



## COATESVILLE AREA SCHOOL DISTRICT

3030 C. G. Zinn Road Thorndale, PA 19372

Comprehensive Plan | 2023 - 2026

## Steering Committee

Name	Position/Role	Building/Group/Organization
Peter Altland	Administrator	Coatesville Area School District
Allie Appleman	Staff Member	Coatesville Area School District
Tabitha Bentley	Staff Member	Coatesville Area School District
Elizabeth Brindle	Community Member	NAACP
Cassandra Burgess	Community Member	Retired Principal
Brian Chenger	Administrator	Coatesville Area School District
Sarma Clouser	Staff Member	Coatesville Area School District
Kelly Cole	Administrator	Coatesville Area School District
Jordan Crans	Community Member	Bridge Academy
Melanie Crescenz	Staff Member	Coatesville Area School District
John DeAnna	Administrator	Coatesville Area School District
Lori Diefenderfer	Administrator	Coatesville Area School District
Rick Dunlap	Administrator	Coatesville Area School District
Jennifer Ellis	Parent	Coatesville Area School District
Jaime Estrada-Zurita	Staff Member	Coatesville Area School District
Teresa Eze	Community Member	NAACP
Kristen Gaucker	Parent	Coatesville Area School District
Brenda George	Administrator	Coatesville Area School District
Michael Green	Community Member	NAACP
Sharon Hardin	Community Member	NAACP

Rebecca Harlan	Board Member	Coatesville Area School District
Carol Heindel	Administrator	Coatesville Area School District
Nadine Hinton-Davis	Community Member	NAACP
Chelsea Iozzo	Parent	Coatesville Area School District
Melanie Johnson	Parent	Coatesville Area School District
Cassandra Jones	Administrator	Coatesville Area School District
Sandy Kinzeler	Parent	Coatesville Area School District
Michele Kryworuka	Parent	Coatesville Area School District
Kathryn Lamothe	Administrator	Coatesville Area School District
Stephanie Lane	Parent	Coatesville Area School District
Helen Last	Parent	Coatesville Area School District
Jeanette Lennon	Administrator	Coatesville Area School District
James Logan	Community Member	Coatesville City Manager
Jody Mawson	Parent	Coatesville Area School District
Stephanie McPherson	Parent	Coatesville Area School District
Heather Messenger	Administrator	Coatesville Area School District
Amelia Mills	Board Member	Coatesville Area School District
Michelle Muhammad	Parent	Coatesville Area School District
Liz Muirhead	Community Member	CCAP
Kerry Myers	Administrator	Coatesville Area School District
Jason Palaia	Administrator	Coatesville Area School District
Dan Pellegrin	Administrator	Coatesville Area School District

Stephanie Perri	Parent	Coatesville Area School District
Nick Pileggi	Administrator	Coatesville Area School District
Ray Regan	Community Member	NAACP
Erin Robinson	Administrator	Coatesville Area School District
Donna Rowland	Community Member	NAACP
Annabelle Simmers	Parent	Coatesville Area School District
Linwood Smith	Community Member	NAACP
Erika Snyder	Parent	Coatesville Area School District
Michele Snyder	Administrator	Coatesville Area School District
Teresa Walker	Parent	Coatesville Area School District
LuAnn Watterson	Staff Member	Coatesville Area School District
Amanda Weeks	Parent	Coatesville Area School District
Jarvin Williams	Administrator	Coatesville Area School District
Lyrn Yacoe	Community Member	CCAP

## LEA Profile

The Coatesville Area School District is a proud, diverse community that encompasses more than 75 square miles in historic Chester County, Pennsylvania. The district serves over 5,000 students from nine distinct municipalities: Caln, East Fallowfield, Sadsbury, Valley, West Brandywine, and West Caln Townships, South Coatesville and Modena boroughs, and the city of Coatesville. The district is comprised of five elementary schools, a sixth-grade center, a seventh-grade center, an intermediate high school, and a senior high school. Over the last three years, the district has made significant progress in the areas of student achievement, school climate, facilities and finance. The goal of this comprehensive plan is to build upon the work completed in these areas in order to provide a high-quality education to its students.

The district's top priority is to provide students with a curriculum that is standards-aligned, rigorous, culturally relevant, and includes supports for all learners. The district recently established a curriculum review cycle to monitor, evaluate, revise, and implement revisions to the curriculum. The district is in the process of reviewing and rewriting curriculum across multiple disciplines as well as reviewing and adopting high-quality instructional resources that reflect key shifts in the PA Core Standards as well as assist students in developing the knowledge and skills needed to succeed in college and careers.

As part of the extensive work underway to improve curriculum and instruction, the district has established a multi-year literacy improvement plan, which emphasizes the alignment of assessment and instructional practices with the Science of Reading. The Science of Reading is a vast, interdisciplinary body of scientifically based research that tells us how proficient reading and writing skills are developed, why some students have difficulty, and how to effectively assess and teach to improve literacy outcomes of all students. The district has prioritized high-quality professional development for teachers holding specific certifications to strengthen their knowledge and understanding of language structure, the development of the reading brain, how to effectively instruct foundational literacy skills such as decoding and language comprehension, and how to apply their knowledge to implement curriculum resources more effectively. These changes are already yielding positive results for students with notable growth being seen in both local and state assessment results. According to Pennsylvania Value-Added Assessment System (PVAAS), all tested grade levels except eighth grade met or exceeded established growth targets in English Language Arts during the 2021-2022 school year.

As education shifts to focus on hands-on learning with real-world applications, expanding STEM-based education has become a priority in the district. District students now begin taking STEM courses in kindergarten and have the potential to continue doing so through their twelfth-grade year. The district has developed an elementary STEM course for the 2022–2023 school year. All elementary students participate in a STEM class at least once every six-day cycle. The course curriculum covers topics such as engineering, robotics, coding, and digital citizenship, with revisions currently underway to align the curriculum to the STEELS (NGSS) standards. Students in grades 6-8 continue their STEM journey through participation in an elective course that is heavily focused on Computer Science. The hope is that with exposure to a variety of STEM topics in grades K-8, students will self-select STEM and/or Computer Science elective courses in grades 9-12 to continue building their skills in the areas of critical thinking, problem solving, innovation, and communication.

In addition to curriculum related improvements, the district has continued to expand its Multi-Tiered Systems of Support (MTSS) framework, which now includes Response to Instruction and Intervention (RTII), Positive Behavior Interventions and Supports (PBIS), Social-Emotional Learning (SEL), and an Early Warning System (EWS) in applicable grades. The district has created an MTSS Toolkit that emphasizes a data-based model and assists district staff by promoting the skills and knowledge necessary to effectively use inquiry and data to inform instruction and intervention. This databased approach enables teams to identify students

at risk for poor learning outcomes and proactively intervene to prevent school failure, closing the achievement gap for historically underserved populations and addressing issues related to disproportionality in the areas of special education and school discipline. To accomplish this work, the district has installed data teams at various levels across the district including a district-level team, building-level teams, grade-level teams, and problem-solving teams. The roles and responsibilities of these teams vary and range from verifying that the overall curriculum, instruction, climate, and behavior system work for most students across the district to the development of individual support plans for students receiving targeted and intensive intervention.

The district has also made great strides to increase learning and participation opportunities for all students including those identified with disabilities, mental health concerns, and our English Language Learners. Beginning in the 2021-2022 school year, Emotional Support Classes and Autistic Support classes were reintroduced into our schools to allow students to receive more intensive behavioral, autistic, and social emotional supports within their home district. We have increased our mental health support staff to ensure that all buildings have full-time access to at least one mental health therapist on a daily basis. We are currently implementing a multi-year professional development plan to implement training focused on developing trauma informed schools. This training addresses the creation of culturally responsive classrooms, trauma informed discipline, implementation of restorative practices, reviewing and revising our discipline practices and procedures, and community outreach to establish a comprehensive network of supports for students and families. To help develop a more inclusive and welcoming culture, we have hired a Parent Liaison who works with our non-English speaking families to help promote a successful transition upon entering our district. To enhance a positive school climate and improve behavior in our secondary schools, we have included Climate Coaches who support the effort to build and maintain a strong, positive achievement-oriented school culture that nurtures, inspires, and empowers students to become successful adults with 21st century skills. Our Climate Coaches are helping to improve relationships as they work closely with teachers, students, and parents to provide positive behavior supports and interventions and they help to develop, enhance, and provide technical support for the implementation of a schoolwide PBIS framework.

An area of strength within the district is its vast array of course offerings and athletic and co-curricular programs available at the secondary level. The district is extremely proud to offer nineteen Advanced Placement courses as well as a variety of dual enrollment opportunities. For instance, through dual enrollment with Delaware County Community College, students can earn an associate degree before graduating from high school. Students that take advantage of this program typically matriculate into a four-year college or university, entering as a junior rather than as a freshman. In addition to ensuring students are academically challenged, the district is committed to offering a variety of elective courses in the arts, music, and world languages to ensure that our students are well-rounded.

The district is proud of its co-curricular activities such as the Air Force Junior ROTC program, the marching band, and the robotics club. The high school campus currently offers 24 PIAA varsity sports and athletic programs at the middle school level continue to grow. The district's athletic program is currently ranked 1st in the county, 7th in the state, and 160th in the country by NICHE. In partnership with community organizations, The Bridge Academy and The Parkesburg Point, the district recently established the Coatesville Athletic Leadership Council (CALC), which includes student representatives from each varsity sport. The goal of the leadership council is to foster leadership skills in our students both on and off the athletic field. The district also benefits from other on-going partnerships with community organizations such as Chester County Futures, Young Men and Women in Charge (YMWIC), Coatesville Kids to College, The Coatesville Youth Initiative, the Brandywine Health Foundation, Nth Solution, Morgan Truck Body, Flux Innovation Center, Youth Mentor Partners, and Chester County Youth Leadership.

From a financial standpoint, the district has implemented several expense reduction efforts to not only balance the budget each year, but to start building a positive fund balance. Some of those measures included conducting a transportation study to find efficiencies in our routing. The district was able to renegotiate contracts through Request for Proposals (RFPs) to find cost savings. Measures were taken to refinance and restructure our debt, which allowed the district to defer costs and seek some short-term relief. The district worked to increase Special Education Program offerings and started our own Cyber program in an effort to bring students back to the district. The district emphasized a focus on the needs of the students by maintaining class sizes at or below appropriate levels and made reductions in staffing to align to those levels. Every effort was made to review the charter school enrollment numbers to reflect appropriate budget estimates based on projected enrollments and revised tuition rate calculations. Finally, key positions were brought back in house to be led by district employees to address our aging facilities and implement a preventive maintenance program. The district continues to focus on these key areas in order to balance the budget year after year and build upon the fund balance.

The district now has a financially responsible and preventive maintenance program executed through the Operations and Facilities Department. The Facilities Department implemented a new Computerized Maintenance Management System (CMMS) that includes a Facility Rental Module. The district collaborates with energy partners and creates programs that reduce energy usage in order to promote sustainability and energy conservation throughout its buildings. Funding received from the Elementary and Secondary School Emergency Relief Funds (ESSER) has allowed the Operations and Facilities Department to effectively replace an antiquated HVAC system in an elementary school. Additionally, the district has assembled a Master Facilities Plan Community Task Force made up of administrators, district employees, parents, and community members. The Task Force meets monthly to discuss plans and provide feedback that will address the future needs of the district's facilities.

## Mission and Vision

### Mission

The mission of the Coatesville Area School District, rich in diversity and committed to excellence, is to create innovative educational experiences which are funded by the taxpayers, supported by the community, delivered by dedicated teachers and administrators, to ensure all students will become responsible, contributing global citizens.

### Vision

The Coatesville Area School District, a leader in the educational community, views each student's academic and personal growth as an investment in the future. Graduates will be empowered to make choices that ensure positive contributions to society.



## Educational Value Statements

### Students

We believe that all students deserve a high-quality education that is innovative, driven by evidence-based educational best practices, and prepares students with the skills necessary for success in the 21st century. This should be an equitable experience for all students where diversity and individuality are celebrated. The needs of the whole child should be taken into consideration to drive educational programming so that students can be successful in any post-secondary pursuit of their choice.

### Staff

We believe that CASD staff are a skilled group of professionals who are dedicated to their students and the larger success of the CASD. We believe that in order to most positively impact the education of their students, CASD teachers and staff should be provided with professional learning opportunities that help to further develop their skills and provide them with an array of tools and strategies to support the diverse needs of their students.

### Administration

We believe the role of CASD administration is to support the continued advancement of the district through the implementation of a coordinated set of strategies that are designed to address the needs of the district, while supporting the district's strengths. In order to serve in this role, CASD administrators should remain up to date on current trends and best practices in the field of education, have the ability to implement plans aligned to district level goals, and provide the training and support needed for teachers and staff to deliver a high-quality education to all students.

### Parents

We believe that parents play a vital role in the education of their students and are a valued partner in educational decision making. In order to be informed participants in their student's education, communication with families is key related to events in the district, their student's school, classrooms, and their student's educational progress.

### Community

We believe that CASD is one part of a proud, larger community that is rich in tradition. As a group of residents, business owners, and other stakeholders, we believe that the community can serve as partners in supporting the educational mission of the school district, which will contribute to success in larger community.

### Other (Optional)

## Summary Of Strengths and Challenges

### Strengths

Strength
Most schools have met the Interim Growth Standards (PVAAS).
Most schools have met the Career Standards Benchmark.
Four-year cohort graduation rate
Students at Coatesville Area Senior High School, Caln Elementary School, East Fallowfield Elementary School, King’s Highway Elementary School, North Brandywine Middle School, Reeceville Elementary School, and Scott Middle School are meeting Interim Growth Targets based on English Language Arts/Literature data from state assessments.
Curriculum writing in English Language Arts is underway.
New core resources and intervention programs are being implemented.
Coatesville Area Senior High School, Caln Elementary School, East Fallowfield Elementary School, North Brandywine Middle School, and Reeceville Elementary School met the Interim Growth Targets based state assessment data from the 2021-2022 school year. While this trend is not consistent across schools, there is evidence to suggest that students are making progress in these buildings compared to their performance in previous school years.
Reeceville Elementary School met the Interim Goal/Improvement Targets in Science based on 2021-2022 PSSA data.
King’s Highway Elementary School met the Standard Demonstrating Growth in Science based on 2021-2022 PSSA data.
The percentage of students participating in a Rigorous Course of Study at Coatesville Area Senior High School
Post-Secondary Transition- 79.6% of students transition to post-secondary education, the military, or workforce after graduation. This exceeds the statewide average.
Four-Year Cohort Graduation Rate at Coatesville Area Senior High School
Career Standards Benchmark at the elementary level
The district has identified the need to better support English Learners and has taken steps to improve programming to support students in the English Language Development program.
Special education programming to support students with disabilities has been an area of focus for the school district. The district has taken steps to improve and

increase services and supports that are offered throughout the district.
The district has implemented a Title I program that is designed to support all students with literacy as an area of focus.
The district plans to continue to focus on equity as a method for improving student achievement and the educational experience for student groups that have been underserved within the district.
25 CASD students graduated in 2021-2022 with an Associate Degree through the dual enrollment structured pathway with Delaware County Community College.
Student Achievement
Climate and Culture
Finances
Facilities
The district has identified the need to better support English learners and has taken steps to improve programming to support students in the English Language Development Program.
The district has identified the need to better support students in the area of mathematics and has taken steps to improve programming to support students in the mathematics programs.
A new evidence-based reading curriculum is supporting increased reading scores across the district and taking our students to new levels of learning.
The district has also implemented MTSS (multi-tiered system of supports), a framework used by schools nationwide to provide targeted support for students throughout the school year.
Special education programming to support students with disabilities has been a focus of the school district for the past 3 years. The district is continuing to implement changes to the services and supports that are offered throughout the district.

## Challenges

Challenge
Equity
Regular Attendance
Special Education Programming
The percentage of students across the district who are proficient or advanced based on PSSA or Keystone assessments
The percentage of students who meet the regular attendance standard
Many schools are not meeting the Interim Goal/Improvement target
Improvement is needed across all student subgroups in the area of English Language Arts/Literature.
Improvement is needed across all student subgroups in the area of Mathematics/Algebra.
Additional data sources are needed to monitor student progress in the area of mathematics.
Secondary schools have not met the performance standard as part of the Career Standards Benchmark.
Limited data and curriculum available for other related academic areas.
English Learners- Performance on state assessments in English Language Arts, Mathematics, and Science are lower than the larger student population of Coatesville Area School District and is also lower than other English Learners when compared to state averages.
Students with Disabilities- Performance on state assessments in English Language Arts, Mathematics, and Science are lower than the larger student population of Coatesville Area School District and is also lower than other students with disabilities when compared to state averages.
Economically Disadvantaged Students- Performance on state assessments in English Language Arts, Mathematics, and Science are lower than the larger student population of Coatesville Area School District and is also lower than other economically disadvantaged students when compared to state averages.
Student Groups by Race/Ethnicity- Performance on state assessments in English Language Arts, Mathematics, and Science are lower than the larger student population of Coatesville Area School District and is also lower than statewide averages for students of the same Race/Ethnicity group.
The majority of schools in the district did not meet the Interim Goal/Improvement Targets in the area of Science.
Student Achievement
Climate and Culture

Finances
Facilities
Academic Growth
English Language Proficiency
English learners' performance on state assessments in English language arts, mathematics, and science are lower than the larger student population of the Coatesville Area School District and is also lower than other English language learners when compared to state averages.
Students with disabilities' performance on state assessments in English language arts, mathematics, and science are lower than the larger student population of the Coatesville Area School District and is also lower than other students with disabilities when compared to state averages.
Economically disadvantaged students' performance on state assessments in English language arts, mathematics, and science are lower than the larger student population of the Coatesville Area School District and is also lower than other economically disadvantaged students when compared to state averages.
Student groups by race/ethnicity performance on state assessments in English language arts, mathematics, and science are lower than the larger student population of the Coatesville Area School District and is also lower than other student groups by race/ethnicity when compared to state averages.

[Most Notable Observations/Patterns](#)

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
Student Achievement	Development of a curriculum cycle; Adoption of high quality instructional resources; Alignment of instruction and assessment with the Science of Reading; Expansion of STEM-based education; Strengthened MTSS Framework; Expanded supports and services for students with disabilities; Vast course offerings and co-curricular activities; Structured Literacy K-7; Development and implementation of MTSS framework district-wide; Data teams and early warning indicators; Partnerships with local corporations with opportunities for students to earn a certification
Climate and Culture	Community pride; Caring and dedicated teachers, support staff, and administrators; Diversity in our community and schools; General acceptance and respect for cultural differences and individuality but desire for a strong connected community, sense of family; Mental health therapists in every building: Strive to keep students in their neighborhood schools
Facilities	Development of a Master Facilities Plan and Task Force
Finances	Marketing that highlights the positives surrounding our district to help attract new students, retain current students, and bring students back to our district; Maintaining and improving our existing buildings to provide students and staff a healthy and safe environment; Continue to bring supports to the district for our gifted and special education students; Maintaining updated curriculum including expanding program offerings

### Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Student Achievement	Financial stability to maintain programs and staffing; Outdated facilities and technology infrastructures needed to promote academic achievement; Development of new curriculum that is standards aligned	Yes	Through the implementation of a student-centered, coordinated curriculum aligned to the state standards as well as a continuum of evidence-based special education and MTSS supports, the district will improve educational outcomes for all students as evidenced by an increase in the number of students scoring Proficient or Advanced on state assessments, an increase in the number of students across all subgroups achieving annual growth targets, a decrease in disproportionality in special education and school discipline, and an increase in post-secondary preparedness.

Climate and Culture	Professional Development; Process of change, finances, structure, past practices, belief systems, community expectations	Yes	If we develop a culturally proficient teaching and learning environment and establish a school climate task force to implement a school climate improvement process, including school district and community stakeholders, then we can improve our capacity to provide support and wellness to our staff, promote student engagement and a sense of belonging, reduce the achievement gap, strengthen school district and community relationships, provide a supportive and engaging physical environment, and adopt positive disciplinary measures in an inclusive and responsive school community that sets the foundation for positive academic, social, and emotional development.
Facilities	Aging facilities are facing numerous challenges that require renovations or new construction	Yes	If the district's Master Facilities Plan can provide new and/or updated learning environments that better support educators and students, then the district can retain its current student population, attract families that are new to the area, and encourage families in our community that do not currently attend our schools to return to the district for their educational needs, thus bringing an increase in enrollment that will provide additional revenue required to support our initiatives.
Finances	Developing and maintaining a fund balance that supports initiatives relating to student achievement, special education services, school climate and culture, aging infrastructures, and enrollments	Yes	If we develop and maintain a fund balance that adheres to school board policies, then it will allow us to support the needs of our students and staff, while addressing our aging infrastructures and reducing the burden on our taxpayers.

## Goal Setting

**Priority:** Through the implementation of a student-centered, coordinated curriculum aligned to the state standards as well as a continuum of evidence-based special education and MTSS supports, the district will improve educational outcomes for all students as evidenced by an increase in the number of students scoring Proficient or Advanced on state assessments, an increase in the number of students across all subgroups achieving annual growth targets, a decrease in disproportionality in special education and school discipline, and an increase in post-secondary preparedness.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Other	Coatesville Area School District will implement a coordinated curriculum in English Language Arts, Math, Science, STEM, and Social Studies that is aligned to state standards and is student-centered, as well as a continuum of evidence-based special education and MTSS supports throughout the district by June 2025.	Student Achievement Goal	Curriculum: Rewrite curriculum in the area of English Language Arts for grades 6-12 (K-5 board approved). Special Education: Expand secondary continuum of support and course offerings. MTSS: Refine existing procedures and processes (MTSS Toolkit), Expand EWS to include grades 6 and 7. CTE-Promote TCHS programs/shops. Increase our TCHS programs in CASH from 1 to 2.	Curriculum: Rewrite curriculum in the areas of Social Studies (K-12) and Mathematics (K-12). Special Education: Develop a comprehensive professional development plan that includes training and coaching sessions for special education teachers, general education teachers, and administration. MTSS: Expand MTSS to include Tier 2 and Tier 3 supports for SEL & Behavior. CTE- Promote TCHS programs/shops. Increase our TCHS programs in CASH from 2 to 4.	Coatesville Area School District will implement a coordinated curriculum in English Language Arts, Math, Science, STEM, and Social Studies that is aligned to state standards and is student-centered, as well as a continuum of evidence-based special education and MTSS supports throughout the district by June 2025.



**Priority:** If we develop a culturally proficient teaching and learning environment and establish a school climate task force to implement a school climate improvement process, including school district and community stakeholders, then we can improve our capacity to provide support and wellness to our staff, promote student engagement and a sense of belonging, reduce the achievement gap, strengthen school district and community relationships, provide a supportive and engaging physical environment, and adopt positive disciplinary measures in an inclusive and responsive school community that sets the foundation for positive academic, social, and emotional development.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
School climate and culture	Coatesville Area School District will create a positive and equitable climate in schools and address the needs of historically under-performing groups by conducting and implementing recommendations from an equity quality review, as well as creating a Strategic Mental Health Plan, continue implementation of a Trauma Informed Schools professional development plan, and a Positive Behavior Support plan. The district should continue to implement a communications plan, a Marketing Plan and an Athletics and Activities Strategic Plan by June 2025.	School Climate and Culture Goal	Coatesville Area School District will conduct an equity audit.	Coatesville Area School District will develop an audit plan and begin implementation based on recommendations from the equity audit.	Coatesville Area School District will create a positive and equitable climate in schools and address the needs of historically under-performing groups by conducting and implementing recommendations from an equity quality review, as well as creating a Strategic Mental Health Plan, continue implementation of a Trauma Informed Schools professional development plan, and a Positive Behavior Support plan. The district should continue to implement a communications plan, a Marketing Plan and an Athletics and Activities Strategic Plan by June 2025.

**Priority:** If the district’s Master Facilities Plan can provide new and/or updated learning environments that better support educators and students, then the district can retain its current student population, attract families that are new to the area, and encourage families in our community that do not currently attend our schools to return to the district for their educational needs, thus bringing an increase in enrollment that will provide additional revenue required to support our initiatives.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 5: Allocate Resources Strategically and Equitably	Coatesville Area School District will implement a multi-year facilities maintenance plan for providing modern educational spaces for student learning and supporting fiscally responsible, proactive maintenance of district buildings.	Facilities Goal	Coatesville Area School District will develop a Comprehensive Plan with the support of a steering committee.  The Facilities Maintenance Plan will be approved by the School Board. The Master Facilities Plan will continue to be developed.	Coatesville Area School District will begin implementing a multi-year facilities maintenance plan that supports fiscally responsible proactive maintenance of all district properties.  The Master Facilities Plan will continue to be developed.	Coatesville Area School District will implement a multi-year facilities maintenance plan for providing modern educational spaces for student learning and supporting fiscally responsible, proactive maintenance of district buildings.

**Priority:** If we develop and maintain a fund balance that adheres to school board policies, then it will allow us to support the needs of our students and staff, while addressing our aging infrastructures and reducing the burden on our taxpayers.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Other	By June 2025, Coatesville Area School District will implement a balanced budget that plans for increases in the fund balance.	Finance Goal	Coatesville Area School District will continue to implement a balanced budget that plans for increases in the fund balance.	Coatesville Area School District will implement a balanced budget for the 2023-2024 school year that plans for increases in the fund balance.	By June 2025, Coatesville Area School District will implement a balanced budget that plans for increases in the fund balance.

## Action Plan

**Action Plan for:** Rewrite ELA, Math, Social Studies, Science and STEM curriculum aligned with current state standards.

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>Student Achievement Goal</li> </ul>		The percentage of students scoring Proficient or Advanced on state assessments in English Language Arts and Mathematics will increase. The percentage of students across all subgroups/categories achieving annual growth targets (Average Growth Index or AGI) will increase.			Local Assessments: 2-3 times per year; State Assessments: 1-2 times per year	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ensure that the specified curriculum is aligned to state standards and will enable students to reach critical academic milestones.	07/01/2023	06/01/2025	Director of Educational Services	Curriculum Writers	No	No
Ensure that the specified curriculum provides continuity and coherence with instruction (horizontal/vertical alignment).	07/01/2023	06/01/2025	Director of Educational Services	Curriculum Writers	No	No
Audit existing curriculum resources through the various lenses and pilot and adopt resources where current resources do not meet expectations.	07/01/2023	06/01/2025	Director of Educational Services	Rubric/Tool for evaluating the following: Cultural Responsiveness: representation of diverse perspectives, authors, and characters; a focus on social justice; and resources for customizing curriculum. Evidence-Based Instructional Practices: Alignment to Academic Standards: reflect instructional shifts necessary for standards to be taught in the classroom	No	No
Provide on-going professional development to support curriculum implementation, instruction, and intervention including assessment literacy, designing and delivering effective intervention, student-centered learning, strategies for differentiation and scaffolding, evidence-based instructional strategies/practices (e.g. Structured Literacy), culturally responsive sustaining education, etc.	07/01/2023	06/01/2025	Director of Educational Services	Supports from the CCIU and other district partners; training materials/resources	Yes	No

Continue to improve upon the existing data team/PLC structure within the district to support continuous school improvement.	07/01/2023	06/01/2025	Director of Educational Services	Additional coaching for all staff from ELA and Math Supervisors, Reading Specialists and Math Specialist	No	No
Implement common formative and summative assessments for all tested subject areas.	07/01/2023	06/01/2025	Director of Educational Services	Professional development on assessment literacy	Yes	No

**Action Plan for: Develop and implement a framework of MTSS supports across all grade levels.**

Measurable Goals	Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> <li>Student Achievement Goal</li> </ul>	Emphasis on data-based decision making will create an equitable and culturally responsive system that over time will address issues related to disproportionality and disparity in educational outcomes, particularly for students that are part of underserved communities.			Fidelity checks to occur using a structured checklist- quarterly; State Assessments- 1-2 times per year; Local Assessments- 3 times per year		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Academics: Refine procedures and processes related to Response to Instruction and Intervention (RTII) and develop additional toolkit components based on need (intensification checklist, guidelines for using disaggregated data, etc.).	07/01/2023	07/01/2024	Director of Educational Services	MTSS Toolkits	No	No
Develop a separate toolkit for middle grades (currently 6-7) that reflects the essential components of MTSS and related procedures/processes.	05/01/2023	08/01/2023	Director of Educational Services; Director of Pupil Services	Elementary and Secondary MTSS Toolkits for reference	No	No
Positive Behavior Intervention and Supports (PBIS): Assess PBIS implementation fidelity and develop an action plan for improvement in each building.	07/01/2023	06/01/2024	Director of Educational Services; Director of Pupil Services	PBIS Fidelity Tool, Action Plan Template, Assistance from the CCIU and/or Pattan	No	No
Social-Emotional Learning: Review, pilot, and adopt an SEL Screener in grades K-12.	07/01/2023	06/01/2024	Director of Educational Services; Director of Pupil Services	SEL Screener Evaluation Tool/Rubric	Yes	Yes
Social-Emotional Learning/Behavior: Develop a continuum of SEL/behavioral supports and services for students including those needing supplemental (Tier 2) and/or targeted support (Tier 3).	07/01/2023	06/01/2024	Director of Educational Services, Director of Pupil Services	SEL Resources for intervention	Yes	No
Implement an Early Warning System (EWS) in grades 6-12 to support on-time graduation, course completion rates and academic achievement, improve	07/01/2023	06/01/2024	Director of Educational Services, Director of Pupil Services	Data management system linked or integrated with SIS	Yes	No

attendance and reduce chronic absenteeism, proactively address trends in student in student behavior, and measure and promote students' social emotional learning skills.						
Ensure parents and families understand what MTSS is, what the MTSS process looks like, what the key components of MTSS are by level (elementary vs. Secondary), the benefits of MTSS for staff and students, as well as the rights and responsibilities of parents/guardians.	07/01/2023	06/01/2025	Director of Educational Services, Director of Pupil Services	Frequent communication using varied methods; Documents that clearly define MTSS and its components and are written using parent-friendly language; Communications in home language	No	Yes

**Action Plan for:** Expand the continuum of evidence-based Special Education services and supports within the district.

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> <li>Student Achievement Goal</li> </ul>		Students with disabilities will have access to regular education classroom, access to non-disabled peers, and access to the general education curriculum to the maximum extent possible. Students with disabilities that require instruction that cannot be meaningfully provided in the regular education classroom, will have access to the following: supplementary small group or individual instruction (in addition to core), intensive small group instruction from a special education teacher using a modified components of the general education curriculum with greater opportunity for individual student/teacher interaction, and/or highly intensive small group instruction from a special education teacher using a replacement curriculum with a greater opportunity for individual student/staff interaction, intense focus on social skills, communication, and activities for daily living.		Cyclical Monitoring (Self-Facilitated Assessment); Annual Special Education Reporting (throughout the year)		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Establish a range of educational placements from least restrictive to most restrictive in which an IEP can be implemented to meet the individual needs of students with disabilities.	07/01/2023	06/01/2024	Director of Pupil Services	Evidence-based resources to support student programming; Professional development for teachers related to relevant resources and strategies; Additional staffing with specialized training; Additional classrooms and staffing as needed	Yes	No
Provide training and instructional coaching for special education teachers and paraprofessionals in low incidence and specialized classrooms.	07/01/2023	06/01/2025	Director of Pupil Services	Professional development resources; Support from CCIU TaC Team/Pattan	Yes	No
Provide training and instructional coaching for special education supervisors, special education teachers and school psychologists on assessment, instruction, behavior, and IEP development.	07/01/2023	06/01/2025	Director of Pupil Services	Professional development resources; Support from CCIU TaC Team/Pattan	Yes	No
Provide training to all general and special education professional and support staff on strategies to support meaningful inclusion of students with disabilities.	07/01/2023	06/01/2025	Director of Pupil Services	Professional development resources; Support from CCIU TaC Team/Pattan	Yes	No
Explore ways to enhance transition related services within the district.	07/01/2023	06/01/2025	Director of Pupil Services	Evidence-based resources to support student programming; Professional development for teachers	Yes	No



				related to relevant resources and strategies; Research related to current best practices for post-secondary transitioning; Community Partnerships		
Evaluate staffing to determine the possibility of employing an in-district transition coordinator to improve student outcomes related to post-secondary education, employment, and independent living.	07/01/2023	06/01/2025	Director of Pupil Services	Identify staffing needs; Finances, support from Human Resources Department; TaC support from CCIU; Review the budget for staffing	No	No

**Action Plan for: Offer Career and Technical Education (CTE) content areas within CASD buildings.**

Measurable Goals	Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> <li>Student Achievement Goal</li> </ul>	All students will demonstrate postsecondary preparedness through one of four additional pathways that more fully illustrate college, career, and community readiness. Students graduating through the CTE Concentrator Pathway will attain an Industry-Based Competency Certification; or demonstrate a high likelihood of success on approved industry-based competency assessment; or demonstrate readiness for continued meaningful engagement in a CTE Concentrator Program of Study.			PDE Provided Tracking Tool (MyPDESuite); Required Annual Reporting-- Future Ready Comprehensive Planning Portal (FRCPP) (by December 1 each year)		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Identify content area to bring Career and Technical Education programs/shops into the district.	07/01/2023	06/01/2025	Director of Educational Services	Continue to build the district's partnership with TCHS	No	Yes
Build community partnerships to support hands-on learning for all students.	07/01/2023	06/01/2025	Director of Educational Services	Partnerships with local businesses and industries	No	Yes
Provide opportunities for students to receive career readiness certifications in their areas of interest.	07/01/2023	06/01/2025	Director of Educational Services	Partnership with TCHS Career Safe-OSHA Certification EverFi-Financial Literacy Certification Partnerships with local businesses and industries	No	No

**Action Plan for: Identify research-based service models to establish a continuum of programs to meet the learning needs of gifted students in grades K-12.**

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>Student Achievement Goal</li> </ul>		Students in grades K-12 who are eligible to receive gifted supports will have access to appropriate research-based programming based on best practices and student need			Cyclical Monitoring - Facilitated Self-Assessment	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Monitor student achievement to ensure that students are meeting learning goals consistent with their expected levels of achievement	07/01/2023	06/30/2025	Director of Pupil Services	Support from Superintendent, Building Principals, Director of Educational Services	No	No
Review the structure of Gifted Education Programming district-wide and make adjustments based on best practices and student need	07/01/2023	06/30/2025	Director of Pupil Services	Support from Director of Educational Services, Support from MTSS teams, Support from Superintendent	No	No
Review the screening and evaluation process for students in grades 2-12 to ensure equal and equitable access for students of all populations	07/01/2023	06/30/2025	Director of Pupil Services	Support from Superintendent, Support from School Psychologists, Support from MTSS teams	No	No

**Action Plan for: Conduct an equity audit in partnership with a reputable external evaluator that includes classroom, schools, policies, practices, and procedures.**

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>School Climate and Culture Goal</li> </ul>		The Coatesville Area School District will pilot and then implement an elementary and secondary SEL screener and an Instructional SEL Program with targeted Interventions and tiered levels of support for students in grades K-12.			MTSS Data, Behavioral Data, Achievement Data, Graduation/Drop Out Rates, Suspension/Expulsion Rates; Completed equity audit document; Implementation of recommendations from equity audit	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Identify a reputable external partner to support the equity audit process.	04/03/2023	05/01/2024	Director of Pupil Services	Finances, Requests for Proposals (RFPs), Consultation with CCIU/other districts for reputable vendors, Board approval, Equity Team	No	Yes
Conduct an internal analysis by the Equity Team.	04/03/2023	05/01/2024	Director of Pupil Services	Equity Team and District Administrator to lead initiative, participation by all internal stakeholders including transportation	Yes	Yes
Conduct an external analysis by research team I.E. UPenn/DVMAC, PDE, Local Outside Sources.	04/03/2023	05/01/2024	Director of Pupil Services	Equity Team, District Administrator, all external stakeholders, Technology, Communications Director	No	Yes
Plan meetings with current partners.	04/03/2023	05/01/2024	Director of Pupil Services	Equity Team, District Administrators, Building Administrators, Building professional and support staff,	No	No
Review other supports or agencies that may be available for a partnership in an equity audit.	04/03/2023	05/01/2024	Director of Pupil Services	Equity Team, District Administrator, Building administrators, Outside agency providers	No	Yes
Conduct an equity audit district wide and share the results publicly with the CASD community.	04/03/2023	05/01/2024	Director of Pupil Services	Equity Team, Lead District Administrator, Approved Vendor, All internal and external stakeholders, including School Board, Outside agency providers, Transportation Department, Communication Director, Time for multiple meetings across the district	No	Yes
Review School Board policies and administrative regulations.	04/03/2024	05/01/2024	Director of Pupil Services	Equity Team, School Board Policy Committee, District Administrator	No	Yes
Analyze student achievement data including graduation/drop out rates.	04/03/2023	05/01/2024	Director of Pupil Services	Director of Pupil Services	No	Yes

Analyze student discipline data.	04/03/2023	05/01/2024	Director of Pupil Services	Equity Team, Pupil Services team, District Administrator(s), Building Administrators, PIMS Administrator	No	Yes
Review Safe Schools report.	04/03/2023	05/01/2024	Director of Pupil Services	Equity Team, Director of Safe Schools, Pupil Services Director, Building Administrators, PIMS Administrator	No	Yes
Review other materials as required to complete audit including the PAYS Survey.	04/03/2023	05/01/2024	Director of Pupil Services	Finances, Input from Auditor, PAYS Survey Report	No	Yes
Identify data resources to effectively monitor the effectiveness of the changes recommended in the equity audit.	04/03/2023	05/01/2024	Director of Pupil Services	Equity Team, District Administrator(s), Technology, Equity Audit Vendor	Yes	No
Develop an equity plan based on the recommendations from internal and external audit.	05/01/2024	05/01/2025	Director of Pupil Services	Equity Team, District Administrator(s), Building Administrator(s), District/Community stakeholders, Technology, Equity Audit Vendor	No	Yes
Implement the recommendations generated from the equity audit and monitor effectiveness of the changes using identified data sources.	05/01/2025	05/01/2026	Director of Pupil Services	Finances, Equity Team, District Administrator(s), Building Administrator(s), Discipline/Achievement Reports	Yes	Yes
Establish a monitoring/reporting cycle to effectively monitor and manage progress towards equity goals.	05/01/2023	05/01/2025	Director of Pupil Services	Equity Team, District Administrator(s), Building Administrator(s), Equity Audit Vendor, Time for team meetings	No	No
Establish an Equity Team which may include Administrators, Teachers, Support Staff, other district personnel who are interested in participating.	05/01/2023	05/01/2025	Director of Pupil Services; Director of Human Resources	Finances to fund reinstated Team Leader positions and any after school training that may need to occur, CCIU Consultation from Equity Coordinator	No	Yes
Work with our Human Resources Department to develop a recruitment and retention plan to hire and retain a diverse and inclusive workforce in order to maintain key employees and reduce costs associated with a high rate of staff turnover.	07/01/2023	05/01/2025	Human Resources Director	Input from Teachers, building and district level Administration, Surveys, Finances	No	No

**Action Plan for:** Review and revise a student support plan to include social/emotional learning, address behavioral mental health support programs, and return or develop any outsourced programs that can be offered within the CASD.

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>School Climate and Culture Goal</li> </ul>		The Coatesville Area School District will pilot and then implement an elementary and secondary SEL screener and instructional SEL Program. Each year, the SEL curriculum will be monitored, reviewed, and adjusted as needed. A tiered level of support will be developed for students and staff.			School Board Updates – Annually; Annual Presentation; Power Point, Video, Written Report	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Train all staff and administrators in Trauma Informed Care.	04/03/2023	05/01/2024	Director of Pupil Services	Shared space on PD calendar, Continued partnership through DOJ Safe School Grant	Yes	Yes
Utilize Support from the DOJ Stop the Violence Grant and The Lincoln Center or other organizations to provide training.	04/03/2023	05/01/2024	Director of Pupil Services	Resources provided by The Lincoln Center, Will need time in Professional Development Schedule	No	No
Manage and maintain district and building level trauma care teams.	04/03/2023	05/01/2024	Director of Pupil Services	Administration and Staff Support and participation, funds for special events	No	No
Establish a system and committee for evaluating effectiveness of SEL programs.	04/03/2023	05/01/2024	Director of Pupil Services	District participants, funds for training	No	No
Create a comprehensive tiered student support system to provide mental health supports for all students.	05/01/2024	05/01/2025	Director of Pupil Services	Partnerships with building level MTSS teams, support from guidance, mental health therapists, outside agencies	No	No
Establish partnerships to support tiered levels of interventions for students and staff.	05/01/2024	05/01/2025	Director of Pupil Services	Community Partnerships	No	No
Inform community stakeholders of trauma care initiatives.	05/01/2024	05/01/2025	Director of Pupil Services	Funds to create pamphlets, send community messages, hold community meetings as needed	No	Yes
Implement a comprehensive tiered system of mental health supports for all students.	05/01/2025	05/01/2026	Director of Pupil Services	Trauma team, District Administrators, Building Administrators, work with DOJ grant provider, mental health, and behavioral teams	Yes	No
Offer parent/community workshops.	05/01/2025	05/01/2026	Director of Pupil Services	Work with DOJ grant provider, mental health and behavioral teams, Director of Pupil Services,	No	Yes

				Communication Director, Technology Director		
Utilize community stakeholders to support parent/community workshops.	05/01/2025	05/01/2026	Director of Pupil Services	Community Outreach, Volunteers, Communication Director, Director of Pupil Services, Mental Health Staff, Behavioral Staff, DOJ grant Provider	No	Yes

**Action Plan for:** Complete and implement a CASD facilities maintenance plan that will provide a clean, orderly, safe, cost-effective, and instructionally supportive school environment that contributes to the school district’s mission of educating our children to meet the intellectual, physical, and emotional demands of the 21st century.

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> <li>Facilities Goal</li> </ul>		The Facility Maintenance Plan will be approved by the CASD Board of School Directors and CASD Superintendent. The Facility Department will continue to schedule projects as they fit into the annual facility budget.		Status reports on progress of routine maintenance and capital projects; Board Updates; Administrative Cabinet meeting updates; Continue cooperative purchasing as needed		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Create a budget that realistically supports a proactive preventive maintenance plan.	07/01/2023	06/30/2025	Director of Facilities; Business Manager	Support from the business office	No	Yes
Create Requests for Proposals (RFP) and Requests for Quotations (RFQ) from local businesses and organizations and utilize the various consortiums available to support the needs of CASD.	07/01/2023	06/30/2025	Director of Facilities	Support from the business office	No	Yes
Provide routine updates to the CASD community about upcoming facilities projects and financial needs.	07/01/2023	06/30/2025	Director of Facilities	Meetings	No	Yes
Provide heating plant upgrades as needed throughout the district.	06/09/2023	08/25/2023	Director of Facilities	ESCO	No	Yes
Repair roofs throughout the district.	06/12/2023	06/30/2025	Director of Facilities	Support from the business office	No	Yes
Install piping HVAC insulation.	06/12/2024	08/25/2024	Director of Facilities	Review with ICS Engineers	No	Yes
Make efforts to conserve energy throughout the district.	07/01/2023	06/30/2025	Director of Facilities; Provident Energy	Project meetings and updates with Provident Energy	No	Yes
Implement a Preventative Maintenance Program.	07/01/2023	06/30/2025	Director of Facilities	Continue to build on the FMX preventive Maintenance Module.	No	Yes
Develop a plan to address ADA related building issues that provides short term solutions and long-term plans for older CASD buildings.	06/25/2024	08/25/2024	Director of Facilities; ICS	Discuss all ADA concerns with the Shrader Group and ICS.	No	Yes



Remove old chalk boards and replace them with white boards.	06/22/2024	07/25/2024	Everase	Contact Everase for RFQ to replace all chalk boards at Kings Highway.	No	Yes
Conduct mold remediation as needed throughout the district.	07/01/2023	06/30/2025	Director of Facilities; Environmental Controls	Yearly environmental testing	No	Yes
Develop a protocol for advertising facility availability and a streamlined process for outside groups to schedule for a fee; the fees collected can be allocated to the cost of upkeep.	06/01/2023	06/01/2025	Athletic Director	Support from Business Office	No	Yes
Inventory all facilities related to athletics and activities across the district.	07/01/2023	08/31/2023	Athletic Director	Support from Facilities Director	No	Yes
Audit/Inspect all facilities related to athletics and activities to determine maintenance, repairs, and replacement in each location.	07/01/2023	08/31/2023	Athletic Director	Support from Facilities Director	No	Yes
Develop ongoing funding plan for facilities: i.e., sell advertising or naming rights of fields and facilities, host food trucks at different events with funds split to support facilities upkeep, etc.	06/01/2023	06/01/2025	Athletic Director	Support from Business Office	No	Yes
Increase offering of the pool for evening and weekend swim lessons taught by the high school students. Lifeguarding certification classes could also be available.	08/01/2023	08/31/2023	Athletic Director	Support from Business Office and Human Resources Director	No	Yes

**Action Plan for:** Provide facilities that protect the safety and security of all students and staff. Create safe and secure environments to help promote the achievement of schools' education objectives, minimizing the risk of acts of crime and violence to all individuals in our buildings. Take a systems-based approach to layered physical security in all CASD facilities.

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> <li>Facilities Goal</li> </ul>		The Facilities Department will create safe schools and secure buildings for all students to attend. Fostering positive relationships with students.			Alice Training; Additional available training; Continuously review all security systems in all buildings		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
Install new vape detection systems.	06/12/2024	07/25/2024	Chief of Police; Director of Facilities	RFP	No	Yes	
Evaluate and update camera systems throughout the district.	06/20/2023	08/22/2023	Chief of Police; Director of Facilities; Technology Director	RFP	No	Yes	
Install bullet proof glass or film in all entry portals at each school.	06/22/2024	07/29/2024	Chief of Police; Director of Facilities	Contact vendors that provide bullet proof window film to evaluate their effectiveness	No	Yes	
Review all fencing and upgrade as needed.	06/15/2023	07/26/2023	Director of Facilities	RFP	No	Yes	
Continue to make exterior lighting improvements at all district buildings.	06/15/2023	08/26/2024	Director of Facilities	Purchase new LED lighting fixtures through aggressive PECO rebates.	No	Yes	
Add additional Police or SRO's.	06/01/2023	08/01/2023	Chief of Police	HR Hiring	No	Yes	
Determine budget needed and secure initial funds through the district, community fundraising and partnerships, sponsorships, etc.	06/01/2023	06/01/2025	Athletic Director		No	Yes	
Develop a plan for implementation of the weapons detection system.	08/21/2023	08/23/2023	Chief of Police	Training	No	Yes	
Purchase additional weapons detection units.	08/21/2023	08/23/2024	Chief of Police	Funding/Grants	No	Yes	

**Action Plan for:** Provide current reliable technology in all buildings and to all students and staff. Technology should give students 24/7 access to information and resources that enable them to find, curate, and create content and connect with people all over the world to share ideas, collaborate, and learn new things. Additionally, technology should provide students with the education they need to thrive in a globally connected world, therefore we must find ways to design, fund, acquire, and maintain the infrastructure that will make reliable connectivity a reality for every teacher and student in every learning environment within the Coatesville Area School District.

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>Facilities Goal</li> </ul>		Technology will be a powerful tool for transforming learning by affirming and advancing relationships between educators and students, shrinking any equity and accessibility gaps, and adapting learning experiences to meet the needs of all learners within the district.			Monthly updates at board meetings; Weekly Cabinet meeting updates	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Eliminate all dead spots in all our district buildings.	06/15/2023	08/25/2023	Technology Director	Technology review and testing	No	Yes
Update old unsupported servers throughout the district.	06/15/2023	08/25/2023	Technology Director	Technology review and testing	No	Yes
Update old, unreliable switches.	06/15/2023	08/25/2023	Technology Director	Technology review and testing	No	Yes
Replace non-functioning Unified Power Systems (UPS).	06/15/2024	08/24/2024	Technology Director; Director of Facilities	Technology review and RFP	No	Yes
Create a plan that will continue to support the 1 to 1 initiative well into the district's future.	08/01/2023	10/25/2023	Technology Director	Review all available Grants and set a replacement schedule that addresses replacement in phased structure.	No	Yes
Look into protecting all Chromebooks with appropriate cases.	06/15/2023	08/01/2023	Technology Director	Review current, available technology grants that will allow the district to purchase Chromebook protective cases.	No	Yes
Create a plan to refresh teacher laptops as they become unsupported.	06/15/2023	08/01/2023	Technology Director	Review all current grants	No	Yes
Develop a plan for implementation of the weapons detection system.	08/21/2023	08/23/2023	Chief of Police	Training	No	Yes

**Action Plan for:** Implement a balanced budget that plans for increases in the fund balance.

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> <li>Finance Goal</li> </ul>		The Board of School Directors will adopt a balanced budget that plans for increases in fund balance.		Fund balance ledger; Board meeting minutes; Budget presentations		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Compile annual budgets that adhere to district policies related to fund balance management.	07/01/2023	06/30/2025	Superintendent; Director of Business Administration	Funds, support from board, Superintendent, department heads, and building administrators.	No	Yes
Continue to collaborate with Krapf School Bus Company to find cost savings relating to routing.	07/01/2023	06/30/2025	Supervisor of Transportation	Continue our partnership with Krapf, where they continue providing routing and support services for CASD's student population. Moving our routing to the web-based platform that will make routing much more efficient with updated maps.	No	No
Hire a grant writer and communications position.	07/01/2023	06/30/2025	Director of Business Administration; Director of Human Resources	Support from Board, and Superintendent. Review of costs vs. benefits.	No	No
Conduct a policy review.	07/01/2023	06/30/2025	All administrators	Review of policies for adherence & updates.	No	No

**Action Plan for:** Implement a balanced budget that plans for increases in the fund balance, which supports the district’s initiatives relating to preventative maintenance and our aging infrastructures.

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> <li>Finance Goal</li> </ul>		Coatesville Area School District will implement a Multi-Year Facilities Maintenance Plan and address relevant projects in accordance with the district’s Master Facilities Plan.		Board updates; Project tracking		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Compile annual budgets that adhere to district policies related to fund balance management.	07/01/2023	06/30/2025	Director of Business Administration	Funds, support from board, Superintendent, department heads, and building administrators.	No	Yes
Decrease charter school enrollments by making sure we have the proper resources to manage the budget, attract families, and keep families from leaving.	07/01/2023	06/30/2025	Superintendent, Special Ed/Pupil Services, Building Principals	Communications/Marketing, Customer Service	No	Yes
Continue to provide updates to the School Board and public on the Master Facilities Plan.	07/01/2023	06/30/2025	Director of Operations; Director of Business Administration	Support from School Board & Superintendent	No	Yes
Continue to conduct Requests for Proposals (RFPs) for all contracted maintenance services for CASD.	07/01/2023	06/30/2025	Director of Operations; Director of Business Administration	Support from School Board & Superintendent	No	Yes
Continue funding of proactive maintenance positions to support current facilities.	07/01/2023	06/30/2025	Director of Human Resources, Director of Business Administration, Director of Operations	Support from School Board, Superintendent	No	Yes

**Action Plan for:** Implement a balanced budget that plans for increases in the fund balance, which supports the district’s initiatives relating to student achievement and climate and culture.

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>Finance Goal</li> </ul>		Students and staff will have use of updated technology. Math and Science curriculums will be updated. Students will have access to social and emotional support. The Coatesville Area School District Cyber Programming will continue.			Fund balance ledger; Board meeting minutes; Budget presentations	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Compile annual budgets that adhere to district policies related to fund balance management.	07/01/2023	06/30/2025	Director of Business Administration	Funds, support from board, Superintendent, department heads, and building administrators.	No	Yes
Decrease charter school enrollments by making sure we have the proper resources to manage the budget, attract families, and keep families from leaving.	07/01/2025	06/03/2025	Superintendent, Special Ed/Pupil Services, Building Principals	Communications/Marketing, Customer Service	No	Yes
Annually review all staffing positions and their impact on instructional and operational needs to determine which positions need to be eliminated to balance the budget, and which positions need to be enhanced to support student achievement. This includes reviewing enrollment reports, class rosters, teacher full-time equivalences, course selection data, and student needs.	07/01/2023	06/30/2025	Director of Human Resources	Support from Superintendent, Director of Educational Services, Director of Pupil Services, and Director of Business Administration.	No	Yes
Continue to conduct Request for Proposals (RFPs) for all contracted educational services for the CASD and the needs for each department.	07/01/2023	06/30/2025	Director of Business Administration or Relevant Department Directors	Support from Superintendent, Director of Educational Services, Director of Pupil Services.	No	Yes
Create a technology replenishment cycle.	07/01/2023	06/30/2025	Director of Technology	Support from Superintendent, Director of Educational Services, Director of Pupil Services, and Director of Business Administration.	No	Yes

## Professional Development Action Steps

Evidence-based Strategy	Action Steps
<p>Conduct an equity audit in partnership with a reputable external evaluator that includes classroom, schools, policies, practices, and procedures.</p>	<ul style="list-style-type: none"> <li>• Conduct an internal analysis by the Equity Team.</li> <li>• Identify data resources to effectively monitor the effectiveness of the changes recommended in the equity audit.</li> <li>• Implement the recommendations generated from the equity audit and monitor effectiveness of the changes using identified data sources.</li> </ul>
<p>Review and revise a student support plan to include social/emotional learning, address behavioral mental health support programs, and return or develop any outsourced programs that can be offered within the CASD.</p>	<ul style="list-style-type: none"> <li>• Train all staff and administrators in Trauma Informed Care.</li> <li>• Implement a comprehensive tiered system of mental health supports for all students.</li> </ul>
<p>Rewrite ELA, Math, Social Studies, Science and STEM curriculum aligned with current state standards.</p>	<ul style="list-style-type: none"> <li>• Provide on-going professional development to support curriculum implementation, instruction, and intervention including assessment literacy, designing and delivering effective intervention, student-centered learning, strategies for differentiation and scaffolding, evidence-based instructional strategies/practices (e.g. Structured Literacy), culturally responsive sustaining education, etc.</li> <li>• Implement common formative and summative assessments for all tested subject areas.</li> </ul>
<p>Develop and implement a framework of MTSS supports across all grade levels.</p>	<ul style="list-style-type: none"> <li>• Social-Emotional Learning: Review, pilot, and adopt an SEL Screener in grades K-12.</li> <li>• Social-Emotional Learning/Behavior: Develop a continuum of SEL/behavioral supports and services for students including those needing supplemental (Tier 2) and/or targeted support (Tier 3).</li> <li>• Implement an Early Warning System (EWS) in grades 6-12 to support on-time graduation, course completion rates and academic achievement, improve attendance and reduce chronic absenteeism, proactively address trends in student in student behavior, and measure and promote students' social emotional learning skills.</li> </ul>
<p>Expand the continuum of evidence-based Special Education services and supports within the district.</p>	<ul style="list-style-type: none"> <li>• Establish a range of educational placements from least restrictive to most restrictive in which an IEP can be implemented to meet the individual needs of students with disabilities.</li> <li>• Provide training and instructional coaching for special education teachers and paraprofessionals in low incidence and specialized classrooms.</li> <li>• Provide training and instructional coaching for special education supervisors, special education teachers and school psychologists on assessment, instruction, behavior, and IEP development.</li> <li>• Provide training to all general and special education professional and support staff on</li> </ul>

strategies to support meaningful inclusion of students with disabilities.

- Explore ways to enhance transition related services within the district.



## Professional Development Activities

Standards Aligned Curriculum						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide on-going professional development to support curriculum implementation, instruction, and intervention including assessment literacy, designing and delivering effective intervention, student-centered learning, strategies for differentiation and scaffolding, evidence-based instructional strategies/practices (e.g. Structured Literacy), culturally responsive sustaining education, etc.</li> </ul>	Professional Staff; Building Administration; Select Central Office Administration	Designing and delivering effective intervention, student-centered learning, strategies for differentiation and scaffolding, evidence-based instructional strategies/practices (e.g. Structured Literacy), culturally responsive sustaining education, etc.	<p>Direct Evidence: Compliance with state &amp; district mandates; Record of PD Completion; Analysis of PD</p> <p>Indirect Evidence: Teacher self-evaluation; Surveys; Focus Groups</p> <p>Supporting Evidence: Classroom; Observations and Walk-throughs; Student outcomes (state &amp; local assessments); Teacher retention rates</p>	Director of Educational Services; Director of Pupil Services; Administrators on Assignment; Supervisor(s) of Pupil Services	07/01/2023	06/30/2025
Learning Formats						
Type of Activities	Frequency	Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings		
Inservice day	4 days at the start of the SY; One half day per month			Language and Literacy Acquisition for All Students		
Professional Learning Community (PLC)	Once per month in all core content areas					
Collaborative curriculum development	Ongoing			Language and Literacy Acquisition for All Students		

Common Assessments K-12

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Implement common formative and summative assessments for all tested subject areas.</li> </ul>	Professional Staff; Building Administration; Select Central Office Administration	Assessment Literacy	<p>Direct Evidence: Compliance with state &amp; district mandates; Record of PD Completion; Analysis of PD</p> <p>Indirect Evidence: Teacher self-evaluation; Surveys; Focus Groups</p> <p>Supporting Evidence: Classroom Observations and Walk-throughs; Student outcomes (state &amp; local assessments); Teacher retention rates</p>	Director of Educational Services; Administrators on Assignment	07/01/2023	06/30/2025

Learning Formats			
Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Learning walk	Ongoing		Language and Literacy Acquisition for All Students
Inservice day	4 days at the start of the SY; One half day per month		Language and Literacy Acquisition for All Students
Collaborative curriculum development	Ongoing		Language and Literacy Acquisition for All Students

MTSS Framework K-12

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Social-Emotional Learning: Review, pilot, and adopt an SEL Screener in grades K-12.</li> </ul>	Professional Staff (teachers, counselors, etc.); Building and Select Central Office Administrators	Administration and Interpretation of SEL screener/assessment	Direct Evidence: District will adopt an Evidence based screener to be implemented in grades K-12	Director of Pupil Services; Supervisor(s) of Pupil Services	07/01/2023	06/30/2025
<b>Learning Formats</b>						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Inservice day	4 days at the start of the SY; One half day per month				Trauma Informed Training (Act 18)	

MTSS Framework K-12

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Social-Emotional Learning/Behavior: Develop a continuum of SEL/behavioral supports and services for students including those needing supplemental (Tier 2) and/or targeted support (Tier 3).</li> </ul>	Professional Staff (teachers, counselors, etc.); Building and Select Central Office Administrators	What is SEL? Restorative Practices Relationship Building Trauma Informed Care Training on selected SEL curriculum Training on restorative interventions	<p>Direct Evidence: Compliance with state &amp; district mandates; Record of PD Completion; Analysis of PD</p> <p>Indirect Evidence: Teacher self-evaluation; Surveys; Focus Groups</p> <p>Supporting Evidence: Classroom Observations and Walk-throughs; Student outcomes (academic, behavioral, and SEL skills); Teacher retention rates</p>	Director of Pupil Services; Supervisor(s) of Pupil Services	07/01/2023	06/30/2025
<b>Learning Formats</b>						
Type of Activities	Frequency		Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings		
Inservice day	4 days at the start of the SY; One half day per month			Trauma Informed Training (Act 18)		

Early Warning System 6-12

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Implement an Early Warning System (EWS) in grades 6-12 to support on-time graduation, course completion rates and academic achievement, improve attendance and reduce chronic absenteeism, proactively address trends in student behavior, and measure and promote students' social emotional learning skills.</li> </ul>	Professional Staff; Educational Support Staff; Building Administration; Select Central Office Administration	Training on EWS Procedures/Processes Restorative Practices Relationship Building Trauma Informed Care Training on selected SEL curriculum Training on restorative interventions	Direct Evidence: Compliance with state & district mandates; Record of PD Completion; Analysis of PD  Indirect Evidence: Teacher self-evaluation; Surveys (student and staff); Focus Groups  Supporting Evidence: Classroom Observations and Walk-throughs	Director of Educational Services; Administrators on Assignment; Director of Pupil Services; Supervisor(s) of Pupil Services	07/01/2023	06/30/2025

**Learning Formats**

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	4 days at the start of the SY; One half day per month		Trauma Informed Training (Act 18)
Classroom/school visitation	Ongoing		
Learning walk	Ongoing		

## Conducting an Equity Audit

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Train all staff and administrators in Trauma Informed Care.</li> <li>Conduct an internal analysis by the Equity Team.</li> <li>Implement the recommendations generated from the equity audit and monitor effectiveness of the changes using identified data sources.</li> </ul>	Equity team, principals, teachers, guidance counselors, mental health providers, behavioral staff, district administration, board of school directors	Review of District data including Discipline, Student Achievement, Special Education, Gifted, Bilingual, Student engagement, Teacher preparation and retention, policies and Practices that may contribute to disproportionality, Curriculum, Implementation of Culturally Responsive Classrooms	Direct Evidence: Collection of data that will be used to inform the process of removing programmatic barriers that impede full participation, access, and opportunity for all students to receive an equitable and excellent education.	Director of Pupil Services	04/03/2023	05/01/2024

### Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Workshop(s)	1 time per month for half day		Teaching Diverse Learners in an Inclusive Setting

Creating Trauma Informed Schools

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Train all staff and administrators in Trauma Informed Care.</li> <li>Implement a comprehensive tiered system of mental health supports for all students.</li> </ul>	District Administrators, Principals, Assistant Principals, Mental Health providers, Guidance Counselors, Behavioral Support Staff, Teachers and Related Service Providers, Paraprofessionals, Bus Drivers, Board of School Directors	Identifying and assessing traumatic stress, Addressing and treating traumatic stress, Teaching trauma education and awareness, Having partnerships with students and families, Creating a trauma-informed learning environment, Being culturally responsive, Integrating emergency management & crisis response, Understanding and addressing staff self-care and secondary traumatic stress, Evaluating and revising school discipline policies and practices, Collaborating across systems and establishing community partnerships	Schools include trauma-informed strategies and education for all students, supplemental supports for some students, intensive interventions for students who suffer from trauma exposure, revisions to disciplinary policies, social-emotional instruction, school-wide culturally appropriate education about trauma, parent/caregiver education and engagement, data monitoring and routine screening, and individualized intensive support for students who exhibit symptoms of trauma, development of community partnerships to support these efforts and collaborate across child services to coordinate care.	Director of Pupil Services	04/03/2023	05/01/2025

**Learning Formats**

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	4 times per year- 2 hours per session		Trauma Informed Training (Act 18)

## Communications Action Steps

Evidence-based Strategy	Action Steps
Implement a balanced budget that plans for increases in the fund balance.	<ul style="list-style-type: none"> <li>• Compile annual budgets that adhere to district policies related to fund balance management.</li> </ul>
Conduct an equity audit in partnership with a reputable external evaluator that includes classroom, schools, policies, practices, and procedures.	<ul style="list-style-type: none"> <li>• Identify a reputable external partner to support the equity audit process.</li> <li>• Conduct an internal analysis by the Equity Team.</li> <li>• Conduct an external analysis by research team I.E. UPenn/DVMAC, PDE, Local Outside Sources.</li> <li>• Review other supports or agencies that may be available for a partnership in an equity audit.</li> <li>• Conduct an equity audit district wide and share the results publicly with the CASD community.</li> <li>• Review School Board policies and administrative regulations.</li> <li>• Analyze student achievement data including graduation/drop out rates.</li> <li>• Analyze student discipline data.</li> <li>• Review Safe Schools report.</li> <li>• Review other materials as required to complete audit including the PAYS Survey.</li> <li>• Develop an equity plan based on the recommendations from internal and external audit.</li> <li>• Implement the recommendations generated from the equity audit and monitor effectiveness of the changes using identified data sources.</li> <li>• Establish an Equity Team which may include Administrators, Teachers, Support Staff, other district personnel who are interested in participating.</li> </ul>
Review and revise a student support plan to include social/emotional learning, address behavioral mental health support programs, and return or develop any outsourced programs that can be offered within the CASD.	<ul style="list-style-type: none"> <li>• Train all staff and administrators in Trauma Informed Care.</li> <li>• Inform community stakeholders of trauma care initiatives.</li> <li>• Offer parent/community workshops.</li> <li>• Utilize community stakeholders to support parent/community workshops.</li> </ul>
Complete and implement a CASD facilities maintenance plan that will provide a clean, orderly, safe, cost-effective, and instructionally supportive school environment that contributes to the school district's mission of educating our children to meet the intellectual, physical, and emotional demands of the 21st century.	<ul style="list-style-type: none"> <li>• Create a budget that realistically supports a proactive preventive maintenance plan.</li> <li>• Create Requests for Proposals (RFP) and Requests for Quotations (RFQ) from local businesses and organizations and utilize the various consortiums available to support the needs of CASD.</li> <li>• Provide routine updates to the CASD community about upcoming facilities</li> </ul>



	<p>projects and financial needs.</p> <ul style="list-style-type: none"> <li>• Provide heating plant upgrades as needed throughout the district.</li> <li>• Repair roofs throughout the district.</li> <li>• Install piping HVAC insulation.</li> <li>• Make efforts to conserve energy throughout the district.</li> <li>• Implement a Preventative Maintenance Program.</li> <li>• Remove old chalk boards and replace them with white boards.</li> <li>• Conduct mold remediation as needed throughout the district.</li> <li>• Develop a protocol for advertising facility availability and a streamlined process for outside groups to schedule for a fee; the fees collected can be allocated to the cost of upkeep.</li> <li>• Inventory all facilities related to athletics and activities across the district.</li> <li>• Audit/Inspect all facilities related to athletics and activities to determine maintenance, repairs, and replacement in each location.</li> <li>• Develop ongoing funding plan for facilities: i.e., sell advertising or naming rights of fields and facilities, host food trucks at different events with funds split to support facilities upkeep, etc.</li> <li>• Increase offering of the pool for evening and weekend swim lessons taught by the high school students. Lifeguarding certification classes could also be available.</li> </ul>
<p>Provide facilities that protect the safety and security of all students and staff. Create safe and secure environments to help promote the achievement of schools’ education objectives, minimizing the risk of acts of crime and violence to all individuals in our buildings. Take a systems-based approach to layered physical security in all CASD facilities.</p>	<ul style="list-style-type: none"> <li>• Install new vape detection systems.</li> <li>• Evaluate and update camera systems throughout the district.</li> <li>• Install bullet proof glass or film in all entry portals at each school.</li> <li>• Review all fencing and upgrade as needed.</li> <li>• Continue to make exterior lighting improvements at all district buildings.</li> <li>• Add additional Police or SRO’s.</li> <li>• Determine budget needed and secure initial funds through the district, community fundraising and partnerships, sponsorships, etc.</li> <li>• Develop a plan for implementation of the weapons detection system.</li> <li>• Purchase additional weapons detection units.</li> </ul>
<p>Provide current reliable technology in all buildings and to all students and staff. Technology should give students 24/7 access to information and resources that enable them to find, curate, and create content and connect with people all over the world to share ideas, collaborate, and learn new things. Additionally, technology should provide students with the education they need to thrive in a globally connected world, therefore we must find</p>	<ul style="list-style-type: none"> <li>• Eliminate all dead spots in all our district buildings.</li> <li>• Update old unsupported servers throughout the district.</li> <li>• Update old, unreliable switches.</li> <li>• Replace non-functioning Unified Power Systems (UPS).</li> <li>• Create a plan that will continue to support the 1 to 1 initiative well into the district’s future.</li> </ul>

<p>ways to design, fund, acquire, and maintain the infrastructure that will make reliable connectivity a reality for every teacher and student in every learning environment within the Coatesville Area School District.</p>	<ul style="list-style-type: none"> <li>• Look into protecting all Chromebooks with appropriate cases.</li> <li>• Create a plan to refresh teacher laptops as they become unsupported.</li> <li>• Develop a plan for implementation of the weapons detection system.</li> </ul>
<p>Develop and implement a framework of MTSS supports across all grade levels.</p>	<ul style="list-style-type: none"> <li>• Social-Emotional Learning: Review, pilot, and adopt an SEL Screener in grades K-12.</li> <li>• Ensure parents and families understand what MTSS is, what the MTSS process looks like, what the key components of MTSS are by level (elementary vs. Secondary), the benefits of MTSS for staff and students, as well as the rights and responsibilities of parents/guardians.</li> </ul>
<p>Offer Career and Technical Education (CTE) content areas within CASD buildings.</p>	<ul style="list-style-type: none"> <li>• Identify content area to bring Career and Technical Education programs/shops into the district.</li> <li>• Build community partnerships to support hands-on learning for all students.</li> </ul>
<p>Implement a balanced budget that plans for increases in the fund balance, which supports the district’s initiatives relating to preventative maintenance and our aging infrastructures.</p>	<ul style="list-style-type: none"> <li>• Compile annual budgets that adhere to district policies related to fund balance management.</li> <li>• Decrease charter school enrollments by making sure we have the proper resources to manage the budget, attract families, and keep families from leaving.</li> <li>• Continue to provide updates to the School Board and public on the Master Facilities Plan.</li> <li>• Continue to conduct Requests for Proposals (RFPs) for all contracted maintenance services for CASD.</li> <li>• Continue funding of proactive maintenance positions to support current facilities.</li> </ul>
<p>Implement a balanced budget that plans for increases in the fund balance, which supports the district’s initiatives relating to student achievement and climate and culture.</p>	<ul style="list-style-type: none"> <li>• Compile annual budgets that adhere to district policies related to fund balance management.</li> <li>• Decrease charter school enrollments by making sure we have the proper resources to manage the budget, attract families, and keep families from leaving.</li> <li>• Annually review all staffing positions and their impact on instructional and operational needs to determine which positions need to be eliminated to balance the budget, and which positions need to be enhanced to support student achievement. This includes reviewing enrollment reports, class rosters, teacher full-time equivalences, course selection data, and student needs.</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Continue to conduct Request for Proposals (RFPs) for all contracted educational services for the CASD and the needs for each department.</li><li>• Create a technology replenishment cycle.</li></ul> |
|--|---|

## Communications Activities

Implement MTSS K-12					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Professional Staff; Building Administration; Parents; Students; Community Members	What is MTSS; What the MTSS process looks like; What the key components of MTSS are by level (elementary vs. Secondary); The benefits of MTSS for staff and students, as well as the rights and responsibilities of parents/guardians	Director of Educational Services; Director of Pupil Services; Administrators on Assignment; Supervisors of Pupil Services	07/01/2023	06/30/2025
Communications					
Type of Communication			Frequency		
Posting on district website			Ongoing		
Newsletter			Around Our Schools-Bi-weekly Monday Morning Message-Building-Weekly		
Presentation			Board Meeting-Twice per year		
Presentation			Back to School Night-Once per year		

Additional Course Offerings in the Area of Career Technology Education

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Professional Staff; Building Administration; Parents; Students; Community Members	CTE offerings available to students in CASD buildings; Internship opportunities; Job shadowing opportunities; Opportunities available in the community for career planning	Director of Educational Services; Administrators on Assignment	07/01/2023	06/30/2025

**Communications**

Type of Communication	Frequency
Posting on district website	Ongoing
Newsletter	Around Our Schools-Bi-weekly Monday Morning Message-Building-Weekly
Presentation	Back to School Night-Once per year
Presentation	Course Selection Night-Once per year
Other	On-site presentations at community partners' location-Ongoing

Standards Aligned Curriculum

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Professional Staff; Building Administration; Parents, Students, and Community Members	Progress on curriculum writing; Pilot Programs; Program adoption; Data on student achievement throughout the adoption process	Director of Educational Services; Administrators on Assignment	07/01/2023	06/30/2025

Communications	
Type of Communication	Frequency
Posting on district website	Ongoing
Newsletter	Around Our Schools-Bi-weekly Monday Morning Message-Building-Weekly
Presentation	Board Meeting-Twice per year

## Conduct an Equity Audit

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Identify a reputable external partner to support the equity audit process.</li> <li>Conduct an internal analysis by the Equity Team.</li> <li>Conduct an external analysis by research team I.E. UPenn/DVMAC, PDE, Local Outside Sources.</li> <li>Analyze student achievement data including graduation/drop out rates.</li> <li>Analyze student discipline data.</li> <li>Review Safe Schools report.</li> <li>Develop an equity plan based on the recommendations from internal and external audit.</li> <li>Establish an Equity Team which may include Administrators, Teachers, Support Staff, other district personnel who are interested in participating.</li> </ul>	District Administration, Building Administration, Teachers, Support Staff, Community, Community Partners	Process and timeline for selecting partner to conduct an audit, Establishment of District Equity Team, Districtwide data, Development of Plan, Implementation steps of plan	Director of Pupil Services	04/03/2023	04/01/2025

### Communications

Type of Communication	Frequency
Email	At least one time per school year
Posting on district website	At least one time per school year
Presentation	At least one time per school year
Other	At least one time per school year at a public board meeting

## Building Trauma Informed Schools

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Train all staff and administrators in Trauma Informed Care.</li> <li>Inform community stakeholders of trauma care initiatives.</li> <li>Offer parent/community workshops.</li> <li>Utilize community stakeholders to support parent/community workshops.</li> </ul>	District administration, professional and support staff, related service providers, community partners, board of school directors	Training announcements, strategies, partnerships with community members, opportunities to participate in district and community activities and events	Director of Pupil Services	04/03/2023	05/01/2025

### Communications

Type of Communication	Frequency
Email	At least 3 times prior to each event
Newsletter	Monthly prior to a scheduled activity or event
Posting on district website	Monthly prior to a scheduled activity or event
Presentation	At least one time at a public board meeting prior to an activity or event