathematics K-12		
2009 - 2010	Foreign Language 9-12 Art K-12 Music K-12	Social Studies K- 12 Family/Consumer Science 7-12 Business 9-12	Science K-12 Technology Education 8-12	Language Arts/English K-12	Mathematics K-12	
2010 - 2011	Physical Education K-12 Health K-12	Foreign Language	Social Studies K- 12 Family/Consumer	Science K- 12 Technology	Language Arts/English K-12	Mathematics K-12

		9-12	r Science 7-12	Education 8-12		
		Art K-12	Business 9-12			
		Music K-12				

Instructional practices are refined through professional development. Professional Development will focus on Reading instruction, technology integration, curriculum development, PSSA, 4Sight and data analysis.

Assessments and Public Reporting

External Assesments

Terra Nova	K,1,2,3,4,5,6
PSSA Reading and Math	3,4,5,6,7,8,11
PSSA Writing	5,8,11
PSSA Science	4,8,11
DIBELS	K,1,2,3,4,5,6
Progress Monitoring	K,1,2,3,4,5,6
4Sights	3,4,5,6,7,8,11

District/Locally Developed Assessments

Report Cards	K-12
Running Record	K-6
Title I screenings	K-6
Graduation Project	11,12
Saxon Math Activities	K-6

Classroom Assessments

Research papers	9-12
Students Written Work	K-12
Performance based projects	K-12
Works of art or music	K-12
Scientific experiments	K-12
Teacher-designed assessments	K-12
Final examinations	7-12

The Carbondale Area School district will utilize assessment results to improve curriculum and instructional practices, to drive instructional strategies and to develop future strategic plans.

Information from assessments will be made available to the public in the following ways:

1. Results of state assessments, both state and district reports, will be reported to the school board and published in the newspaper.
2. Individual student scores on state and standardized tests will be sent home to parents.
3. Report Cards
4. Parent Conferences
5. Permanent Records

Additionally, a plan will be developed to report student's progress toward achievement of the standards to the public, utilizing the assessment data.

Children with disabilities are included in the local assessment system, with appropriate accommodations, when necessary. The district will develop guidelines for the participation of children with disabilities in alternate assessments when the IEP team determines that participation in the local assessment would not be appropriate.

Targeted Assistance For Struggling Students

The Carbondale Area School District has implemented plans for improving student achievement. The plan is designed to:

1. Review and analyze data at each grade level
2. Develop high standards for all students.
3. Develop curriculum, instruction and assessment aligned with state standards.

4. Design professional development to improve instructional programs and improve student achievement.
5. Plan additional educational opportunities for students who are not achieving at the proficient level.
6. Student performance levels on the PSSA will be used to analyze individual student achievement and school-wide achievement for each standards category.

Students not achieving at the proficient level on the Pennsylvania System of School Assessment will receive additional instruction. Students in grades K-6 will receive Title I intervention. Students in grades 7-11 will receive educational assistance tutoring during the school day. Students in grade 12 will participate in after-school tutoring. Student achievement will be monitored through DIBELS (K-6) and 4Sight assessments (3-11). In addition, students in grades K-12 receive differentiated instruction within the classroom.

Support for Struggling Schools

Carbondale Area Junior-Senior High School is identified as “making progress” for the 2007-2008 school year. During the 2006-2007 school year the high school was identified as School Improvement I. The district formed a School Improvement committee and a School Improvement Plan was completed and submitted to the state. Carbondale Area Elementary School has made AYP each year. The Elementary School has received academic excellence awards from the state.

The High School’s Improvement Plan identified specific areas for improvement.

Carbondale Area is committed to continuous district-wide improvement. This commitment is evidenced through the implementation of 4Sight benchmark assessments, curriculum revisions, data driven instruction, professional development for all teachers and remediation programs for struggling students.

Parents are informed of their child’s achievement through written progress reports, report cards and parent-teacher conferences. Progress Reports and report cards are distributed four times per year. Parent Teacher conferences are conducted four times per school year. Conferences provide parents and teachers with an opportunity to address academic deficiencies related to the state standards. Parents may request additional meetings with teachers and/or administrators on an as needed basis.

Faculty meetings are held monthly. These meetings allow faculty to discuss and share strategies which may be beneficial in improving student achievement. The district also provides teachers the opportunity to review and analyze assessment data as a means of improving student achievement. Through this data interpretation, intervention strategies can be developed to assist struggling students.

Qualified, Effective Teachers and Capable Instructional Leaders

Carbondale Area School District seeks to hire “highly qualified” educators in order to provide students with high quality instruction. Currently, over 99% of the teaching staff is considered “highly qualified”. Special Education teachers are under the HOUSS provision for highly qualified status.

Carbondale Area provides all new teachers with an assigned mentor. New teachers also participate in district and IU 19 induction programs. The district is committed to designing professional opportunities which will contribute to the growth of the professional educators.

Instructional Leaders participate in professional development opportunities which are designed to improve student achievement. The high school principal has participated in the Pennsylvania Inspired Leaders Program. The elementary principal has participated in required courses for Reading First. The Instructional Leaders at Carbondale Area strive to maintain high-quality education with students meeting achievement targets.

Parent and Community Participation

The Carbondale Area School District desires to partner with parents, community members and higher education. Parents remain active in various activities which take place within the Carbondale Area School District. Parents and community members are represented in activities which include academics, athletics and the arts. Carbondale Area School district encourages their faculty to collaborate and communicate with members of other educational communities.

Many activities are scheduled throughout the school year which encourage parental participation. These activities include, parent-teacher conferences, open-houses, kindergarten orientation, seventh grade orientation, academic honors night, National Honor Society, elementary science fair, art exhibits, plays, chorus concerts, Parent-Teacher Organization, athletic booster clubs, financial aid night and special education transition programs. District committees, which include, the strategic planning committee, school safety committee, wellness committee and the professional development committee have parents as members.

Pre-Kindergarten Transition

No Pre-K Offered

Utilization of Resources and Coordination of Services

Service or Resource	Comment or Reflection
Carbondale Area Junior-Senior High School has received the Classrooms for the Future Grant. Classrooms will be equipped with interactive white boards, portable laptops, teacher laptops and additional technology which is designed to provide students with skills for the 21st century.	
Carbondale Area elementary school is participating in the Science It's Elementary Program. This program is designed as an inquiry based science program. Inquiry based science programs will enhance science skills as well as reading, writing and math skills.	
Carbondale Area elementary school has been involved with Reading First since its inception. This program is intended to improve reading achievement scores.	
Carbondale Area provides students with the opportunity to participate in vocational educational program at the Career Technology Center.	

<p>Carbondale Area School District has two computer labs in the elementary school and three computer labs in the high school. All classroom teachers have a personal computer in their classroom. In the elementary school each classroom has an additional two computers for student use.</p>	
<p>Carbondale Area recently implemented e-school book. This program provides student achievement information for parents and students which can be viewed online.</p>	
<p>Extra curricular activities which are offered at Carbondale Area include Basketball, Golf, Football, Softball, Baseball, Swimming, Track and Field, Cross-County, Soccer, Cheerleading, Band, Chorus, Mock Trial Club, Scholastic Bowl, and Student Council.</p>	
<p>Guidance Services: Carbondale Area's school counseling program serves to promote and maintain a collaborative effort among students, counselors, teachers, administrators, families, school personnel, and the community at large to meet the academic, vocational, social, developmental, and personal needs of our students, thereby facilitating the growth, development, and actualization of the each individual student.</p>	
<p>Nursing Services: Health Curriculum and Wellness Programs The Health and Physical Education curriculums are addressed in all schools from Kindergarten through Grade 12.</p> <p>Wellness Programs The Carbondale Area School District follows a wellness policy that has been approved by the Department of Education and the School Board. The cafeteria provides nutritious selection of food items for breakfast and lunch, focusing on the recommendations of the Nutrition Council. A committee that includes representatives from all levels of the district has been formed to promote PANA objectives.</p> <p>Community agencies provide wellness presentations to the students at all grade level, such as information regarding Drug and Alcohol prevention, tobacco prevention, and others. SADD Club actively participates in Red Ribbon Week, traditionally in October, including staff members and all students in the secondary program, with reminders to not drink and drive.</p> <p>Monitor and ensure health of students and staff</p> <p>The Carbondale Area School District provides nursing services for all buildings. A Certified School Nurse oversees health services in each building. Included in the monitoring is the assessment and monitoring of current health issues through the identification of health concerns and follow-up care with parents and physicians. Nursing services are provided, as needed, to staff. The nursing staff works closely with the Department of Health to help identify any current trends and health concerns in the community and school district.</p> <p>Disaster and Emergency Preparedness The nurses and staff at Carbondale Area School District are CPR certified. Each school follows mandated fire drills. The Carbondale Area School District has a crisis management plan. Nursing staff receive email alerts through the PA Health Alert Network.</p> <p>Compliance with Health Requirements</p>	

<p>In the Carbondale Area School District, district-wide mandated screenings for vision, hearing, height, weight, BMI and scoliosis. Physician and dental exams are conducted in the required grades. The District communicates with the Department of Health to ensure reporting of this information and any diseases that must be reported, as well.</p>	
<p>School Psychological Services: The school psychologist's role within prevention programs is consultative. He is often included in several decision-making aspects. The school psychologist often help in choosing a program based on its research base and proven effectiveness. He is part of the team that would interpret the data and help the children who were found to be at-risk. He also might help monitor the program to determine its effectiveness within our school.</p> <p>As for research and planning, the school psychologist role is consultative and diagnostic. He helps teachers and parents with the creation and implementation of behavior management programs. He is also part of the team that receives data from the behavior management program and evidence-based interventions to make decisions regarding special education.</p>	
<p>Social Support Services: Social Support Services are arranged for students of Carbondale Area to facilitate self-awareness, good decision making, development of healthy relationships and encouragement of life skills.</p>	
<p>Student Assistance Programs The Student Assistance Program is designed to assist school personnel in identifying issues, including the use of drugs and alcohol and mental health concerns, which pose a barrier to a student's learning or school success. It is a systematic process of identifying, referring, and providing supportive interventions for students who are considered to be at-risk. An at-risk young person may be defined as one who is facing two obstacles to full development: the inner obstacles of unmet developmental needs and the outer obstacles of increasing environmental stress.</p> <p>The Student Assistance Team, composed of professionally trained school administrators, counselors, teachers, nurses, and community agency liaisons, does not serve as a treatment program for the school nor does it diagnose, treat, or refer for treatment. Rather, the Student Assistance Team may refer for an assessment for treatment.</p> <p>The Student Assistance Team utilizes effective and accountable professional techniques to remove the barriers to learning and success and to assist parents and students in accessing services within the community when the problem is beyond the scope of the school resources. In cases where treatment is necessary, the team works collaboratively with parents and community resources to provide in-school support services during and after treatment.</p>	
<p>Special Education Programs which are in the Carbondale Area School District are Autistic Support, Life Skills, Emotional Support and Partial Hospitalization. Carbondale Area believes that all students should be educated in their home school districts.</p>	

Signatures

Date Submitted to PDE _____

School District/AVTS/Charter School

Name: _____

Address: _____

_____ Zip Code: _____

IU#: _____

Chief School Administrator: _____

Telephone (area code): _____ # _____

We affirm that this Academic Standards and Assessment report was developed in accordance with State Board of Education Chapter 4 Regulations. We also affirm that the contents are true and correct and that the report was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or a minimum of 28 days whichever comes first.

Signature Date
School Board Secretary

Signature Date
School Board President

Signature Date
Chief School Administrator