Comprehensive Plan – Template

I. Ready- Prepare for Planning

Profile and Plan Essentials

LEA Type	Coatesville Area School District		AUN		
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Superintendent/CEO/Executive Director Name	Tomas Hanna				
Superintendent/CEO/Executive Director Email	hannat@casdschools.org				

Steering Committee

Committee Members and Positions in LEA/Community:

Name	Position/Role	Building/Group/Organization	Email
Mr. Henry Assetto	Board Member	Coatesville Area School District	assettoh@casdschools.org
Mr. Jarvis Berry	Community Member	Coatesville Youth Initiative	jarvis@coatesvilleyouthinitiative.org
Ms. Elizabeth Brindle	Parent	CASD Community	bethbrindle@gmail.com
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Ms. Rebecca Vietri	Administrator	Caln Elementary School	vietrir@casdschools.org
Ms. Lyryn Yacoe	Parent	CCAP/Parent	lyryn@yacoe.me

A. *LEA Profile*

Write a brief description of your LEA profile (e.g., demographics of student and personnel, types of programs and types of communities served.)

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 students and families 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 committed to continuous improvement in all areas in order to provide a world-class education to students. More than 5,000 students are served in grades kindergarten through twelve across five elementary schools, one sixth grade center, one seventh grade center, an intermediate high school, and a senior high school.

The district provides an elementary education program that utilizes resources such as the Units of Study from the Teacher's College of Columbia University, Words Their Way, and EveryDay Mathematics from the University of Chicago. Students also benefit from hands-on experiments and research that takes place during the school day. The district also hosts a district-wide science fair annually. Each year, hundreds of students submit projects for the science fair, which has been judged by local scientists.

During the 2020-2021 school year, each elementary school building began to implement a Multi-Tiered Systems of Support (MTSS) framework. Through the use of MTSS programs, students at the elementary level are able to receive academic support based on their individual needs. In the first year of implementation, students across the elementary buildings have received supplementary instruction in phonemic awareness skills using the Heggerty Curriculum. Elementary teachers in the district have also been trained to implement the 95% Group Phonics Lesson Library, which is designed to provide specific instruction in the phonics skills that students may need. Each elementary school is in the process of developing their own school-wide Positive Behavior Intervention and Support (PBIS) framework as part of their MTSS program. The PBIS component of MTSS provides explicit instruction for all students on behavioral expectations throughout the school and provides acknowledgement and reinforcement for students when they meet these expectations. MindUp, a social-emotional learning program, is also implemented in several elementary schools to help students develop their ability to manage stress and emotions, build positive relationships, and treat others with kindness.

Our sixth and seventh grade centers provide a teamed approach to the student schedule that promotes increased independence while providing the support needed for academic success. English Language Arts and Mathematics instruction is delivered in an 87-minute block to provide additional instructional time in these areas. Similar to the elementary buildings, English Language Arts instruction is supported using Units of Study resources from the Teacher's College of Columbia University, but introduces the College Preparatory Math program to deliver math instruction. Students in sixth and seventh grade also benefit from STEM education and several related arts courses, such as Art, Music, Band, Chorus, Health and Physical Education, and Family Consumer Science. Students also have the opportunity to participate in intermural or PIAA athletics, as well as various other clubs and activities.

An array of unique opportunities are available to students at Coatesville Area School District high school campus. In addition to nineteen Advanced Placement course offerings that have been recognized by the Advanced Placement Honor Roll, the high school offers opportunities for dual enrollment in college courses with Montgomery County Community College, Harrisburg University, or Delaware County Community College. Through dual enrollment with Delaware County Community College, students have the opportunity to earn an associate's degree before graduating from high school. Graduates of Coatesville Area Senior High School have been accepted to prestigious colleges and universities, such as University of Pennsylvania, Purdue University, Cornell University, Harvard University, Auburn University, Ohio University, Syracuse University, Villanova University, University of Alabama, University of South Carolina, Old Dominion University, Lebanon Valley College, Lehigh University, New York University and many more. A varied selection of elective courses are also offered on the campus, including experiences in the arts, world languages, and music programs. The high school campus is proud of its co-curricular activities such as the Air Force Junior ROTC program, and high-achieving marching band. The high school is also widely recognized for the outstanding athletic achievement of

students. The high school offers 16 different athletic opportunities for students and the athletic program was ranked 4th out of 498 in Pennsylvania and 66th out of 10,811(Nationally) in athletic programs by NICHE. The community rallies around the athletic accomplishments of the Coatesville high school young women and men. The high school also encourages leadership opportunities for students and is proud of the time-honored traditions that are celebrated by the student body and the community.

The district has also implemented several initiatives in recent years to support improved practices in instructional technology. During the 2019-2020 school year, the district began a one-to-one initiative to provide all students in the district with a Chromebook. To support this initiative, the district has also partnered with T-Mobile to provide wireless hotspots to families to ensure that students have internet access outside of school. In an effort to support virtual learning as a result of the COVID-19 pandemic, the district also adopted Canvas as a learning management system district-wide.   The combination of these resources has enabled the district to take steps toward improving the instructional program and improve 21st century learning skills.

The district maintains, and sees to expand, partnerships with local businesses and community groups with the goal of increasing opportunities for students and families. The Arcelor Mittal Steel manufacturing plant provides grant opportunities to schools within the District that result in STEM opportunities, new computers, and robotics programs. Similarly, the District benefits from community partnerships with Sikorsky Aircraft Corporation, The Boy Scout Learning for Life program, Chester County Futures, Young Men and Women in Charge (YMWIC), Boys Inc., Coatesville Kids to College, AHHA, Art Partners, The Coatesville Youth Initiative, as well as the Brandywine Health Foundation and the Huston Foundation. The district has recently begun partnerships with Girls on the Run and Nth Solutions in a continued effort to provide opportunities for students and support the district's goals. The many community partners provide after school programming as well as post-secondary and college support for students and families.

B. *Mission and Vision*

Mission- What is your LEA's mission? (i.e., What do you do? For whom? And for what benefit?)

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- What is your LEA's vision (i.e., a picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission.)

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.

C. *Educational Values*

What does your LEA believe is vital to successful attainment of the mission and vision?

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. Parents need to be kept aware of important updates and events in the district, updates regarding their student's school, and individual classrooms. Communication regarding the needs of students should remain student focused and proactive.
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 the larger community.
Other (optional)	

II. Set- Complete a Needs Assessment

A. *Future Ready PA Index:*

Review of the School(s) Level Performance
Strengths

Based on the performance of the all student group, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicators	Comments
Student Participation on State Assessments- ESSA Report Card	District-wide, students participated in state assessments at the following rates: English Language Arts: 94.48% Mathematics: 95% Science: 94.18%
Percent Graduation 4-Year Cohort- PA Future Ready Index	The 4-Year Cohort graduation rate during the 2018-2019 School Year was 86.6%, which exceeded the state-wide average.

Challenges

Based on the performance of the all student group, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicators	Comments
English Language Arts Proficiency- ESSA Report Card	40.53% of students scored in the Proficient or Advanced ranges on state assessments.
Mathematics Proficiency- ESSA Report Card	27.33% of students scored in the Proficient or Advanced ranges on state assessments.
Science Proficiency- ESSA Report Card	40.57% of students scored in the Proficient or Advanced ranges on state assessments.
Regular Attendance- ESSA Report Card	52.86% of students met the regular attendance standard in the most recently reported data. This data reflects the number of students who are enrolled for more than 90 days in a given school year and attend at least 90% of scheduled school days (thus not being chronically absent).

Review of Grade Level(s) and Individual Student Group(s)
Strengths

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index English Language Arts/Literature and Mathematics/Algebra-All Student Group Meets the Standard Demonstrating Growth	Coatesville Area Senior High School All Student Group
Comments/Notable Observations	
Based on Future Ready PA Index data from the 2018-2019 school year, students at Coatesville Area Senior High School met the growth standards in Literature and Algebra, earning an Academic Growth Score of 72 and 76 respectively. This exceeds the statewide Growth Standard of 70, and exceeds the statewide average of 75 in the area of Algebra.	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index English Language Arts/Literature and Mathematics/Algebra-All Student Group Meets the Standard Demonstrating Growth	Caln Elementary School All Student Group

Comments/Notable Observations
Based on Future Ready PA Index data from the 2018-2019 school year, students at Caln Elementary School met the growth standards in English Language Arts and Mathematics, earning an Academic Growth Score of 76 and 73 respectively. This exceeds the statewide Growth Standard of 70, and exceeds the statewide average 75 in the area of English Language Arts.

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index English Language Arts/Literature-All Student Group Meets the Standard Demonstrating Growth	East Fallowfield Elementary School All Student Group
Comments/Notable Observations	
Based on Future Ready PA Index data from the 2018-2019 school year, students at East Fallowfield Elementary School met the growth standards in English Language Arts, earning an Academic Growth Score of 71. This exceeds the statewide Growth Standard of 70.	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index English Language Proficiency	East Fallowfield Elementary School English Learners
Comments/Notable Observations	
Based on Future Ready PA Index data from the 2018-2019 school year, English Learners at East Fallowfield Elementary School met the Interim Goal/Improvement target for English Language Proficiency with a score of 33%. This score exceeds that statewide average of 30.8%	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index English Language Arts/Literature, Mathematics/Algebra, and Science/Biology-All Student Group Meets the Standard Demonstrating Growth	King's Highway Elementary School All Student Group
Comments/Notable Observations	
Based on Future Ready PA Index data from the 2018-2019 school year, students at King's Highway Elementary School met the growth standards in English Language Arts, Mathematics, and Science, earning Academic Growth Scores of 72, 73, and 71 respectively. This exceeds the statewide Growth Standard of 70.	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index Career Standards Benchmark- All Student Group Meets Performance Standard	King's Highway Elementary School
Comments/Notable Observations	
Future Ready PA Index data reflects that 97.9% of students demonstrated meaningful engagement in career exploration and preparation aligned to the Career Education and Work Standards.	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index Science/Biology-All Student Groups Meet Interim Goal/Improvement Target	Reeceville Elementary School
Comments/Notable Observations	

Reeceville Elementary School met the Interim Goal/Improvement Target in the All Student group in the area of Science. Based on Future Ready PA data, 60.7% of students scored Proficient of Advanced on the Science PSSA during the 2018-2019 school year.

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index English Language Growth and Attainment- All Student Group Met Interim Goal/Improvement Targets	North Brandywine Middle School
Comments/Notable Observations	
Future Ready PA Index data reflects that students at North Brandywine Middle School met the Interim Goal/Improvement Targets for English Language proficiency.	

Challenges

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index English Language Arts/Literature, Mathematics/Algebra, and Science/Biology-All Student Groups Did Not Meet Interim Goal/Improvement Target	Coatesville Area Senior High School
Comments/Notable Observations	
Coatesville Area Senior High School did not meet Interim Goal/Improvement Targets based on Keystone Literature, Algebra, and Biology assessment results. Based on the most recently available data, students scored in the Proficient and Advanced range on the Keystone exams at the following rates: Literature: 51.2% Algebra: 41.7% Biology: 35.1%	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index English Language Growth and Attainment- All Student Group did not meet Interim Goal/Improvement Targets	Coatesville Area Senior High School
Comments/Notable Observations	
Future Ready PA Index data reflects that students at Coatesville Area Senior High School did not meet the Interim Goal/Improvement Targets for English Language proficiency. 2019-2020 data reflects that 10.3% of students displayed proficiency. This is below the state average of 30.8%.	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index Regular Attendance- All Student Group Did Not Meet Performance Standard	Coatesville Area Senior High School
Comments/Notable Observations	
Future Ready PA Index data reflects that 45.7% of students met the regular attendance requirement. This falls below the statewide average of 85.7% and statewide performance standard of 94.1%.	

Indicators	Grade Level(s) and/or Student Group(s)

Future Ready PA Index English Language Arts/Literature, Mathematics/Algebra, and Science/Biology-All Student Groups Did Not Meet Interim Goal/Improvement Target	Scott Middle School
Comments/Notable Observations	

Scott Middle School did not meet Interim Goal/Improvement Targets based on PSSA English Language Arts, Mathematics, and Science assessment data from the 2018-2019 school year. Based on the most recently available data, students scored in the Proficient and Advanced range on the PSSA exam at the following rates:
English Language Arts: 33.9%
Mathematics: 14.1%
Science: 31%

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index English Language Growth and Attainment- All Student Group did not meet Interim Goal/Improvement Targets	Scott Middle School
Comments/Notable Observations	

English Learners at Scott Middle School did not meet Interim Goal/Improvement Targets in English Proficiency. Based on data from the 2019-2020 school year, 8% of students showed proficiency in English Language Growth and Attainment

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index Regular Attendance- All Student Group Did Not Meet Performance Standard	Scott Middle School
Comments/Notable Observations	

Future Ready PA Index data reflects that 56.9% of students met the regular attendance requirement. This falls below the statewide average of 85.7% and statewide performance standard of 94.1%.

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index Career Standards Benchmark- All Student Group Did Not Meet Performance Standard	Scott Middle School
Comments/Notable Observations	

Future Ready PA Index data reflects that 45.5% of students demonstrated meaningful engagement in career exploration and preparation aligned to the Career Education and Work Standards.

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index English Language Arts/Literature, Mathematics/Algebra, and Science/Biology-All Student Groups Did Not Meet Interim Goal/Improvement Target	Caln Elementary School
Comments/Notable Observations	

Caln Elementary School did not meet Interim Goal/Improvement Targets based on PSSA English Language Arts, Mathematics, and Science assessment data from the 2018-2019 school year. Based on the most recently available data, students scored in the Proficient and Advanced range on the PSSA exam at the following rates:
English Language Arts: 33.7%
Mathematics: 23.7%

Science: 57.6%

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index English Language Growth and Attainment- All Student Group did not meet Interim Goal/Improvement Targets	Caln Elementary School
Comments/Notable Observations	
English Learners at Caln Elementary School did not meet Interim Goal/Improvement Targets in English Proficiency. Based on data from the 2019-2020 school year, 18.2% of students showed proficiency in English Language Growth and Attainment.	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index Regular Attendance- All Student Group Did Not Meet Performance Standard	Caln Elementary School
Comments/Notable Observations	
Future Ready PA Index data reflects that 70.4% of students met the regular attendance requirement. This falls below the statewide average of 85.7% and statewide performance standard of 94.1%.	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index Career Standards Benchmark- All Student Group Did Not Meet Performance Standard	Caln Elementary School
Comments/Notable Observations	
Future Ready PA Index data reflects that 0% of students demonstrated meaningful engagement in career exploration and preparation aligned to the Career Education and Work Standards.	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index English Language Arts/Literature, Mathematics/Algebra, and Science/Biology-All Student Groups Did Not Meet Interim Goal/Improvement Target	East Fallowfield Elementary School
Comments/Notable Observations	
East Fallowfield Elementary School did not meet Interim Goal/Improvement Targets based on PSSA English Language Arts, Mathematics, and Science assessment data from the 2018-2019 school year. Based on the most recently available data, students scored in the Proficient and Advanced range on the PSSA exam at the following rates: English Language Arts: 45.8% Mathematics: 38.7% Science: 54.2%	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index Regular Attendance- All Student Group Did Not Meet Performance Standard	East Fallowfield Elementary School
Comments/Notable Observations	
Future Ready PA Index data reflects that 75.1% of students met the regular attendance requirement. This falls below the statewide average of 85.7% and statewide performance standard of 94.1%.	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index Career Standards Benchmark- All Student Group Did Not Meet Performance Standard	East Fallowfield Elementary School
Comments/Notable Observations	
Future Ready PA Index data reflects that 1.5% of students demonstrated meaningful engagement in career exploration and preparation aligned to the Career Education and Work Standards.	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index English Language Arts/Literature, Mathematics/Algebra, and Science/Biology-All Student Groups Did Not Meet Interim Goal/Improvement Target	King's Highway Elementary School
Comments/Notable Observations	
King's Highway Elementary School did not meet Interim Goal/Improvement Targets based on PSSA English Language Arts, Mathematics, and Science assessment data from the 2018-2019 school year. Based on the most recently available data, students scored in the Proficient and Advanced range on the PSSA exam at the following rates: English Language Arts: 49.3% Mathematics: 44.6% Science: 67.1%	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index Regular Attendance- All Student Group Did Not Meet Performance Standard	King's Highway Elementary School
Comments/Notable Observations	
Future Ready PA Index data reflects that 76% of students met the regular attendance requirement. This falls below the statewide average of 85.7% and statewide performance standard of 94.1%.	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index English Language Arts/Literature, Mathematics/Algebra, and Science/Biology-All Student Groups Did Not Meet Interim Goal/Improvement Target	Rainbow Elementary School
Comments/Notable Observations	
Rainbow Elementary School did not meet Interim Goal/Improvement Targets based on PSSA English Language Arts, Mathematics, and Science assessment data from the 2018-2019 school year. Based on the most recently available data, students scored in the Proficient and Advanced range on the PSSA exam at the following rates: English Language Arts: 40.6% Mathematics: 28.7% Science: 52.8%	

Indicators	Grade Level(s) and/or Student Group(s)

Future Ready PA Index Regular Attendance- All Student Group Did Not Meet Performance Standard	Rainbow Elementary School
Comments/Notable Observations	
Future Ready PA Index data reflects that 72.6% of students met the regular attendance requirement. This falls below the statewide average of 85.7% and statewide performance standard of 94.1%.	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index Career Standards Benchmark- All Student Group Did Not Meet Performance Standard	Rainbow Elementary School
Comments/Notable Observations	
Future Ready PA Index data reflects that 72.3% of students demonstrated meaningful engagement in career exploration and preparation aligned to the Career Education and Work Standards.	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index English Language Arts/Literature, Mathematics/Algebra, and Science/Biology-All Student Groups Did Not Meet Interim Goal/Improvement Target	Reeceville Elementary School
Comments/Notable Observations	
Reeceville Elementary School did not meet Interim Goal/Improvement Targets based on PSSA English Language Arts and Mathematics assessment data from the 2018-2019 school year. Based on the most recently available data, students scored in the Proficient and Advanced range on the PSSA exam at the following rates: English Language Arts: 25.2% Mathematics: 26.7%	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index English Language Growth and Attainment- All Student Group did not meet Interim Goal/Improvement Targets	Reeceville Elementary School
Comments/Notable Observations	
English Learners at Reeceville Elementary School did not meet Interim Goal/Improvement Targets in English Proficiency. Based on data from the 2019-2020 school year, 22% of students showed proficiency in English Language Growth and Attainment.	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index Regular Attendance- All Student Group Did Not Meet Performance Standard	Reeceville Elementary School
Comments/Notable Observations	
Future Ready PA Index data reflects that 65.9% of students met the regular attendance requirement. This falls below the statewide average of 85.7% and statewide performance standard of 94.1%.	

Indicators	Grade Level(s) and/or Student Group(s)
Future Ready PA Index Career Standards Benchmark- All Student Group Did Not Meet Performance Standard	Reeceville Elementary School

Comments/Notable Observations
Future Ready PA Index data reflects that 84.4% of students demonstrated meaningful engagement in career exploration and preparation aligned to the Career Education and Work Standards.

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement your Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
Several schools have met the Interim Growth Standards
Individual schools have met the Career Standards Benchmark
Four-year cohort graduation rate

Challenges - Which of the identified challenges are most pressing and, if improved, would greatly impact your progress in achieving your Future Ready PA Index interim targets? Please enter one challenge per line.
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
The percentage of students who meet the Career Standards Benchmark

B. *Future Ready PA Academics*

English Language Arts (Please enter one Data source per line)

Data	Comments/Notable Observations
PSSA/Keystone-40.53% of students scored in the Proficient or Advanced ranges on English Language Arts/Literature state assessments	Scores on state assessments varied by building and by level, but overall there is a need for improvement in the area of English Language Arts as evidenced by the lagging proficiency percentage across the district.
PSSA/Keystone English Language Arts/Literature- All Student Group are meeting Interim Growth Targets in several school buildings	Coatesville Area Senior High School, Caln Elementary School, East Fallowfield Elementary School, and King's Highway Elementary School met the Interim Growth Targets based on state assessment data from the 2018-2019 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.

Data	Comments/Notable Observations
Acadience Oral Reading Fluency- 25-42% of students at or above benchmark	Based on Acadience Oral Reading Fluency data collected during the fall of 2020, 25-42% of students are at or above benchmark. At the district level, this reflects similar information as the data obtained from state assessments.

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

Students at Coatesville Area Senior High School, Caln Elementary School, East Fallowfield Elementary School, and King's Highway Elementary school are meeting Interim Growth Targets based on English Language Arts/Literature data from state assessments.

Challenges - Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.

Improvement is needed across all student subgroups in the area of English Language Arts/Literature.

Additional data sources are needed to monitor student progress in the area of reading.

Mathematics (Please enter one Data source per line)

Data	Comments/Notable Observations
PSSA/Keystone-27.33% of students Proficient or Advanced ranges on Mathematics/Algebra state assessments	Data varied across buildings and levels, but there is a need overall to improve in the area of Mathematics achievement across the district.
PSSA/Keystone Mathematics/Algebra- All Student Group are meeting Interim Growth Targets in several school buildings	Coatesville Area Senior High School, Caln Elementary School, and King's Highway Elementary School met the Interim Growth Targets based state assessment data from the 2018-2019 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.

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

Students at Coatesville Area Senior High School, Caln Elementary School, East Fallowfield Elementary School, and King's Highway Elementary school are meeting Interim Growth Targets based on Mathematics/Algebra data from state assessments.

Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your

mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
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.

Science, Technology, and Engineering Education (Please enter one Data source per line)

Data	Comments/Notable Observations
40.57% of students scored in the Proficient or Advanced ranges on Science/Biology state assessments.	The majority of schools in the district did not meet Interim Goal/Improvement Targets in science based on PSSA/Keystone state assessment data. This area is in need of approvement across the district to improve performance for all student subgroups.
All Student Group met Interim Goal/Improvement Targets in Science at Reeceville Elementary School	Based on data from PSSA testing during the 2018-2019 school year, students at Reeceville Elementary School met the Interim Goal/Improvement Targets in Science. This is a strength in their building and across the district.

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
Reeceville Elementary School met the Interim Goal/Improvement Targets in Science based on 2018-2019 PSSA data.
King's Highway Elementary School met the Standard Demonstrating Growth in Science based on 2018-2019 PSSA data.

Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
The majority of schools in the district did not meet the Interim Goal/Improvement Targets in the area of Science.

C. Related Academics

Career Readiness (Please enter one Data source per line)

Data	Comments/Notable Observations
Coatesville Area Senior High School- 61.8% of 12th grade	According to PA Future Ready Index data, 61.8% of 12th grade students participated in a Rigorous Course of Study, which is defined as the number of students who participate in at least one Advanced Placement, International

students participated in a Rigorous Course of Study	Baccalaureate, dual credit course, or concentrated CTE program during grades 7-12. Coatesville Area School District exceeds the Statewide Average in this area, which is 57.5%.
Coatesville Area Senior High School- 85.7% of graduates transition to School, Military, or Work	The most recent data reported through PA Future Ready Index (2017-2018) indicates that 85.7% of graduates transition to school, the military, or work within 16 months of graduation. This also exceeds the statewide average of 81.1%. This is a lagging statistic, as the data is not able to be collected until 16 months after graduation.
Coatesville Area Senior High School-four-year cohort graduation rate is 86.6%, which meets the Interim Goal/Improvement Targets based on data from the 2018-2019 school year	Coatesville Area Senior High School met the Interim Goal/Improvement Target based on its four-year cohort graduation percentage. The graduation rate of 86.6% exceeds the state average.
97.9% of students at King's Highway Elementary School Met the Performance Standard for the Career Standards Benchmark	King's Highway Elementary School met the Performance Standard for the Career Standards Benchmark, indicating that 97.9% of students participated in instruction and activities aligned with the Career Education and Work Standards.

Career and Technical Education Programs (Required if LEA offers CTE programs)
(Please enter one Data source per line)

Data	Comments/Notable Observations

Arts and Humanities (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations

Environment and Ecology (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations

Family and Consumer Sciences (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations

Health, Safety and Physical Education (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations

Social Studies (Civics and Government, Economics, Geography, History) - (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
The percentage of students participating in a Rigorous Course of Study at Coatesville Area Senior High School
Post-Secondary Transition- 85.7% 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 King's Highway Elementary School
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
Multiple schools have not met the performance standard as part of the Career Standards Benchmark.
Limited data and curriculum available for other related academic areas.

D. Equity Considerations

English Learners (Please enter one Data source per line)

Data	Comments/Notable Observations
PSSA/Keystone Data: English Language Arts/Literature: 12.79% Proficient and Advanced Mathematics/Algebra: 9.33% Proficient and Advanced	The percentage of English Learners in Coatesville Area School District who are Proficient or Advanced in all tested areas lag behind the overall district averages in those areas, as well as statewide averages.

Science/Biology: 18.81% Proficient and Advanced	
English Language Growth and Attainment- East Fallowfield Elementary School	East Fallowfield Elementary School met the Interim Goal/Improvement Target in the area of English Language Growth and Attainment, with a score of 33.3% proficient.

Students with Disabilities (Please enter one Data source per line)

Data	Comments/Notable Observations
PSSA/Keystone Data: English Language Arts/Literature: 14.25% Proficient and Advanced Mathematics/Algebra: 11.52% Proficient and Advanced Science/Biology: 17.22% Proficient and Advanced	Performance on state assessments for students with disabilities is lower than that of the All Student group. While the nature of the needs of students with disabilities may contribute to lower scores on state assessments, the scores in Coatesville Area School District in these areas are also below the state average when compared to other students with disabilities.
Penn Data 2019-2020: Percent of Special Education: 26.4% Percent of Students Identified with an Emotional Disturbance: 12.5%	The percentage of students in the district who receive special education services is higher than surrounding districts, and exceeds the statewide average of 17.8%. The percentage of the group of students identified with an Emotional Disturbance is also higher than the state average of 8.5%.

Students Considered Economically Disadvantaged (Please enter one Data source per line)

Data	Comments/Notable Observations
PSSA/Keystone Data: English Language Arts/Literature: 28.96% Proficient and Advanced Mathematics/Algebra: 16.3% Proficient and Advanced Science/Biology: 29.36% Proficient and Advanced	State assessment data for students identified as Economically Disadvantaged is lower than the All Student group across assessment areas. The percentage of students who are proficient and advanced from the Economically Disadvantaged subgroup is also lower than the state average for Economically Disadvantaged students.

Student Groups by Race/Ethnicity (Please enter one Data source per line)

Student Groups	Comments/Notable Observations
Black	**PSSA/Keystone Data:** English Language Arts/Literature: 25.22% Proficient and Advanced Mathematics/Algebra: 13.69% Proficient and Advanced

	Science/Biology: 24.41% Proficient and Advanced These scores are lower than the All Student group in the district, and is lower than the state average for Black students.
Hispanic	**PSSA/Keystone Data:** English Language Arts/Literature: 29.85% Proficient and Advanced Mathematics/Algebra: 17.64% Proficient and Advanced Science/Biology: 34.04% Proficient and Advanced These scores are lower than the All Student group in the district, and is lower than the state average for Hispanic students.
2 or More Races	**PSSA/Keystone Data:** English Language Arts/Literature: 38.13% Proficient and Advanced Mathematics/Algebra: 24.64% Proficient and Advanced Science/Biology: 28.57% Proficient and Advanced These scores are lower than the All Student group in the district, and is lower than the state average for students who identify as 2 or More Races.
Asian	**PSSA/Keystone Data:** English Language Arts/Literature: 66.66% Proficient and Advanced Mathematics/Algebra: 51.86% Proficient and Advanced These scores are higher than the All Student group in the district, but are lower than the state average for Asian students.
White	**PSSA/Keystone Data:** English Language Arts/Literature: 57.9% Proficient and Advanced Mathematics/Algebra: 42.86% Proficient and Advanced Science/Biology: 55.44% Proficient and Advanced These scores are higher than the All Student group in the district, but are lower than the state average for White students.

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

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 for the past year. The district is beginning to implement changes to the 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.

Equity has been an areas of focus within the district for several years. 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.

Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.

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 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.

E. Designated Schools (CSI/ATSI)
This section is only required for LEA's that have designated schools

Describe the role of the LEA in developing school-level improvement plans (include a description of how the LEA engaged in the school-level comprehensive needs assessment; supported the schools in selecting evidence-based strategies that met ESSA's evidence provisions and were best fit for the school context; and efforts the LEA took/will take to align school improvement plans with the LEA comprehensive plan.

The LEA utilized support from the CCIU to assist in the development of school level plans. Schools that were identified as CSI or ATSI schools were approached by the CCIU to provide training on completing the plan templates, complete the needs assessment, and develop action plans. Each school building reviewed their specific needs using building level data from Future Ready PA Index and PVAAS, and other building level data sources. Strategies were selected based on initiatives that were beginning at the district level, or through additional consultation and support from the CCIU that was tied to grant funding. Several building level plans are aligned to this comprehensive plan, as these are initiatives that will be included in this plan.

What will the LEA do to support timely implementation of your school improvement plan*? List actions the LEA will take to support implementation of each school's improvement plan in the next two months.*

Action Steps	Person(s)/Position Responsible	Timeline
Provide support to building principals in the completion and maintenance of their CSI or ATSI Plans	Director of Educational Services	Once each building is identified, and then at least quarterly to support implementation and monitoring of the plan
Assist principals to coordinate relevant trainings to support the implementation of CSI or ATSI plans	Director of Educational Services/Director of Pupil Services	Prior to the beginning of each school year and throughout the year as needed

Facilitate collaboration between school buildings to capitalize on ideas from other buildings and coordinate efforts toward the same targets	Director of Educational Services	June 2021-June 2022
Revise assessment calendar annually to ensure that assessments that are needed to track progress of relevant plans are included and properly supported	Director of Educational Services	June 2021-August 2021

Describe the process and tools that will be used to monitor implementation and impact of school-level improvement plans.

> Building principals hold the primary responsibility of monitoring the implementation of school level plans and their impact on overall school improvement. Each building principal has incorporated different evaluation measures into their plans based on the priorities that were identified in their school level plans. Examples of evaluation tools include academic universal screening data, attendance data, and portfolio artifacts.

Describe the efforts the LEA took to modify practices and policies to provide operational flexibility that enables full and effective implementation of the improvement plans established for each designated for CSI, A-TSI, or TSI (if such modifications were necessary to implement the selected evidence-based strategies).

> At the elementary level, building schedules were adjusted to provide a time for academic intervention for all students. This additional time built into the schedule will allow for individualized support and targeted instruction to be delivered to students. The LEA also supported the implementation of universal screening tools to identify students in need of intervention as well as monitor student growth. Several building principals also chose to apply for MTSS based grants that are being implemented this school year in their buildings. The efforts in these buildings, including professional development opportunities for teachers, are aligned to the requirements of the grant and are specific to each building.

*For CSI schools only: How will the LEA draw upon a diverse array of funding sources (in addition to the Title I School Improvement Formula Set-Aside) to ensure sustainability of school improvement efforts beyond CSI designation?

> No schools in the district are identified as CSI schools.

F. Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The district submitted its Special Education Plan in the spring of 2019. The district will need to revise its existing plan to reflect improvements in special education that are made throughout the duration of this Comprehensive Plan. The district is due to resubmit its Special Education Plan in the spring of 2022.
Title 1 Plan	The district submits its Title 1 Plan each year. The funds from Title 1 are used to support reading instruction and coaches in grades K-7. The plan also incorporates funds to support engaging families in the school community.
Student Services	The district is currently reviewing their practices related to student services, and will revise plans as necessary based on the review.

K-12 Guidance Plans (339 Plans)	The district is currently in the process of developing a K-12 Guidance Plan in alignment.
Technology (PATI)	The district submits the Pennsylvania Technology Inventory (PATI) annually which inventories different components of the resources available in the school district, including internet speed, internet service providers, and equipment used by students and staff.
English Language Development Program	The district currently supports English Learners through a largely inclusive model, where support from English Language Development teachers is delivered in the core content classes. The district plans to reevaluate the district wide Language Instruction Education Program (LIEP) as part of the action steps in this Comprehensive Plan.

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

The district is currently implementing CSI and ATSI plans in appropriate buildings.

Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.

Improved core curriculum and instruction

Improved continuum of supports available to students as part of the general education curriculum

Improved special education programs

Improved supports and services for English Learners

G. Conditions for Leadership, Teaching and Learning

PA Essential Practices for Local Education Agencies Team Rating

Empower Leadership for District Continuous Improvement

District leadership establishes a vision for continuous improvement and cultivates a culture of collective responsibility to provide the conditions for all students to be college, career, and community ready. There is a shared commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the conditions necessary to continuously improve student learning and outcomes.

	Not Yet Evident	Emerging	Operational	Exemplary
Foster a vision and culture of high expectations for success for all students, educators, and families		X		
Establish and maintain a focused system for continuous improvement and ensure organizational coherence		X		

	Not Yet Evident	Emerging	Operational	Exemplary
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district		X		

Focus on Continuous Improvement of Instruction

District leadership provides tools, systems, and structures to ensure effective, standards-aligned instructional programs that are evidence based, differentiated, individualized, and informed by data-based planning and reflection.

	Not Yet Evident	Emerging	Operational	Exemplary
Ensure effective, standards-aligned curriculum and assessment		X		
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction		X		
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning		X		

Provide Student-Centered Supports so That All Students are Ready to Learn

District leadership supports school communities to remove barriers to learning and enhance opportunities for academic success, social and emotional development, and the health and wellness of all students. The district provides ongoing guidance and support to schools to maintain a positive climate conducive to learning.

	Not Yet Evident	Emerging	Operational	Exemplary
Coordinate and monitor supports aligned with students' and families' needs		X		
Partner with local businesses, community organizations, and other agencies to meet the needs of the district		X		

Implement Data-Driven Human Capital Strategies

The district implements and maintains a performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students. District leaders, school leaders, teachers, and support staff acquire, enhance, and refine the knowledge, skills and practices necessary to create and support high levels of learning for all students through high-quality, embedded professional learning opportunities.

	Not Yet Evident	Emerging	Operational	Exemplary
Recruit and retain fully credentialed, experienced, and high-quality leaders and teachers	X			
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities		X		

Organize and Allocate Resources and Services Strategically and Equitably

The district is organized and allocates resources (money, staff, professional learning, materials, and additional support) to schools based on the analysis of a variety of data that is disaggregated by student groups to determine district and school needs. Fiscal resources from local, state, and federal programs are used strategically and equitably to achieve the district's goals and priorities.

	Not Yet Evident	Emerging	Operational	Exemplary
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data		X		
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities		X		

Summary

Strengths- Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

None, however the district has made efforts to improve practices in these areas across the district.

Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.

Ensure effective, standards-aligned curriculum and assessment

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

Coordinate and monitor supports aligned with students' and families' needs

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

H. Summary of Strengths and Challenges from the Needs Assessments

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges and concerns? Please enter one strength statement in each line.

Coatesville Area Senior High School- 61.8% of 12th grade students participated in a Rigorous Course of Study

Coatesville Area Senior High School- 85.7% of graduates transition to School, Military, or Work

Coatesville Area Senior High School-four-year cohort graduation rate is 86.6%, which meets the Interim Goal/Improvement Targets based on data from the 2018-2019 school year

97.9% of students at King's Highway Elementary School Met the Performance Standard for the Career Standards Benchmark

Reeceville Elementary School met the Interim Goal/Improvement Targets in Science based on 2018-2019 PSSA data.

King's Highway Elementary School met the Standard Demonstrating Growth in Science based on 2018-2019 PSSA data.

Students at Coatesville Area Senior High School, Caln Elementary School, East Fallowfield Elementary School, and King's Highway Elementary school are meeting Interim Growth Targets based on Mathematics/Algebra data from state assessments.
Students at Coatesville Area Senior High School, Caln Elementary School, East Fallowfield Elementary School, and King's Highway Elementary school are meeting Interim Growth Targets based on English Language Arts/Literature data from state assessments.
Students at Coatesville Area Senior High School, Caln Elementary School, East Fallowfield Elementary School, and King's Highway Elementary school are meeting Interim Growth Targets based on Mathematics/Algebra data from state assessments.

Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the identified concerns, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.

Improved core curriculum and instruction
Improved continuum of supports available to students as part of the general education curriculum
Improved special education programs
Improved supports and services for English Learners
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Most Notable Observations/Patterns- Reflecting back on your comments and observations throughout the needs assessment process, what stands out? Are there consistent patterns or trends as you move from Future Ready PA Index to Additional Student Performance Data to Supplemental LEA Plans to Conditions for Leadership, Teaching and Learning that you think are important to keep in mind as you move through the planning process?

Data from various sources reveal consistent themes related to student achievement across subgroups. With few exceptions, student achievement has been identified as a priority across the district. This is reflected in various Future Ready PA Index data, which indicates lagging performances in English Language Arts, Mathematics, and Science. Performance on local assessments, such as Acadience reading measures, correlate with the needs represented in Future Ready PA Index data. This phenomenon is consistent across subgroups as well, which illustrate a need for specific improvements for students with disabilities, English learners, and various race/ethnicity groups. The consistency in low performance across subgroups and the larger student population indicates a need to improve core curriculum and instruction, and improved supports for students throughout the district.

Data from the Equitable Practices Rubric, as well as district data related to finances also support a need for continued focus and improvement. The district's facilities have also been identified as an area in need of additional focus. Improvements in these areas would enable the district to continue to improve its instructional programs for students and provide a high quality education.

Data from the Future Ready PA Index, feedback from the community, and the Steering Committee also reflect a need for improvement in school climate and culture. Improvements in these areas should focus on supporting appropriate behavior in schools, providing social-emotional supports, equity focused efforts to support underserved populations, and a coordinated plan to promote engagement in the school community through activities and athletics.

I. *Analyzing (Strengths and Concerns)*

Challenges (Please enter one challenge per line.)

Analyzing Challenges	Discussion Points	Priority (Y/N)
Ensure effective, standards-aligned curriculum and assessment	The district is currently implementing several commercial instructional resources to support instruction in English Language Arts and Mathematics instead of a curriculum that is aligned to state standards.	Y
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	The district has focused its efforts in curriculum and instruction around the implementation of specific resources in English Language Arts and Mathematics, but has not adopted other evidence-based resources and strategies to support students in need.	Y
Coordinate and monitor supports aligned with students' and families' needs	Strict adherence to specific instructional philosophies and practices has created a challenge in supporting students who struggle with those approaches. Limited data systems have made it difficult for school leaders to systemically monitor student needs and adjust support systemically in response to student need.	Y
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	The district has struggled to reallocate resources in response to changing enrollment numbers. Additionally, the issues described above that impact students have caused many families to leave the school district for charter schools and have increased the need for students with disabilities to be educated outside of the school district.	Y

Strengths (Please enter one strength statement in each line.)

Analyzing Strengths	Discussion Points
Coatesville Area Senior High School- 61.8% of 12th grade students participated in a Rigorous Course of Study	Coatesville Senior High School teachers and administrators have focused their efforts on improving post-secondary outcomes for students. These efforts will continue to be supported the development of a K-12 Guidance (339) Plan.
Coatesville Area Senior High School- 85.7% of graduates transition to School, Military, or Work	Coatesville Senior High School teachers and administrators have focused their efforts on improving post-secondary outcomes for students. These efforts will continue to be supported the development of a K-12 Guidance (339) Plan.
Coatesville Area Senior High School-four-year cohort graduation rate is 86.6%, which meets the Interim Goal/Improvement Targets based on data from the 2018-2019 school year	Coatesville Senior High School teachers and administrators have focused their efforts on improving post-secondary outcomes for students. These efforts will continue to be supported the development of a K-12 Guidance (339) Plan.
97.9% of students at King's Highway Elementary School	Building leaders have implemented state regulations to collect and submit artifacts related to the Career Standards Benchmark differently in each

Met the Performance Standard for the Career Standards Benchmark	building. In order to expand upon the success experiences at King's Highway, district principals can collaborate to make sure they are using the most effective processes. These efforts will continue to be supported the development of a K-12 Guidance (339) Plan.
Reeceville Elementary School met the Interim Goal/Improvement Targets in Science based on 2018-2019 PSSA data.	Curriculum across buildings varies at the elementary level. As the district writes curriculum in each content area, curriculum writers will be able to capitalize on the successes that they have had at the building level.
King's Highway Elementary School met the Standard Demonstrating Growth in Science based on 2018-2019 PSSA data.	Curriculum across buildings varies at the elementary level. As the district writes curriculum in each content area, curriculum writers will be able to capitalize on the successes that they have had at the building level.
Students at Coatesville Area Senior High School, Caln Elementary School, East Fallowfield Elementary School, and King's Highway Elementary school are meeting Interim Growth Targets based on Mathematics/Algebra data from state assessments.	Curriculum across buildings varies at the elementary level. As the district writes curriculum in each content area, curriculum writers will be able to capitalize on the successes that they have had at the building level.
Students at Coatesville Area Senior High School, Caln Elementary School, East Fallowfield Elementary School, and King's Highway Elementary school are meeting Interim Growth Targets based on English Language Arts/Literature data from state assessments.	Curriculum across buildings varies at the elementary level. As the district writes curriculum in each content area, curriculum writers will be able to capitalize on the successes that they have had at the building level.
Students at Coatesville Area Senior High School, Caln Elementary School, East Fallowfield Elementary School, and King's Highway Elementary school are meeting Interim Growth Targets based on Mathematics/Algebra data from state assessments.	Curriculum across buildings varies at the elementary level. As the district writes curriculum in each content area, curriculum writers will be able to capitalize on the successes that they have had at the building level.
Reeceville Elementary School met the Interim Goal/Improvement Targets in Science based on 2018-2019 PSSA data.	Curriculum across buildings varies at the elementary level. As the district writes curriculum in each content area, curriculum writers will be able to capitalize on the successes that they have had at the building level.

King's Highway Elementary School met the Standard Demonstrating Growth in Science based on 2018-2019 PSSA data.	Curriculum across buildings varies at the elementary level. As the district writes curriculum in each content area, curriculum writers will be able to capitalize on the successes that they have had at the building level.

Priority Challenges (Please enter one challenge per line.)	
Analyzing Priority Challenges	Priority Statements
Ensure effective, standards-aligned curriculum and assessment	Coatesville Area School District does not currently have standards-aligned curriculum and assessment in place. The district is currently implementing several commercial instructional resources to support instruction in English Language Arts and Mathematics. In order to improve in this area, the district needs to move away from using singular resource resources as a curriculum, and instead develop curriculum that uses the resources necessary to address state standards
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	The district has focused its efforts in curriculum and instruction around the implementation of specific resources in English Language Arts and Mathematics, but has not adopted other evidence-based resources and strategies to support students in need. To address this challenge, the district should identify additional evidence-based resources and strategies that are designed to address the unique needs of the students in the district. These resources and strategies can support interventions as part of the general education curriculum or serve as special education supports.
Coordinate and monitor supports aligned with students' and families' needs	Strict adherence to specific instructional philosophies and practices has created a challenge in supporting students who struggle with those approaches. The district should implement resources, strategies, and programs that are informed by student data so that adjustments to educational programming can be made.
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	The district has struggled to manage its physical and financial resources in a manner that is reflective of the needs of the schools and community. In order to meet this challenge, the district needs to routinely review its spending practices and management of resources to ensure that its allocations are fiscally responsible, reflective of the needs of the district, and aligned with district goals.

III. Go

A. Goal Setting

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority: _____

Outcome Category

Essential Practices Condition 3 - Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)

Coatesville Area School District will implement a coordinated curriculum in English Language Arts and Math that is aligned to state standards, as well as a continuum of evidence-based special education and MTSS supports throughout the district by June 2023

Measurable Goal Nickname (35 Character Max)

Student Achievement Goal

Target Year 1	Target Year 2	Target Year 3
Comprehensive Plan Developed	**Curriculum aligned to standards** **MTSS supports implemented in Elementary and Middle Schools** **Continuum of Special Education supports expanded**	**Coatesville Area School District will implement a coordinated curriculum in English Language Arts and Math that is aligned to state standards as well as evidence-based special education and MTSS supports throughout the district by June 2023**

Priority: _____

Outcome Category

Other - please specify

Measurable Goal Statement (Smart Goal)

By June 2023, Coatesville Area School District will implement a balanced budget each year that plans for increases in the fund balance.

Measurable Goal Nickname (35 Character Max)

Financial Goal

Target Year 1	Target Year 2	Target Year 3
Comprehensive Plan Developed	**Implement a balanced budget for the 2022-2023 school year that plans for increases in the fund balance**	**By June 2023, Coatesville Area School District will implement a balanced budget each year that plans for increases in the fund balance.**

Priority: _____

Outcome Category

Other - please specify

Measurable Goal Statement (Smart Goal)

Coatesville Area School District will implement a multi-year facilities maintenance plan that supports fiscally responsible, proactive maintenance of district buildings by June 2023.

Measurable Goal Nickname (35 Character Max)

Facilities Goal

Target Year 1	Target Year 2	Target Year 3
Comprehensive Plan Developed	**Facilities maintenance plan approved by Board of School Directors**	**Coatesville Area School District will implement a multi-year facilities maintenance plan that supports fiscally responsible, proactive maintenance of district buildings by June 2023.**

Priority: _____

Outcome Category

School climate and culture

Measurable Goal Statement (Smart Goal)

In order to create a positive and equitable climate in all schools, Coatesville Area School District will implement recommendations from an equity audit, expand upon Positive Behavior Support offerings, implement a communications plan, and Activities and Athletics Strategic Plan by June 2023

Measurable Goal Nickname (35 Character Max)

School Climate and Culture

Target Year 1	Target Year 2	Target Year 3
Comprehensive Plan Developed	**Complete district-wide equity audit** **Expand PBIS program to all buildings** **Implement Communications Plan** **Implement Activities and Athletics Strategic Plan**	**In order to create a positive and equitable climate in all schools, Coatesville Area School District will implement recommendations from an equity audit, expand upon Positive Behavior Support offerings, implement a communications plan, and Activities and Athletics Strategic Plan by June 2023**

B. *Evidence-Based Strategies*

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your LEA. The same Evidenced based strategy may be used for more than one goal. (Add more rows if needed)

Evidence-Based Strategy	Measurable Goals
Develop a CASD coordinated curriculum plan for each course of instruction taught K-12	Student Achievement Goal
Develop a CASD coordinated STEM plan K-12	Student Achievement Goal
Develop 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	Student Achievement Goal/School Climate and Culture
Implement a budget that reflects increases in the fund balance	Financial Goal
Balance a budget that provides instructional supports for students	Financial Goal
Balance a budget that supports a preventative maintenance and facilities program	Financial Goal
Collaborate with community organizations when possible on cost saving measures	Financial Goal
Complete and implement the CASD facilities maintenance plan	Facilities Goal

Implement a maintenance plan that allows the district to continuously address operations/maintenance items, including routine inventory of supplies and maintenance of equipment	Facilities Goal
Review district facility needs in relation to district goals, needs, and progress over time	Facilities Goal
Conduct an equity audit in partnership with a reputable external evaluator that includes classrooms, schools, policies, practices, and procedures	School Climate and Culture Goal
Continue to build an MTSS framework throughout the district	School Climate and Culture Goal
Implement a CASD activity, athletic, compliance strategic plan	School Climate and Culture Goal
Develop a CASD communications plan	School Climate and Culture Goal

C. Action Plan Steps

Create an Action Plan for each Evidenced-based Strategy
(If you need more than the number of tables provided please copy and paste more into the document)
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Evidence-based Strategy Name	Measurable Goals
Develop a CASD coordinated curriculum plan for each course of instruction taught K-12	**Student Achievement Goal**

Action Steps	Anticipated Start	Completion Date
Conduct an audit of all existing curriculum and curriculum resources to identify areas of need and overlap	7/1/2021	6/30/2022
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Existing curriculum resources	Yes	Yes
Lead Person/Position	Director of Educational Services	

Action Steps	Anticipated Start	Completion Date
Partner with the CCIU to provide training to curriculum writers and consult on the curriculum writing process	1/1/2021	8/31/2021
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Consultation from CCIU • Access to relevant training materials	Yes	Yes
Lead Person/Position	Director of Educational Services	

Action Steps	Anticipated Start	Completion Date
Rewrite curriculum across content areas aligned with current state standards	2/1/2021	8/31/2021
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
- Existing curriculum resources - Access to open source content - Support from CCIU consultants - Regular curriculum writing professional development and training	Yes	Yes
Lead Person/Position	Director of Educational Services	

Action Steps	Anticipated Start	Completion Date
Submit curriculum review to the board of school directors for approval	7/1/2021	8/31/2021
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
Completed curriculum maps/documents	No	Yes
Lead Person/Position	Director of Educational Services	

Action Steps	Anticipated Start	Completion Date
Communicate curriculum writing progress with the CASD community and seek input from parents and the community	7/1/2021	6/30/2022
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
- District email - Board presentations - District Social Media - Faculty Meetings - Other communication	No	Yes
Lead Person/Position	Director of Educational Services	

Action Steps	Anticipated Start	Completion Date
Provide professional development to teachers related to curriculum implementation, including the use of any resources that are adopted	1/3/2022	5/30/2022

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Professional development materials • Teacher professional development time • Guidance from CCIU consultants	Yes	Yes
Lead Person/Position	Director of Educational Services	

Action Steps	Anticipated Start	Completion Date
Pilot resources in select areas to support the new curriculum	8/30/2021	1/21/2022
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Materials associated with selected resources to pilot • Training on selected resources • Process for reviewing the effectiveness of selected resources	Yes	Yes
Lead Person/Position	Director of Educational Services	

Action Steps	Anticipated Start	Completion Date
Develop a curriculum cycle to continuously review/revise each subject	7/1/2021	6/30/2022
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Process for evaluating curriculum • Committee to evaluate relevant data	No	Yes
Lead Person/Position	Director of Educational Services	

Action Steps	Anticipated Start	Completion Date
Coordinate curriculum and instruction to support career selection (vo-tech/TCHS/college prep) prior to high school	2/1/2021	6/30/2022
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Existing curriculum resources • Access to open source content • Support from CCIU consultants • Regular curriculum writing professional development and training	Yes	Yes
Lead Person/Position	Director of Educational Services	

Anticipated Outcomes	Monitoring/Evaluation

Year 2:	• Board approved curriculum in English Language Arts and Mathematics
• Curriculum aligned to standards English Language Arts and Mathematics and approved by Board of School Directors • Additional curriculum resources piloted • Curriculum cycle developed and approved by Board of School Directors Year 3: • Implement curriculum in English Language Arts and Mathematics • Additional curriculum resources implemented if appropriate • Implement curriculum cycle with additional content areas	• Board approved curriculum cycle • Board presentations related to piloted resources • Curriculum implementation data

Evidence-based Strategy Name	Measurable Goals
Develop a CASD coordinated STEM plan K-12	Student Achievement Goal

Action Steps	Anticipated Start	Completion Date
Integrate STEM focused instruction into curriculum writing efforts	7/1/2021	6/30/2022
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Existing curriculum resources • Access to open source content • Support from CCIU consultants • Regular curriculum writing professional development and training • Partnerships with local organizations to support STEM activities	Yes	Yes
Lead Person/Position	Director of Educational Services	

Action Steps	Anticipated Start	Completion Date
Partner with local businesses and community organizations to provide bring real world strategies and experiences related to STEM into the K-12 curriculum	7/1/2021	6/30/2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Partnerships with the local community in STEM related fields	No	Yes
Lead Person/Position	Director of Educational Services	

Action Steps	Anticipated Start	Completion Date
Collaborate with businesses and industries in the field to provide relevant training to teachers on how to present/teach STEM content	7/1/2021	6/30/2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Partnerships with local businesses and industries	Yes	Yes
Lead Person/Position	Director of Educational Services	

Action Steps	Anticipated Start	Completion Date
Coordinate STEM instruction to align with career planning (339 plan)	2/1/2021	8/31/2021
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Chapter 339 Plan	Yes	Yes
Lead Person/Position	Director of Educational Services/Director of Pupil Services	

Action Steps	Anticipated Start	Completion Date
Develop apprenticeships prior to high school	7/1/2022	6/30/2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Partnership with local businesses • Approval of apprenticeship by Board of School Directors	No	Yes
Lead Person/Position	Director of Educational Services	

Action Steps	Anticipated Start	Completion Date
Develop entrepreneurial clubs on all levels	7/1/2022	6/30/2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Staff to supervise clubs • Partnerships with local organizations for relevant experiences and activities • Materials associated with activities in the club	No	Yes
Lead Person/Position	Director of Educational Services/ Director of Activities, Athletics, and Compliance	

Anticipated Outcomes	Monitoring/Evaluation
Year 2: • Approve curriculum aligned to standards in Mathematics that incorporates STEM opportunities	• Board approved curriculum • Board presentations and updates related to curriculum progress and community partnerships

- Additional STEM related partnerships and opportunities created with community partners

Year 3:
- Implement curriculum aligned to standards in Mathematics that incorporates STEM opportunities
- Expand upon STEM related partnerships and opportunities created with community partners from previous year

Evidence-based Strategy Name	Measurable Goals
Develop 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.	**Student Achievement Goal/School Climate and Culture Goal**

Action Steps	Anticipated Start	Completion Date
Review the services that the district is currently contracting for to identify areas to further build special education programs	2/1/2021	6/30/2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
- Bills for services provided out of district or services provided in district - Annual reports on spending and special education placements	No	Yes
Lead Person/Position	Director of Pupil Services	

Action Steps	Anticipated Start	Completion Date
Continue to review and develop special education programs that are designed to meet the needs of students	7/1/2021	6/30/2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
- Evidence-based resources to support student programming - Professional development for teachers related to relevant resources and strategies	Yes	Yes
Lead Person/Position	Director of Pupil Services	

Action Steps	Anticipated Start	Completion Date
Continue to provide training on strategies, processes, and resources to support the implementation of MTSS across buildings	7/1/2021	6/30/2023

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Support and consultation from CCIU and PaTTAN	Yes	Yes
Lead Person/Position	Director of Pupil Services	

Action Steps	Anticipated Start	Completion Date
Develop and implement an academic and behavioral data review meeting format across buildings to support the MTSS process	7/1/2021	6/10/2022
Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Support and consultation from CCIU and PaTTAN • Refined systems for monitoring student academic and behavioral needs.	Yes	Yes
Lead Person/Position	Director of Pupil Services	

Action Steps	Anticipated Start	Completion Date
Continue to develop a menu of interventions available to students in need of academic, behavioral, and social-emotional supports	7/1/2021	6/30/2023
Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Research related to current best practices and evidence-based interventions	Yes	Yes
Lead Person/Position	Director of Pupil Services	

Action Steps	Anticipated Start	Completion Date
Review program offerings for English language learners and make adjustments in accordance with student need	4/1/2021	6/30/2022
Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Consultation with CCIU • Committee to review current practices and to develop a new LIEP for the district	Yes	Yes
Lead Person/Position	Director of Pupil Services	

Action Steps	Anticipated Start	Completion Date
Review the structure of gifted education programming district-wide and make adjustments based on current best-practices and student need	7/1/2021	6/30/2022

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Consultation with CCIU and/or PaTTAN • Professional development for Gifted teachers	No	Yes
Lead Person/Position	Director of Pupil Services	

Action Steps	Anticipated Start	Completion Date
Provide professional development to teachers, administrators, and support staff on differentiating instruction in the classroom to meet the needs of all learners	8/30/2021	6/30/2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Consultation and support from CCIU • Systems for monitoring the effectiveness of trainings provided	Yes	Yes
Lead Person/Position	Director of Pupil Services	

Anticipated Outcomes	Monitoring/Evaluation
Year 2: • Implement an MTSS framework and supports for reading and math at the Elementary and Middle Schools • Expand the continuum and scope of Special Education supports and services offered in the district Year 3: • Implement an MTSS framework and supports for reading and math throughout the district • Expand the continuum and scope of Special Education supports and services offered in the district from Year 2	• Academic screening data • Intervention rosters • Core/Data team meeting minutes • Board presentations

Evidence-based Strategy Name	Measurable Goals
Implement a budget that reflects increases in the fund balance	**Financial Goal**

Action Steps	Anticipated Start	Completion Date
Continue to conduct an audit of all finances with the help of the Pennsylvania Department of Education and the Public Financial Management Company	7/1/2021	6/30/2022

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Support from Pennsylvania Department of Education and the Public Financial Management Group	No	Yes
Lead Person/Position	Director of Business Administration	

Action Steps	Anticipated Start	Completion Date
Continue to implement the cost saving strategies that resulted from the transportation study to reduce district costs	7/1/2021	6/30/2022

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• PASBO Transportation Study • Collaboration with Krapf School Bus company	No	Yes
Lead Person/Position	Supervisor of Transportation	

Action Steps	Anticipated Start	Completion Date
Lobby state legislators and PA Department of Education for financial assistance and to develop support for change in fair funding laws	7/2/2021	6/30/2023

Material/Resources/Supports Needed	Prof Development Step	Communication Step
None	No	Yes
Lead Person/Position	Superintendent of Schools	

Anticipated Outcomes	Monitoring/Evaluation
Year 2: • Board adopted balanced budget that plans for increases in fund balance Year 3: • Board adopted balanced budget that plans for increases in fund balance	• Board meeting minutes • Fund balance ledger • Budget presentations

Evidence-based Strategy Name	Measurable Goals
Balance a budget that provides instructional supports for students.	**Financial Goal**

Action Steps	Anticipated Start	Completion Date
Continue to conduct Requests for Proposals for all contracted educational services for the CASD	7/1/2021	6/30/2023

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Relevant needs from each department associated with the RFP	No	Yes
Lead Person/Position	Director of Business Administration and relevant Department Directors	

Action Steps	Anticipated Start	Completion Date
Organize class sizes that reflect the staffing needed for the 2021-2022 school year.	7/1/2021	8/28/2021

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Enrollment reports • Class rosters • Teacher Full-Time Equivalencies • Course selection data	No	Yes
Lead Person/Position	Director of Educational Services	

Action Steps	Anticipated Start	Completion Date
Annually review all staffing positions, their impact on instructional practices, determine which positions need to be eliminated to balance the budget, and which positions need to be enhanced to support student achievement.	7/1/2021	6/30/2021

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Enrollment reports • Class rosters • Teacher Full-Time Equivalencies • Course selection data • Student need data	No	Yes
Lead Person/Position	Director of Human Resources	

Anticipated Outcomes	Monitoring/Evaluation

Year 2:	• Board meeting minutes
• Board adopted balanced budget that plans for increases in fund balance	• Fund balance ledger
Year 3:	• Budget presentations
• Board adopted balanced budget that plans for increases in fund balance	

Evidence-based Strategy Name	Measurable Goals
Balance a budget that supports a preventative maintenance and facilities program.	**Financial Goal**

Action Steps	Anticipated Start	Completion Date
Continue to conduct Request for Proposals for all contracted maintenance services for the CASD	7/2/2021	6/30/2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Relevant needs from each department associated with the RFP	No	Yes
Lead Person/Position	Director of Business Administration, Director of Facilities	

Action Steps	Anticipated Start	Completion Date
Conduct a Request for Quotations for energy efficiencies opportunities that promote STEM	7/1/2021	6/30/2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Inventory of STEM and facilities needs for the district	No	Yes
Lead Person/Position	Director of Business Administration, Director of Educational Services, Director of Facilities	

Anticipated Outcomes	Monitoring/Evaluation
Year 2:	• Board approval of Facilities Maintenance Plan
• Facilities Maintenance Plan implemented	• Status reports on progress of routine maintenance and capital projects
Year 3	
• Relevant projects addressed in accordance with Facilities Maintenance Plan	

Evidence-based Strategy Name	Measurable Goals
Organize district facilities that reflect best practices to use the district properties in the most efficient financial manner	**Financial Goal**

Action Steps	Anticipated Start	Completion Date
Elicit Requests for Proposals and Requests for Quotation from local businesses and organization to support the needs of CASD	7/1/2021	6/30/2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Facilities Maintenance Plan	No	Yes
Lead Person/Position	Director of Business Administration, Director of Facilities	

Action Steps	Anticipated Start	Completion Date
Provide routine updates to the CASD community about upcoming facilities projects or financial needs	7/1/2021	6/30/2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Board presentations • District-wide communications via email, social media, etc.	No	Yes
Lead Person/Position	Director of Business Administration/Director of Operations	

Anticipated Outcomes	Monitoring/Evaluation
Year 2: • Facilities Maintenance Plan implemented Year 3: • Relevant projects addressed in accordance with Facilities Maintenance Plan	2021-2022 School Year: • Board approval of Facilities Maintenance Plan • Status reports on progress of routine maintenance and capital projects

Evidence-based Strategy Name	Measurable Goals
Complete and implement a CASD facilities plan	**Facilities Goal**

Action Steps	Anticipated Start	Completion Date
Connect with an appropriate architectural firm to assess current facilities and collaborate on the creation of the CASD Facilities Plan	7/1/2021	6/30/2022
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Contract with architectural firm • Existing information and reports related to facilities needs	No	Yes
Lead Person/Position	Director of Facilities	

Action Steps	Anticipated Start	Completion Date
Address relevant priorities in accordance with CASD facilities plan	7/1/2021	6/30/2023

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Facilities Maintenance Plan • Approved proposals and contracts from relevant providers	No	Yes
Lead Person/Position	Director of Facilities	

Action Steps	Anticipated Start	Completion Date
Review and revise plan according to other needs as they may arise throughout the duration of the plan	7/1/2021	6/30/2023

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Status updates related to Facilities Maintenance Plan	No	Yes
Lead Person/Position	Director of Facilities	

Action Steps	Anticipated Start	Completion Date
Develop a plan to address ADA related building issues that provides short term solutions and long term plans for older CASD buildings	7/1/2021	6/30/2022

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Facilities Maintenance Plan • Assessments by relevant contractors	No	Yes
Lead Person/Position	Director of Facilities	

Action Steps	Anticipated Start	Completion Date
Conduct an assessment of technology district wide that accounts for equitable access to resources across buildings	7/1/2021	1/21/2022
Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Inventory of materials • Age of materials • Technology needs assessment	No	Yes
Lead Person/Position	Director of Information Technology	

Anticipated Outcomes	Monitoring/Evaluation

Year 2:	• Board meeting minutes
• Facilities Maintenance Plan approved by Board of School Directors	• Status reports on progress of routine maintenance and capital projects
Year 3	
• Relevant projects underway in accordance with Facilities Maintenance Plan	

Evidence-based Strategy Name	Measurable Goals
Implement a maintenance plan that allows the district to continuously address operations/maintenance items, including routine inventory of supplies and maintenance of equipment	**Facilities Goal**

Action Steps	Anticipated Start	Completion Date
Routinely review the effectiveness of contracted maintenance supports	7/1/2021	6/30/2023

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Inspection of services provided	No	Yes
Lead Person/Position	Director of Facilities	

Action Steps	Anticipated Start	Completion Date
Develop a schedule for ordering routine maintenance supplies in a fiscally responsible manner that aligns with district purchasing procedures.	7/1/2021	6/30/2022

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Inventory of supplies • Purchasing manual • Analysis of use of consumable resources	No	No
Lead Person/Position	Director of Facilities	

Anticipated Outcomes	Monitoring/Evaluation
Year 2:	• Board meeting minutes
• Maintenance Plan implemented	• Financial statements/Bills payable list
Year 3:	
• Purchase of appropriate resources in accordance with Maintenance Plan	

Evidence-based Strategy Name	Measurable Goals
Review district facility needs in relation to district goals, needs, and progress over time.	**Facilities Goal**

Action Steps	Anticipated Start	Completion Date
Reassess district facilities needs in relation to district enrollment, building load, and financial requirements to maintain CASD buildings	7/1/2022	6/30/2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
- Enrollment data - Building capacity data - Staffing data - Facilities Maintenance Plan	No	Yes
Lead Person/Position	Director of Educational Services	

Action Steps	Anticipated Start	Completion Date
Create a three-to-five-year plan for bigger budgetary items at CASD buildings	7/1/2022	6/30/2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
- Facilities Maintenance Plan - Update on current financial status and projected financial needs	No	Yes
Lead Person/Position	Director of Facilities	

Anticipated Outcomes	Monitoring/Evaluation
Year 2: - Status reports on current Facilities Maintenance Plan Year 3: - Process initiated to expand Facilities Maintenance Plan	Board meeting presentations

Evidence-based Strategy Name	Measurable Goals
Conduct an equity audit in partnership with a reputable external evaluator that includes classrooms, schools, policies, practices, and procedures.	**School Climate and Culture Goal**

Action Steps	Anticipated Start	Completion Date
Identify a reputable external partner to support the equity audit process	7/1/2021	12/31/2021

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Planning meetings with current partners • Review of other supports or agencies that may be available for a partnership in an equity audit	No	Yes
Lead Person/Position	Director of Pupil Services	

Action Steps	Anticipated Start	Completion Date
Conduct an equity audit district wide and share results publicly with the CASD community	1/1/2022	6/30/2022

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Board policies and administrative Regulations • Student achievement data • Student discipline data • Safe Schools report • Other materials as required to complete audit	Yes	Yes
Lead Person/Position	Director of Pupil Services	

Action Steps	Anticipated Start	Completion Date
Identify data sources to effectively monitor the effectiveness of the changes recommended in the equity audit	7/1/2022	8/31/2022

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Completed equity audit	Yes	Yes
Lead Person/Position	Director of Pupil Services	

Action Steps	Anticipated Start	Completion Date
Implement the recommendations generated from the equity audit and monitor effectiveness of changes using identified data sources	9/1/2022	6/30/2023

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Equity audit	Yes	Yes
Lead Person/Position	Director of Pupil Services	

Anticipated Outcomes	Monitoring/Evaluation
Year 2: • Equity audit complete Year 3: • Recommendations from equity audit implemented	2021-2022 School Year: • Board presentations • Completed equity audit document • Implementation of recommendations from equity audit

Evidence-based Strategy Name	Measurable Goals
Develop 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.	**Student Achievement Goal/School Climate and Culture Goal**

Action Steps	Anticipated Start	Completion Date
Review the effectiveness of current social-emotional learning programs at the elementary level and make adjustments to programming as needed	7/1/2021	1/21/2022
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• System for evaluating effectiveness of social-emotional learning programs	Yes	Yes
Lead Person/Position	Director of Pupil Services	

Action Steps	Anticipated Start	Completion Date
Explore and pilot social-emotional learning programs that are appropriate for middle and secondary level students	7/1/2021	6/30/2022
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Committee to research and evaluate different social-emotional learning programs • Sample of teachers to pilot selected resources • System for evaluating the selected resource	Yes	Yes
Lead Person/Position	Director of Pupil Services	

Action Steps	Anticipated Start	Completion Date
Train all teachers and administrators in trauma informed care	7/1/2021	6/30/2022

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Support from CCIU or other organization to provide training	Yes	Yes
Lead Person/Position	Director of Pupil Services	

Anticipated Outcomes	Monitoring/Evaluation
Year 2: • Pilot social-emotional curriculum in select classrooms Year 3: • Updates or changes to social-emotional learning program implemented across elementary buildings	• SEL program updates and SEL related data • Board presentations

Evidence-based Strategy Name	Measurable Goals
Continue to build an MTSS framework throughout the district	**School Climate and Culture Goal**

Action Steps	Anticipated Start	Completion Date
Review PBIS needs district-wide with the support of CCIU or PaTTAN consultants and develop timeline for implementation plans to grow programs at the building level	7/1/2021	8/28/2021

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Collaboration with CCIU consultants • Building level meetings	No	Yes
Lead Person/Position	Director of Pupil Services	

Action Steps	Anticipated Start	Completion Date
With the support of CCIU or PaTTAN consultants, develop PBIS systems and train staff in remaining CASD schools	7/1/2021	6/30/2022

Material/Resources/Supports Needed	Prof Development Step	Communication Step
• Collaboration with CCIU consultants • Building level PBIS team meetings	Yes	Yes
Lead Person/Position	Director of Pupil Services	

Action Steps	Anticipated Start	Completion Date
Implement district wide MTSS/PBIS focused meetings with building leadership and external consultants to monitor effectiveness of programming district-wide	7/1/2021	6/30/2022
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Support from CCIU consultants • Consistent data review system for PBIS data	No	No
Lead Person/Position	Director of Pupil Services	

Action Steps	Anticipated Start	Completion Date
With support from CCIU or PaTTAN consultants, support the development of Tier II interventions in schools that have successfully implemented Tier I PBIS supports	7/1/2021	6/30/2022
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• PBIS Tier I Data • Building level PBIS committees • Support from CCIU consultants	Yes	Yes
Lead Person/Position	Director of Pupil Services	

Action Steps	Anticipated Start	Completion Date
Implement developed Tier II PBIS supports in selected schools and begin to develop Tier II supports in other schools that have successfully implemented Tier I supports (7/1/2022-6/30/2023)	7/1/2022	6/30/2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Support from CCIU consultants • Materials associated with Tier II intervention • Professional development for relevant staff related to Tier II intervention	Yes	No
Lead Person/Position	Director of Pupil Services	

Anticipated Outcomes	Monitoring/Evaluation
Year 2: • School-wide PBIS systems developed in all school buildings	2021-2022 School Year: • Board presentations • Fidelity data

• Assessment for implementation fidelity completed in schools that have been implementing Tier I supports for at least 1 school year • Tier II PBIS systems developed in appropriate schools. Year 3: • Tier II PBIS systems implemented in select schools • Assessment for implementation fidelity completed in schools that have been implementing Tier I supports for at least 1 school year • Tier II PBIS systems in development in additional schools	

Evidence-based Strategy Name	Measurable Goals
Implement a CASD activity, athletic, compliance strategic plan	School Climate and Culture Goal

Action Steps	Anticipated Start	Completion Date
Share activity, athletic, and compliance strategic plan with CASD Community	7/1/2021	8/30/2021
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Activities, Athletics, and Compliance Strategic Plan	No	Yes
Lead Person/Position	Director of Activities, Athletics, and Compliance	

Action Steps	Anticipated Start	Completion Date
Continue to develop CASD activities and athletics	7/1/2021	6/30/2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Activities, Athletics, and Compliance Strategic Plan	Yes	Yes
Lead Person/Position	Director of Activities, Athletics, and Compliance	

Action Steps	Anticipated Start	Completion Date
Provide regular updates on progress related to activities, athletics, and compliance	7/1/2021	6/30/2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Activities, Athletics, and Compliance Strategic Plan	No	Yes
Lead Person/Position	Director of Activities, Athletics, and Compliance	
Anticipated Outcomes	**Monitoring/Evaluation**	

Year 2:	Year 2:
Implemented CASD Activities and Athletics Strategic Plan	Plan Implemented
Year 3:	Year 3:
Relevant updates and progress in accordance with the Activities and Athletics Strategic Plan	Progress made in accordance with the plan

Evidence-based Strategy Name	Measurable Goals
Develop a CASD communications plan	**School Climate and Culture Goal**

Action Steps	Anticipated Start	Completion Date
Collaborate with a communications consultant to review the district's current communication practices and develop a plan to improve communication at the district, building, and classroom level.	7/1/2021	8/28/2021
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Sample communications from the district and building level	No	No
Lead Person/Position	Superintendent of Schools	

Action Steps	Anticipated Start	Completion Date
Implement practices to improve internal communication that effectively disseminate relevant district information to all staff in an efficient manner.	7/1/2021	8/28/2021
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• CASD Communication Plan	No	Yes
Lead Person/Position	Superintendent of Schools	

Action Steps	Anticipated Start	Completion Date
Develop a system to continuously review and monitor district communications.	8/28/2021	6/30/2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
• Sample of district communications	No	No
Lead Person/Position	Superintendent of Schools	

Anticipated Outcomes	Monitoring/Evaluation
Year 2:	• Sample district communication
• Implementation of CASD Community Plan	

Year 3:	
• Implementation of additional actions to further improve district communication	

Professional Development Activity Name: Curriculum Audit and Development		
Action Step	• Conduct an audit of all existing curriculum and curriculum resources to identify areas of need and overlap • Partner with the CCIU to provide training to curriculum writers and consult on the curriculum writing process • Rewrite curriculum across content areas aligned with current state standards	
Audience	Teachers and Administrators	
Topics to be Included	Process for review and alignment of existing materials and aligning resources to standards.	
Evidence of Learning	Completed curriculum document that aligns existing resources to state standards	
Lead Person/Position	Director of Educational Services	
Anticipated Timeline	Start: 7/1/2021	Completion: 6/30/2022

D. Professional Development Steps

(If you need more than the number of tables provided please copy and paste more into the document)

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop(s)		Frequency	Approximately 4 sessions
Danielson Framework Component Met in this Plan		1a Demonstrating Knowledge of Content and Pedagogy 1c Setting Instructional Outcomes		
This Step Meets the Requirements of State Required Trainings		Choose an item.		

Professional Development Activity Name: Piloting Instructional Resources		
Action Step	Pilot resources in select areas to support the new curriculum	
Audience	Teachers and administrators	
Topics to be Included	Implementation of resources selected as part of curriculum pilot	
Evidence of Learning	Walkthrough teacher observations	
Lead Person/Position	Director of Educational Services	
Anticipated Timeline	Start: 8/30/2021	Completion: 1/21/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop (s)	Frequency	As prescribed by consultants, trainers, or companies
Danielson Framework Component Met in this Plan	3c Engaging Students in Learning Choose an item.		
This Step Meets the Requirements of State Required Trainings	Choose an item.		

Professional Development Activity Name: Curriculum Professional Development		
Action Step	Provide professional development to teachers related to curriculum implementation, including the use of any resources that are adopted	
Audience	Teachers and administrators	
Topics to be Included	Curriculum implementation, resource implementation	
Evidence of Learning	Walkthrough teacher observations	
Lead Person/Position	Director of Educational Services	
Anticipated Timeline	Start: 1/2/2022	Completion: 8/31/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop (s)	Frequency	At least one full day
Danielson Framework Component Met in this Plan		1a Demonstrating Knowledge of Content and Pedagogy 1d Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings		Choose an item.	

Professional Development Activity Name: Curriculum/College and Career Alignment	
Action Step	Coordinate curriculum and instruction to support career selection (vo-tech/TCHS/college prep) prior to high school
Audience	Teachers and administrators
Topics to be Included	Integration of age appropriate college and career activities
Evidence of Learning	College and career activities introduced in 6th and 7th grade
Lead Person/Position	Director of Educational Services
Anticipated Timeline	Start: 2/1/2021 Completion: 6/30/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop (s)	Frequency	At least 1 training session
Danielson Framework Component Met in this Plan		1b Demonstrating Knowledge of Students 2b Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings		Choose an item.	

Action Step	• Integrate STEM focused instruction into curriculum writing efforts • Collaborate with businesses and industries in the field to provide relevant training to teachers on how to present/teach STEM content • Coordinate STEM instruction to align with career planning (339 plan)
Audience	Teachers and Administrators
Topics to be Included	Integration of STEM activities
Evidence of Learning	STEM activities into the rewritten curriculum
Lead Person/Position	Director of Educational Services
Anticipated Timeline	Start: 07/01/2021 Completion: 6/30/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop (s)		Frequency	At least once
Danielson Framework Component Met in this Plan		1e designing Coherent Instruction 3c Engaging Students in Learning		
This Step Meets the Requirements of State Required Trainings			Choose an item.	

Action Step	Review the effectiveness of current social-emotional learning programs at the elementary level and make adjustments to programming as needed
Audience	Teachers and administrators
Topics to be Included	Any changes that were needed better implement current social-emotional learning resources
Evidence of Learning	Implemented changes to social-emotional learning resources
Lead Person/Position	Director of Pupil Services
Anticipated Timeline	Start: 7/1/2021	Completion: 6/30/2021

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop(s)		Frequency	At least one session
Danielson Framework Component Met in this Plan		1e designing Coherent Instruction 2a Creating an Environment of Respect and Rapport		
This Step Meets the Requirements of State Required Trainings		Choose an item.		

Action Step	Explore and pilot social-emotional learning programs that are appropriate for middle and secondary level students
Audience	Teachers and Administrators
Topics to be Included	Implementation of piloted resources
Evidence of Learning	Walkthrough teacher observations
Lead Person/Position	Director of Pupil Services
Anticipated Timeline	Start: 7/1/2021 — Completion: 6/30/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop(s)	Frequency	At least once
Danielson Framework Component Met in this Plan	2a Creating an Environment of Respect and Rapport 3c Engaging Students in Learning		
This Step Meets the Requirements of State Required Trainings	Choose an item.		

Action Step	Provide training all teachers and administrators with training in trauma informed care
Audience	Teachers and Administrators
Topics to be Included	Trauma informed care
Evidence of Learning	Implemented trauma informed practices in the classroom
Lead Person/Position	Director of Pupil Services
Anticipated Timeline	Start: 7/1/2021 Completion: 6/30/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop/Seminar	Frequency	At least once
Danielson Framework Component Met in this Plan	2a Creating an Environment of Respect and Rapport Choose an item.		
This Step Meets the Requirements of State Required Trainings	Choose an item.		

Action Step	Continue to review and develop special education programs that are designed to meet the needs of students
Audience	Teachers and Administrators
Topics to be Included	Training relevant to the implementation of new programs or supporting students in the general education classroom
Evidence of Learning	Walkthrough teacher observations
Lead Person/Position	Director of Pupil Services
Anticipated Timeline	Start: 7/1/2021	Completion: 6/30/2023

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop(s)		Frequency	At least once
Danielson Framework Component Met in this Plan		1a Demonstrating Knowledge of Content and Pedagogy 1e designing Coherent Instruction		
This Step Meets the Requirements of State Required Trainings		Choose an item.		

Action Step	Continue to provide training on strategies, processes, and resources to support the implementation of MTSS across buildings
Audience	Teachers and Administrators
Topics to be Included	Implementation of resources and strategies to support MTSS
Evidence of Learning	Walkthrough teacher observations
Lead Person/Position	Director of Pupil Services
Anticipated Timeline	Start: 7/1/2021 Completion: 6/30/2023

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop		Frequency	At least one training for every newly identified resource or strategy.
Danielson Framework Component Met in this Plan		1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students		
This Step Meets the Requirements of State Required Trainings		Choose an item.		

Action Step	• Develop and implement an academic and behavioral data review meeting format across buildings to support the MTSS process • Continue to develop a menu of interventions available to students in need of academic, behavioral, and social-emotional supports
Audience	Teachers and Administrators
Topics to be Included	Criteria for reviewing student data, making data-based decisions, and selecting appropriate resources.
Evidence of Learning	Implementation of a standard format for reviewing and monitoring student data.
Lead Person/Position	Director of Pupil Services
Anticipated Timeline	Start: 7/1/2021	Completion: 6/30/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop		Frequency	At least once
Danielson Framework Component Met in this Plan		1b Demonstrating Knowledge of Students 1e designing Coherent Instruction		
This Step Meets the Requirements of State Required Trainings			Choose an item.	

Action Step	Review program offerings for English Language Learners and make adjustments in accordance with student need
Audience	Teachers and Administrators
Topics to be Included	ELL program structures, best practices on ELL service delivery
Evidence of Learning	Presentation on changes to ELL programming
Lead Person/Position	Director of Pupil Services
Anticipated Timeline	Start: 7/1/2021	Completion: 6/30/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Seminars, Workshop(s)		Frequency	At least once
Danielson Framework Component Met in this Plan	1b Demonstrating Knowledge of Students 1e designing Coherent Instruction			
This Step Meets the Requirements of State Required Trainings		Choose an item.		

Action Step	Provide professional development to teachers, administrators, and support staff on differentiating instruction in the classroom to meet the needs of all learners	
Audience	Teachers and administrators	
Topics to be Included	Strategies for differentiating instruction to meet the needs of all learners	
Evidence of Learning	Walkthrough teacher observations	
Lead Person/Position	Director of Pupil Services	
Anticipated Timeline	Start: 8/30/2021	Completion: 6/30/2023

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop(s), Seminars	Frequency	At least once
Danielson Framework Component Met in this Plan	1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes		
This Step Meets the Requirements of State Required Trainings	Choose an item.		

Action Step	• Conduct an equity audit district wide and share results publicly with the CASD community • Identify data sources to effectively monitor the effectiveness of the changes recommended in the equity audit
Audience	Teachers and Administrators
Topics to be Included	• Any training needed to assist with the audit process • Development and implementation of evaluation tool
Evidence of Learning	Development of any products needed to implement the audit, implementation of audit using developed products
Lead Person/Position	Director of Pupil Services
Anticipated Timeline	Start: 1/1/2022	Completion: 6/30/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop(s), Seminars		Frequency	At lease once
Danielson Framework Component Met in this Plan		1b Demonstrating Knowledge of Students Choose an item.		
This Step Meets the Requirements of State Required Trainings			Choose an item.	

Action Step	Implement the recommendations generated from the equity audit and monitor effectiveness of changes using identified data sources
Audience	Teachers and Administrators
Topics to be Included	Any topics tied to the recommendations of the equity audit
Evidence of Learning	Implementation of recommendations from equity audit
Lead Person/Position	Director of Pupil Services
Anticipated Timeline	Start: 7/1/2022 Completion: 6/30/2023

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop(s)		Frequency	At least once
Danielson Framework Component Met in this Plan	1b Demonstrating Knowledge of Students 2a Creating an Environment of Respect and Rapport			
This Step Meets the Requirements of State Required Trainings		Choose an item.		

Action Step	With the support of CCIU or PaTTAN consultants, develop PBIS systems and train staff in remaining CASD schools
Audience	Teachers and Administrators in remaining district schools
Topics to be Included	PBIS best practices and program development
Evidence of Learning	Development of PBIS systems
Lead Person/Position	Director of Pupil Services
Anticipated Timeline	Start: 7/1/2021 Completion: 6/30/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop(s)		Frequency	At least 4 meetings
Danielson Framework Component Met in this Plan		2c Managing Classroom Procedures 2d Managing Student Behavior		
This Step Meets the Requirements of State Required Trainings		Choose an item.		

Action Step	With support from CCIU or PaTTAN consultants, support the development of Tier II interventions in schools that have successfully implemented Tier I PBIS supports
Audience	Select buildings who have successfully implemented Tier I
Topics to be Included	Development and implementation of Tier II supports
Evidence of Learning	Developed Tier II program at select buildings
Lead Person/Position	Director of Pupil Services
Anticipated Timeline	Start: 7/1/2021 Completion: 6/30/2022

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop(s)		Frequency	At least 4 sessions
Danielson Framework Component Met in this Plan		2c Managing Classroom Procedures 2d Managing Student Behavior		
This Step Meets the Requirements of State Required Trainings		Choose an item.		

Action Step	Implement developed Tier II PBIS supports in selected schools and begin to develop Tier II supports in other schools that have successfully implemented Tier I supports
Audience	Teachers and Administrators in select schools who have developed Tier II supports
Topics to be Included	The developed Tier II PBIS program
Evidence of Learning	Implementation of Tier II supports
Lead Person/Position	Director of Pupil Services
Anticipated Timeline	Start: 7/1/2022	Completion: 6/30/2023

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop(s)		Frequency	At least once
Danielson Framework Component Met in this Plan	2c Managing Classroom Procedures 2d Managing Student Behavior			
This Step Meets the Requirements of State Required Trainings		Choose an item.		

Action Step	Continue to develop CASD activities and athletics
Audience	Teachers, coaches, administrators
Topics to be Included	Relevant topics related to the development of activities and athletics or the implementation of the Activities and Athletics strategic plan
Evidence of Learning	Implementation of skills or strategies that have been trained
Lead Person/Position	Director of Activities, Athletics, and Compliance
Anticipated Timeline	Start: 7/1/2021 Completion: 6/30/2023

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop(s), Seminars	Frequency	At least once
Danielson Framework Component Met in this Plan	Choose an item. Choose an item.		
This Step Meets the Requirements of State Required Trainings	Choose an item.		

Action Step	Implement practices to improve internal communication that effectively disseminate relevant district information to all staff in an efficient manner.	
Audience	Administrators	
Topics to be Included	Practices and standards aligned to the CASD Communications Plan	
Evidence of Learning	Sample communications	
Lead Person/Position	Superintendent of Schools	
Anticipated Timeline	Start: 7/1/2021	Completion: 8/30/2021

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Workshop(s)		Frequency	At least once
Danielson Framework Component Met in this Plan	Choose an item. Choose an item.			
This Step Meets the Requirements of State Required Trainings		Choose an item.		

E. Communications

The success of a plan is how you communicate it to your staff, community, parents, and students. Develop steps to communicate components of your plan to your various levels of stakeholders.
(If you need more than the number of tables provided please copy and paste more into the document)

Communication (If you have additional types of Communication please copy and paste additional tables into the document)

Communication Activity Name: Curriculum Development and STEM Updates		
Action Step	- Conduct an audit of all existing curriculum and curriculum resources to identify areas of need and overlap - Partner with the CCIU to provide training to curriculum writers and consult on the curriculum writing process - Rewrite curriculum across content areas aligned with current state standards - Submit curriculum review to the board of school directors for approval - Communicate curriculum writing progress with the CASD community and seek input from parents and the community - Provide professional development to teachers related to curriculum implementation - Pilot resources in select areas to support the new curriculum - Develop a curriculum cycle to continuously review/revise each subject - Coordinate curriculum and instruction to support career selection (vo-tech/TCHS/college prep) prior to high school - Integrate STEM focused instruction into curriculum writing efforts - Partner with local businesses and community organizations to provide real world strategies and experiences related to STEM into the K-12 curriculum - Collaborate with businesses and industries in the field to provide relevant training to teachers on how to present/teach STEM content - Coordinate STEM instruction to align with career planning (339 plan) - Develop apprenticeships prior to high school - Develop entrepreneurial clubs on all levels	
Audience	CASD Parents/Guardians and Community, Board of School Directors, Administrators, Teachers, Staff	
Topics to be Included	Updates on the curriculum development process and implementation	
Lead Person/Position	Director of Educational Services	
Anticipated Timeline	Start: 7/1/2021	Completion: 6/30/2023

Communication (If you have additional types of Communication please copy and paste additional tables into the document)

Type of Communication	Presentation		Frequency	At least quarterly

Communication Activity Name: Community Partnerships		
Action Step	• Partner with local businesses and community organizations to provide real world strategies and experiences related to STEM into the K-12 curriculum • Collaborate with businesses and industries in the field to provide relevant training to teachers on how to present/teach STEM content	
Audience	CASD Community	
Topics to be Included	Seeking partners to provide STEM opportunities for students in the community	
Lead Person/Position	Director of Educational Services	
Anticipated Timeline	Start: 7/1/2021	Completion: 6/30/2023

Communication (If you have additional types of Communication please copy and paste additional tables into the document)

Type of Communication	Presentation		Frequency	At least twice per school year

Communication Activity Name: Pupil Services Updates	
Action Step	- Review the effectiveness of current social-emotional learning programs at the elementary level and make adjustments to programming as needed - Explore and pilot social-emotional learning programs that are appropriate for middle and secondary level students - Train all teachers and administrators in trauma informed care - Review the services that the district is currently contracting for to identify areas to further build special education programs - Continue to review and develop special education programs that are designed to meet the needs of students - Continue to provide training on strategies, processes, and resources to support the implementation of MTSS across buildings - Develop and implement an academic and behavioral data review meeting format across buildings to support the MTSS process - Continue to develop a menu of interventions available to students in need of academic, behavioral, and social-emotional supports - Review program offerings for English language learners and make adjustments in accordance with student need - Review the structure of gifted education programming district-wide and make adjustments based on current best-practices and student need - Provide professional development to teachers, administrators, and support staff on differentiating instruction in the classroom to meet the needs of all learners - Review PBIS needs district-wide with the support of CCIU or PaTTAN consultants and develop timeline for implementation plans to grow programs at the building level - With the support of CCIU or PaTTAN consultants, develop PBIS systems and train staff in remaining CASD schools - With support from CCIU or PaTTAN consultants, support the development of Tier II interventions in schools that have successfully implemented Tier I PBIS supports - Implement developed Tier II PBIS supports in selected schools and begin to develop Tier II supports in other schools that have successfully implemented Tier I supports
Audience	CASD Parents/Guardians and Community, Board of School Directors, Administrators, Teachers, Staff

Topics to be Included	Updates and status reports on progress made toward Pupil Services and special education strategies		
Lead Person/Position	Director of Pupil Services		
Anticipated Timeline	Start: 7/1/2021		Completion: 6/30/2023

Communication (If you have additional types of Communication please copy and paste additional tables into the document)

Type of Communication	Presentation	Frequency	At least quarterly
Type of Communication	Posting on Website	Frequency	At least annually
Type of Communication	Email	Frequency	To notify of changes or upcoming trainings

Communication Activity Name: District-Wide Equity Updates	
Action Step	• Identify a reputable external partner to support the equity audit process • Conduct an equity audit district wide and share results publicly with the CASD community • Identify data sources to effectively monitor the effectiveness of the changes recommended in the equity audit • Implement the recommendations generated from the equity audit and monitor effectiveness of changes using identified data sources
Audience	CASD Parents/Guardians and Community, Board of School Directors, Administrators, Teachers, Staff
Topics to be Included	Updates in the equity audit process, training for staff, and implementation of recommendations from the audit
Lead Person/Position	Director of Pupil Services
Anticipated Timeline	Start: 7/1/2021 — Completion: 6/30/2023

Communication (If you have additional types of Communication please copy and paste additional tables into the document)

Type of Communication	Presentation	Frequency	At least quarterly
Type of Communication	Posting on district website	Frequency	At least annually

Communication Activity Name: Facilities Updates	
Action Step	- Connect with an appropriate architectural firm to assess current facilities and collaborate on the creation of the CASD Facilities Plan - Address relevant priorities in accordance with CASD facilities plan - Review and revise plan according to other needs as they may arise throughout the duration of the plan - Develop a plan to address ADA related building issues that provides short term solutions and long term plans for older CASD buildings - Conduct an assessment of technology district wide that accounts for equitable access to resources across buildings - Routinely review the effectiveness of contracted maintenance supports - Reassess district facilities needs in relation to district enrollment, building load, and financial requirements to maintain CASD buildings - Create a three-to-five-year plan for bigger budgetary items at CASD buildings
Audience	CASD Parents/Guardians and Community, Board of School Directors, Administrators, Teachers, Staff
Topics to be Included	- Updates on development and presentation of Facilities Maintenance Plan - Updates on district facilities projects - Updates on relevant services and RFPs - Updates to technology
Lead Person/Position	Director of Facilities
Anticipated Timeline	Start: 7/1/2021 Completion: 6/30/2023

Communication (If you have additional types of Communication please copy and paste additional tables into the document)

Type of Communication	Presentation	Frequency	At least quarterly
Type of Communication	Posting on district website	Frequency	At least annually

Communication Activity Name: Financial Updates	

Action Step	- Continue to conduct an audit of all finances with the help of the Pennsylvania Department of Education and the Public Financial Management Company - Continue to implement the cost saving strategies that resulted from the transportation study to reduce district costs - Lobby state legislators and PA Department of Education for financial assistance and to develop support for change in fair funding laws - Continue to conduct Requests for Proposals for all contracted educational services for the CASD - Organize class sizes that reflect the staffing needed for the 2021-2022 school year. - Annually review all staffing positions, their impact on instructional practices, determine which positions need to be eliminated to balance the budget, and which positions need to be enhanced to support student achievement. - Continue to conduct Request for Proposals for all contracted maintenance services for the CASD - Conduct a Request for Quotations for energy efficiencies opportunities that promote STEM - Elicit Requests for Proposal and Requests for Quotation from local business and organization to support the needs of CASD - Provide routine updates to the CASD community about upcoming facilities projects or financial needs
Audience	CASD Parents/Guardians and Community, Board of School Directors, Administrators, Teachers, Staff
Topics to be Included	Updates on annual audits Updates on the budget process Updates on relevant activities, such as RFPs and RFQs
Lead Person/Position	Director of Business Administration, Director of Facilities, Director
Anticipated Timeline	Start: 7/1/2021 Completion: 6/30/2023

Communication (If you have additional types of Communication please copy and paste additional tables into the document)

Type of Communication	Presentation	Frequency	At least quarterly
Type of Communication	Posting on district website	Frequency	At least annually

Plan Communications

Describe how you will inform internal and external stakeholders about the Mission, Vision and Goals set forth in the Comprehensive Plan.

Communication Step	Post Comprehensive Plan for 28 Day Review	Audience	CASD Community
Topics of Message	Comprehensive Plan Overview Posted for Review		
Mode of Communication	Email, Post on District Website, Social media	Anticipated Timeline	February 23, 2021

Communication Step	Presentation to Board of School Directors	Audience	CASD Community, Board of School Directors
Topics of Message	Comprehensive Plan Overview		
Mode of Communication	Presentation	Anticipated Timeline	February 23, 2021

Communication Step	Post Plan Summary for Community	Audience	CASD Community
Topics of Message	Overview of Comprehensive Plan		
Mode of Communication	Email, Post on District Website, Social Media	Anticipated Timeline	March 30, 2023

Plan Submission

(The Plan will be submitted in the new Comprehensive Planning Portal. The screenshot below is provided to show you what information is needed and how the plan will be affirmed.