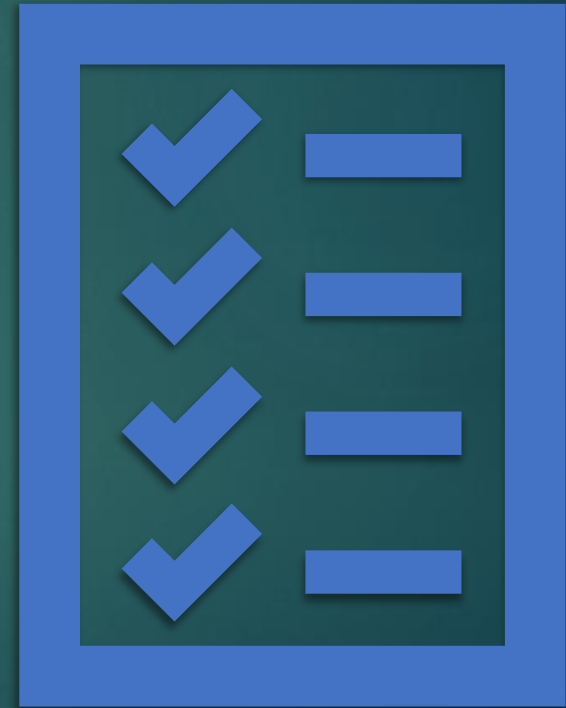


Coatesville Area  
School District  
Comprehensive  
Plan

FEBRUARY 23, 2021

# Agenda

- ▶ Comprehensive Planning Process Overview
- ▶ Comprehensive Plan
  - ▶ Ready
  - ▶ Set
  - ▶ Go



# Our Philosophy



THIS IS YOUR PLAN



HONESTY AND  
CONSTRUCTIVE  
FEEDBACK



COLLABORATION  
BETWEEN ALL  
STAKEHOLDERS



TRANSPARENCY

# Our Process

- ▶ Process Overview for Community Members
- ▶ 5 Meetings with the entire team
  - ▶ Completed the Essential Practices Rubric
  - ▶ Reviewed district data in comparison to Essential Practices
  - ▶ Identified priority areas
  - ▶ Reviewed Strategies
  - ▶ Developed Action Steps to implement the Strategies
  - ▶ Reviewed draft of Comprehensive Plan as a team.



READY, SET, GO

# Comprehensive Plan

GENERAL OVERVIEW OF  
CASD AND OUR BELIEFS

Ready



# Steering Committee

- ▶ 33 Participants
  - ▶ 9 Community Members
  - ▶ 3 Parents
  - ▶ 4 Board Members
  - ▶ 10 Teachers
  - ▶ 6 Administrators
  - ▶ 1 Consultant
- ▶ Will continue to meet quarterly
- ▶ Expand to make sure all CASD voices are heard!

# Mission and Vision



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



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



# Educational Values

## 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.



# Educational Values

## 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.





# Educational Values

## 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.



CASD NEEDS  
ASSESSMENT

Set

# Needs Assessment

- ▶ Future Ready PA Index
- ▶ Student Performance Data
  - ▶ Future Ready PA Academics
  - ▶ Related Academics
  - ▶ Equity Considerations
  - ▶ Designated Schools
- ▶ Supplemental LEA Plans
- ▶ Conditions for Leadership, Teaching, and Learning (Essential Practices)
- ▶ Summary of Strengths and Challenges

# Summary of Academic Data Sources

## Strengths

- ▶ Student Participation on State Assessments- ESSA Report Card
- ▶ Percent Graduation 4-Year Cohort- PA Future Ready Index
- ▶ Meeting Standard Demonstrating Growth in English Language Arts (ELA) in Select Buildings
- ▶ Meeting Standard Demonstrating Growth in Mathematics in Select Buildings
- ▶ Meeting Standard Demonstrating Growth in Science in Select Buildings

## Challenges

- ▶ ELA Proficiency
- ▶ Mathematics Proficiency
- ▶ Science Proficiency
- ▶ Regular Attendance

# Equity Considerations

- ▶ Groups Examined:
  - ▶ English Language Learners
  - ▶ Students with Disabilities
  - ▶ Economically Considered Disadvantaged
  - ▶ Students of various Race/Ethnicity subgroups
- ▶ All subgroups scored below the CASD All Student average
- ▶ All subgroups scored below the state average when compared to other students in the same subgroup



# Designated Schools

- ▶ Additional Target Support and Improvement (A-TSI) plans in place in several buildings
  - ▶ Reeceville Elementary School
  - ▶ Rainbow Elementary School
  - ▶ North Brandywine 7<sup>th</sup> Grade Center
  - ▶ Coatesville Area Intermediate High School
  - ▶ Coatesville Area Senior High School
- ▶ Developed at the building level with strategies and goals to address building specific needs

# Conditions for Leadership

- ▶ The PA Essential Practices Rubric for Districts
- ▶ Completed by members of the Steering Committee
  - ▶ Completed individually
  - ▶ Results reviewed in aggregate
  - ▶ Results compared to district data
- ▶ Non-evaluative-meant to uncover systems or practices that are supporting or hindering improvement
- ▶ Provides ratings across 12 practices
  - ▶ Not Yet Evident, Emerging, Operational, Exemplary

## Allocate Resources Strategically and Equitably

*Collaborative, data-driven budget process*

*Monitoring use of time, materials, equipment and fiscal resources*

*Organizing and allocating resources based on need*



## Focus on Continuous Improvement of Instruction

*Standards-aligned curricular materials and resources*

*Evidence-based programs*

*Focus on individual student learning needs*



## Empower Leadership

*Culture of high expectations for success*

*Collective vision*

*Evidence-based plan for continuous improvement*

*Customized support to meet school's needs*

*Strong community focused on student learning*



Every Student Succeeds



## Provide Student-Centered Supports

*Student support systems and services*

*Family engagement to support learning*

*Partnerships with local businesses, community organizations and other agencies*



## Implement Data-Driven Human Capital Strategies

*Data-informed strategy for recruiting, hiring and matching staff to school needs*

*Professional learning standards*

*Professional learning based on needs*

*Personnel evaluation systems with clear goals for performance*

# Essential Practices Conditions

# Essential Practices Results

- ▶ Committee rated the district in the Emerging category in 11 out of 12 practices
  - ▶ Not Yet Evident-PRACTICE 9: Recruit and retain fully credentialed, experienced and high-quality teachers
    - ▶ Conversation centered on retention of teachers within the district
- ▶ Discussion in Steering Committee Prompted Community



# Community Survey

# Survey Results

## A Vision of High Expectations for the Students and the District

- 31.2-34.5% Agree or Strongly Agree

## A Focus on Continuous Improvement

- 49.5-50.7% Agree or Strongly Agree

## Effective Communication with Families and the Community

- 28.1-51.1% Agree or Strongly Agree

## Effective Curriculum and Instruction

- 13.8-44.3% Agree or Strongly Agree

## Instructional Leadership

- 27.1-49.1% Agree or Strongly Agree (18.9-39.6% Unsure)

# Survey Results

## Student Supports and Services

- 33.3-47.9% Agree or Strongly Agree

## Strategic Partnerships with Community Organizations

- 17.8-44.5 Agree or Strongly Agree (Large percentage Unsure)

## Staff Recruitment and Retention

- 27.7-57.5% Agree or Strongly Agree (Large percentage Unsure)

## Professional Development

- 16.6-25.2% Agree or Strongly Agree (Nearly 50% of respondents Unsure)

## Resource Allocation

- 16.7-23.1 Agree or Strongly Agree (Large percentage Unsure)



# Summary of Strengths and Challenges

## Strengths

- ▶ Rigorous Course of Study
- ▶ Post-Secondary Transition for the All Student Group
- ▶ Four-year cohort graduation
- ▶ Select schools have met Improvement Targets or Growth Targets in tested subject areas (2018-2019 data)

## Challenges

- ▶ Core curriculum and instruction
- ▶ Continuum of supports available to students as part of the general education curriculum
- ▶ Special education programs
- ▶ Supports and services for English Learners
- ▶ Finances
- ▶ Facilities

DEVELOPING GOALS,  
ACTION PLANS,  
PROFESSIONAL  
DEVELOPMENT, AND  
COMMUNICATIONS

Go

# Go Section Components

- ▶ Analyzing (Strengths and Challenges)
- ▶ Goal Setting
- ▶ Action Plan
- ▶ Professional Development and Communications



# Analyzing Strengths and Challenges

CASD's challenges are best represented in the Priorities from the Essential Practices rubric:

- ▶ 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

# Student Achievement 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

## TARGET YEAR 1

Comprehensive  
Plan Developed

## TARGET YEAR 2

- Curriculum aligned to standards
- MTSS supports implemented in Elementary and Middle Schools
- Continuum of Special Education supports expanded

## TARGET YEAR 3

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

# Develop a CASD coordinated curriculum plan for each course of instruction taught K-12

## Action Steps

- ▶ Conduct a curriculum audit
- ▶ Provide training in the curriculum writing process
- ▶ Rewrite curriculum across content areas
- ▶ Pilot resources to support the implementation of the curriculum
- ▶ Train teachers in newly developed curriculum

# Develop a CASD coordinated STEM plan K-12

## Action Steps

- ▶ Integrate STEM focused instruction into curriculum writing efforts
- ▶ Partner with local businesses and community organizations to provide bring real world strategies and experiences related to STEM into the K-12 curriculum
- ▶ Collaborate with business and industries in the field to provide relevant training to teachers on how to present/teach STEM content
- ▶ Develop apprenticeships prior to high school
- ▶ Develop entrepreneurial clubs on all levels



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.

### Action Steps

- ▶ 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

# Finance Goal

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

Target Year 1

**Comprehensive  
Plan Developed**

Target Year 2

Implement a balanced budget for the 2022-2023 school year that plans for increases in the fund balance

Target Year 3

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

# Implement a budget that reflects increases in the fund balance

## Action Steps

- ▶ 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

# Balance a budget that provides instructional supports for students

## Action Steps

- ▶ 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.

# Balance a budget that supports a preventative maintenance and facilities program

## Action Steps

- ▶ 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

# Organize district facilities that reflect best practices to use the district properties in the most efficient financial manner

## Action Steps

- ▶ 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

# Facilities 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.

## Target Year 1

Comprehensive Plan Developed

## Target Year 2

Facilities master plan approved by Board of School Directors

## Target Year 3

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



# Complete a CASD facilities maintenance plan

## Action Steps

- ▶ 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

# Complete and implement a CASD facilities plan

## Action Steps

- ▶ 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

# Implement a maintenance plan that allows the district to continuously address operations/maintenance items, including routine inventory of supplies and maintenance of equipment

## Action Steps

- ▶ Routinely review the effectiveness of contracted maintenance supports
- ▶ Develop a schedule for ordering routine maintenance supplies in a fiscally responsible manner that aligns with district purchasing procedures.

# Review district facility needs in relation to district goals, needs, and progress over time.

## Action Plans

- ▶ 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

# School Climate and Culture 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 athletics and activities strategic plan by June 2023

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Target Year 1

**Comprehensive Plan Developed**

Target Year 2

- Complete district-wide equity audit
- Expand PBIS program to all buildings
- Implement Communications Plan
- Implement Athletics and Activities Strategic Plan

Target Year 3

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 athletics and activities strategic plan by June 2023

# Conduct an equity audit in partnership with a reputable external evaluator that includes classrooms, schools, policies, practices, and procedures

## Action Plan

- ▶ 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 interventions using identified data source



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

### Action Steps

- ▶ 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
- ▶ Provide training all teachers and administrators with training in trauma informed care

# Continue to build an MTSS framework throughout the district

## Action Plan

- ▶ 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
- ▶ Implement district wide MTSS/PBIS focused meetings with building leadership and external consultants to monitor effectiveness of programming district-wide
- ▶ 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

# Implement a CASD activity, athletic, compliance strategic plan

## Action Plan

- ▶ Share activity, athletic, and compliance strategic plan with CASD Community
- ▶ Continue to develop CASD activities and athletics
- ▶ Provide regular updates on progress related to activities, athletics, and compliance

# Develop a CASD communications plan

## Action Steps

- ▶ 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.
- ▶ Implement practices to improve internal communication that effectively disseminate relevant district information to all staff in an efficient manner.
- ▶ Develop a system to continuously review and monitor district communications.

# Professional Development

- ▶ Professional learning is important for the successful implementation of the plan
- ▶ Training and support built in throughout the plan to support implementation
  - ▶ Ongoing professional development
  - ▶ Monitored by specific data sources
  - ▶ Used to guide need for further training

# Communication of Comprehensive Plan Progress

- ▶ Progress will be reported routinely through various methods
  - ▶ Presentations and updates at School Board meetings
  - ▶ District-wide emails
  - ▶ Social Media posts
  - ▶ Postings in district website
- ▶ *While some work has been underway for numerous items in the plan, the plan will officially take effect July 1, 2020*



