

School Plan – Template

I. Ready- Prepare for Planning

A. Profile and Plan Essentials

School	Chambersburg Area Senior High School	School/Branch	
Address 1	511 S Sixth St		
Address 2			
City	Chambersburg	State	PA
		Zip Code	17201
Principal Name	Bradley Ocker		
Principal Email	bradley.ocker@casdonline.org		
Principal Phone Number	717-261-3322	Ext	80501
Superintendent/CEO/Executive Director Name	Dion Betts		
Superintendent/CEO/Executive Director Email	dion.betts@casdonline.org		
School Improvement Facilitator Name	Lisa Schoenleber		
School Improvement Facilitator Email	lisa.schoenleber@casdonline.org		

B. Steering Committee

Committee Members and Positions in LEA/Community:

Name	Position/Role	Building/Group/Or ganization	Email
Mark Long	District Level Leader	CASD	mark.long@casdonline.org
Bradley Ocker	Building Principal	CASHS/Admin	bradley.ocker@casdonline.org
Lisa Schoenleber	Academic Principal	CASHS	lisa.schoenleber@casdonline.org
Crystal Lautenslager	Director of Curriculum	CASD	crystal.lautenslager@casdonline.org
Lissett Jones	Assistant Principal	CASHS	lissett.jones@casdonline.org
William (Buck) Brindle	Assistant Principal	CASHS	william.brindle@casdonline.org
Eric Reed	Social Studies Teacher	CASHS	eric.reed@casdonline.org

LeAnne Park	Special Education Teacher	CASHS	leanne.park@casdonline.org
Megan Skultety	Special Education Teacher	CASHS	megan.skultety@casdonline.org
Nichole Kunkle	Math Teacher	CASHS	nichole.kunkle@casdonline.org
Mikala Duffield	Science Teacher	CASHS	mikala.duffield@casdonline.org
Christina Chapman	English Teacher	CASHS	christina.chapman@casdonline.org
Ginny Harriger	Community Member	Greater Chambersburg Chamber Foundation	gharriger@chambersburg.org
Megan Garner	Parent	Mic Starr Insurance	megan@insurewithstarr.com
Summer Jones	Student	CASHS	24jonessum@casdonline.org

C. Vision for Learning

Vision- What is your School’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.)

Prepare students for any career by providing effective instruction that enhances the comprehension, analysis, and communication skills in all content areas.

II. Set- Complete a Needs Assessment

A. Future Ready PA Index:

Review of the School Level Performance

Strengths

Based on the overall school level performance, which indicator(s) do you consider to be a strength?
Please enter one statement on each line.

Indicator	Comments/Notable Observations
20-21 Algebra Keystone Data - all student group	CASHS had 46.4% prof/adv, state had 37.3% prov/adv
20-21 Algebra Keystone Data - all student group	CASHS had 20.3% advanced, state had 13.4% adv
21-22 Q3 HERO usage tracked in LiveSchool	Almost 90% (89%) of teachers are awarding points

Challenges

Based on the overall school level performance, which indicator(s) do you consider to be a challenge?
Please enter one statement on each line.

Indicator	Comments/Notable Observations
20-21 Keystone ELA Data - all student group	CASHS had 18.8% prof.adv, state had 55.0% prov/adv
20-21 Keystone ELA Data - all student group	CASHS had 0% advanced, state had 13.5%
21-22 Algebra CDT - Q3 full test - all student group	14.64% trending toward proficiency
21-22 ELA CDT - Q3 full test - all student group	39.13% trending toward proficiency
21-22 Q3 Attendance Data	87.8% attendance
21-22 Q3 Discipline data	1712 infractions: fighting, skipping, disruption, disrespect continue to top the list with skipping at the top
20-21 PA Future Ready Index	78.7% attendance, statewide average was 85.8%
20-21 Career Standards benchmark	CASHS was 87.7%, slightly above the state average of 86.2% but below the standard of 98%
21-22 SY Attendance report from Sapphire (SIS)	Final overall attendance was 87.88%

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.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
20-21 Algebra Keystone Data	White subgroup	56.2% were prof/adv

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.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
20-21 Algebra Keystone Data	Black subgroup	0% of black students were adv
21-22 Q3 Algebra CDT	Black subgroup	1% of black students were trending toward proficiency
21-22 Q3 Literature CDT	Black subgroup	0% of black students were trending toward proficiency
21-22 Q3 Algebra CDT	Hispanic subgroup	3% of Hispanic students were trending toward proficiency
21-22 Q3 Literature CDT	Hispanic subgroup	6% of Hispanic students were trending toward proficiency
21-22 Q3 Algebra CDT	Special Education subgroup	1% of special education students were trending toward proficiency
21-22 Q3 Literature CDT	Special Education subgroup	1% of special education students were trending toward proficiency

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.

56.2% of the white subgroup were proficient/advanced on the 20-21 Algebra Keystone

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.

All subgroup data is between 0% - 6% trending toward proficiency

B. Future Ready PA Academics

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

Data	Comments/Notable Observations
20-21 Literature Keystone Data	
21-22 Q4 CDT Data	

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.
9 and 10 grade ELA teachers attended common assessment training/learning targets/success criteria
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.
20-21 Keystone data shows only 18.8% prof/adv on the Literature Keystone, state average was 55%
21-22 Q4 CDT data shows 40 % of our students are trending toward proficiency
0% of our students were advanced on the 20-21 Literature Keystone, state average was 13.5%
Yearly changes in ELA curricular directives
Lack of staff, lack of interventions, lack of coaches, lack of interventionists/interventions, lack of time, lack of parental involvement
Attendance, discipline

Mathematics (Please enter one Data source per line)

Data	Comments/Notable Observations
20-21 AlgebraKeystone data	
21-22 Q4 CDT data	
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.	
46.4% of students were prof/adv on the 20-21 Algebra Keystone/state average was 37.3%	
Prof/adv subgroup data on 20-21 Algebra Keystones: white 56.2%, 2 or more races 42.9%, Hispanic 29.5%, ED 28.5%	
20.3% of students were advanced on the 20-21 Algebra Keystone, above the state avg of 13.4%	
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.	
4.4% of ELs were prof/adv on the 20-21 Algebra Keystone	

15.2% of students with disabilities were prof/adv on the 20-21 Algebra Keystone
21-22 Q4 Algebra CDT data shows 28% of students were trending toward proficiency
Lack of staff, lack of interventions, lack of coaches, lack of interventionists/interventions, lack of time, lack of parental involvement
Attendance, discipline

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

Data	Comments/Notable Observations
20-21 Biology Keystone Data	
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.	
26.6% of our students were advanced on the 20-21 Biology Keystone, state avg was 27.7%	
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.	
58.2% of students were prof/adv on the Biology Keystone, state average was 63.7%	

C. Related Academics

Career Readiness (Please enter one Data source per line)

Data	Comments/Notable Observations
20-21 PA Future Ready Index	87.7% of benchmark met, standard is 98.0%, state was 86.2%

Career and Technical Education Programs (Required if School 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.
Algebra teachers are a highly functioning team who are dedicated to student success
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.
Lack of staff, lack of interventions, lack of coaches, lack of interventionists/interventions, lack of time, lack of parental involvement
Attendance, discipline

D. Equity Considerations

English Learners (Please enter one Data source per line)

Data	Comments/Notable Observations
20-21 PA Future Ready Index	Growth and Attainment for ELs was only 8.2%, state average of 24.8%

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

Data	Comments/Notable Observations
20-21 Literature Keystone Data	21.4% of students with disabilities were prof/adv
20-21 Algebra Keystone Data	15.2% of students with disabilities were prof/adv
20-21 Biology Keystone Data	25.0% of students with disabilities were prof/adv

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

Data	Comments/Notable Observations
20-21 Algebra Keystone Data	28.5% of ED students were prof/adv
20-21 Biology Keystone Data	37.0% of ED students were prof/adv

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

Student Groups	Comments/Notable Observations
Black students	15.9% scored prof/adv on the 20-21 Algebra Keystone
Hispanic students	29.5% scored prof/adv on the 20-21 Algebra Keystone
White students	56.2% scored prof/adv on the 20-21 Algebra Keytonse
Choose an item.	

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.

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.

All subgroups have opportunities to improve their proficiency levels.

E. Conditions for Leadership, Teaching and Learning

PA Essential Practices for Schools

Focus on Continuous Improvement of Instruction				
	Not Yet Evident	Emerging	Operational	Exemplary
Align curricular materials and lesson plans to the PA Standards		X		
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	X			
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	X			
Identify and address individual student learning needs		X		
Empower Leadership				
	Not Yet Evident	Emerging	Operational	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	X			
Foster a culture of high expectations for success for all students, educators, families, and community members			X	
Collectively shape the vision for continuous improvement of teaching and learning		X		
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school		X		
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community			X	
Continuously monitor implementation of the school improvement plan and adjust as needed		X		
Provide Student-Centered Support Systems				
	Not Yet Evident	Emerging	Operational	Exemplary

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	X			
Implement an evidence-based system of schoolwide positive behavior interventions and supports	X			
Implement a multi-tiered system of supports for academics and behavior	X			
Implement evidence-based strategies to engage families to support learning	X			
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA			X	
Foster Quality Professional Learning				
	Not Yet Evident	Emerging	Operational	Exemplary
Identify professional learning needs through analysis of a variety of data		X		
Use multiple professional learning designs to support the learning needs of staff		X		
Monitor and evaluate the impact of professional learning on staff practices and student learning		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.

Foster a culture of high expectations for success for all students, educators, families, and community members was operational.

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community was operational.

Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA was operational.

No item was exemplary.

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.

All items in the Focus on Continuous Improvement of Instruction section (practices 1-5) were not yet evident or emerging.
Three of the five items in the Empowering Leadership section (practices 7, 8 and 10) were emerging
Four of the five items in the Provide Student-Centered Support Systems (practices 11-14) were not yet evident.
All three items in the Foster Quality Professional Learning section (practices 16-18) were emerging.

F. 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.
	EP # 15 Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA was operational.
	CASHS continues to expand its partnerships with local businesses to meet career goals for students.
	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.
	All items in the Focus on Continuous Improvement of Instruction section (essential practices 1-5) were not yet evident or emerging.
	Four of the five items in the Provide Student-Centered Support Systems (essential practices 11-14) were not yet evident.
	All items in the Foster Quality Professional Learning section are emerging.

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 Conditions for Leadership, Teaching and Learning that you think are important to keep in mind as you move through the planning process?

The steering committee met on March 9, 2022 and April 7, 2022. There will be a final meeting on May 24, 2022 to develop goals and action steps. The committee triangulated survey data from students, parents, and educators with Future Ready Index and this school year's CDT data as each Essential Practice (EP) was rated and discussed using the EP rubric. There was widespread consensus on all but a few items, which resulted in consensus after discussions. The committee identified EPs #5 (Provide frequent, timely, and systematic feedback and support on instructional practices) and #12 (Implement an evidence-based system of schoolwide positive behavior interventions and supports) were identified as the top two areas of need. The committee drilled to root causes and found:

For EP #5: There is no consistent walkthrough process that is established and followed school-wide. Factors include:

Time (not managed efficiently, not a priority, no incentives for more staff, no accountability)
 Staffing usage (resources not used wisely (TBA), lack of coaches, number of staff, student to staff ratio)
 Increase in discipline and referrals (no consistent expectations)
 Communication of expectations (changes in forms/expectations, constant turnover of staff, no focus, no clear line between supervision and evaluation, no sustainability, need to consider multiple roles/departments)
 Accountability (collection and reporting of data [instructional], reflection and collaboration is lacking, non-responders, no logistics)

For EP#12: Each stakeholder does not see oneself as an agent of change in a positive school culture. Factors include:

Cliques (not common interests, history [men v women's faculty room], lack of consistency with goals, initiatives, expectations)
 Climate (lack of: district valuing people, district support, recognition, positivity, respect, sincerity - burnout. People are stretched out too thin and there is no end in sight)
 Empowerment (seeing change as all or nothing, lack of recognition/acknowledgement, lack of opportunities for voice/choice, not developed collaboratively)
 Skill & Will (lack of: training, awareness [not knowing they can be], fear [lack of buy-in], a system

III. Go – Develop the Plan

A. Analyzing (Strengths and Concerns)

Challenges (Please enter one challenge per line.)		
Challenges	Discussion Points	Priority (Y/N)

EP # 1-5	All items in the Focus on Continuous Improvement of Instruction section (essential practices 1-5) were not yet evident or emerging.	Y
EP #11-14	Four of the five items in the Provide Student-Centered Support Systems (essential practices 11-14) were not yet evident.	Y
	All items in the Foster Quality Professional Learning section are emerging.	N

Strengths (Please enter one strength statement in each line.)	
Strengths	Discussion Points
EP #15	Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA was operational.
	CASHS continues to expand its partnerships with local businesses to meet career goals for students.

Priority Challenges (Please enter one challenge per line.)	
Analyzing Priority Challenges	Priority Statements
EP #5 (teaching and learning)	IF we support teachers through effective instruction AND teachers use effective instructional strategies and are monitored through instructional coaching, peer coaching, and walkthroughs THEN students will achieve academic success and stay on track to graduate.
EP #12 (HERO)	IF students feel a sense of community and connection with teachers and each other AND teachers will create an environment that the students feel safe and belong THEN students will want to come to school to experience that positivity on a more regular basis. Choose an item.

B. 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: __#1__ Goal #1_____

Outcome Category

Focus on Continuous Improvement of Instruction, Essential Practice #5: Provide frequent, timely, and systematic feedback and support on instructional practices.

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

Measurable Goal Statement (Smart Goal)

By June 30, 2023, 70% of all currently enrolled Algebra students will be considered On-Track to proficiency by earning overall CDT scores that are greater than or equal to 1134 (Green).

By June 30, 2023, 70% of all currently enrolled Literature students who will be taking the Keystone exam will be considered On-Track to proficiency by earning overall CDT scores that are greater than or equal to 1034 (Green).

100% of walk-throughs (unannounced and five minutes in length) will have a minimum of one element from the Instructional Framework

Measurable Goal Nickname (35 Character Max)	Student Performance
Goal 1: Improve Math Grade	85%
Goal 2: Read 10 Books	90%
Goal 3: Run 5 Miles	75%
Goal 4: Learn Spanish	60%
Goal 5: Save \$100	50%
Goal 6: Complete Project	80%
Goal 7: Study 1 Hour Daily	70%
Goal 8: Practice Piano	65%
Goal 9: Volunteer 20 Hours	55%
Goal 10: Finish Homework	88%

Teaching and Learning

Theory of Action

IF we support teachers through effective instruction **AND** teachers use effective instructional strategies and are monitored through instructional coaching, peer coaching, and walkthroughs **THEN** students will achieve academic success and stay on track to graduate.

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
70% of all currently enrolled Algebra students will be considered On-Track to proficiency by	75% of all currently enrolled Algebra students will be considered On-Track to proficiency by	80% of all currently enrolled Algebra students will be considered On-Track to proficiency by	85% of all currently enrolled Algebra students will be considered On-Track to proficiency by

earning overall CDT scores that are greater than or equal to 1134 (Green). 70% of all currently enrolled Literature students who will be taking the Keystone exam will be considered On-Track to proficiency by earning overall CDT scores that are greater than or equal to 1033 (Green). 100% of walk-throughs (unannounced and five minutes in length) will have a minimum of one identified non-negotiable instructional strategy	earning overall CDT scores that are greater than or equal to 1134 (Green). 75% of all currently enrolled Literature students who will be taking the Keystone exam will be considered On-Track to proficiency by earning overall CDT scores that are greater than or equal to 1033 (Green). 100% of walk-throughs (unannounced and five minutes in length) will have a minimum of one identified non-negotiable instructional strategy	earning overall CDT scores that are greater than or equal to 1134 (Green). 80% of all currently enrolled Literature students who will be taking the Keystone exam will be considered On-Track to proficiency by earning overall CDT scores that are greater than or equal to 1033 (Green). 100% of walk-throughs (unannounced and five minutes in length) will have a minimum of one identified non-negotiable instructional strategy	earning overall CDT scores that are greater than or equal to 1134 (Green). 85% of all currently enrolled Literature students who will be taking the Keystone exam will be considered On-Track to proficiency by earning overall CDT scores that are greater than or equal to 1033 (Green). 100% of walk-throughs (unannounced and five minutes in length) will have a minimum of one identified non-negotiable instructional strategy
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B. Evidence Based Strategies we are considering.

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

Evidence-Based Strategy
● Coaching at secondary level ● Effective Instructional Strategies ● Peer coaching model ● Walk-throughs

C. Action Plan

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 #1

Evidence-based Strategy Name
Instructional Coaching

Action Step	Anticipated Start	Completion Date
Establish a schedule for Instructional Coaching by marking period	August 1, 2022	August 22, 2022
Lead Person/Position	Material/Resources/Supports Needed	
Lead Principal	w CASD Instructional Framework.docx	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Complete two full cycles of coaching for each identified math and ELA teacher (one cycle per teacher per semester)	Sep 6, 2022	Quarterly April 28, 2023
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal	Subs for Pre and Post Conference (15 a quarter) - 6 substitutes per quarter Coach - Available 9 days a semester	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Conduct Walk-throughs	September 6, 2022	Monthly through April 28, 2023
Lead Person/Position	Material/Resources/Supports Needed	
Administration	Walk-through Form	
Prof Development Step Yes, for Admin.		

Anticipated Output	Monitoring/Evaluation
Individual Feedback to teachers from the Coaching Cycle Individual Feedback to teachers from Walkthroughs Schoolwide Feedback to all staff	% of all (138) teachers each month using one of the elements from the Instructional Framework

D. Professional Development Steps

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

Professional Development Activity Name:		
Action Step	Provide training (initial and ongoing support) for the administration	
Audience	Administration, teacher leaders	
Topics to be Included	Elements of the Instructional Framework	
Evidence of Learning	Send Report of Teacher Performance (no Names) by Element to Assistant Superintendents	
Material/Resources/Supports Needed	Instructional Framework, Formatted Data Report, Teachers' Schedules	
Lead Person/Position	Assistant Superintendent	
Anticipated Timeline	Start: July 1, 2022	Completion: October 28, 2022

E. Plan 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.

Communication Step	Mode
Inform Teachers about Instructional Coaching	Announcement and Follow-up Email
	Audience
Topics of Message	Staff
Coaching Schedule, Elements of a Cycle, Walkthroughs	Anticipated Timeline
	Aug 22, 2022

Evidence Based Strategy #2

Evidence-based Strategy Name

Peer Coaching/Peer Partnering

Action Step	Anticipated Start	Completion Date
Establish peer partners and schedule first peer observations (to be completed by September 30, 2022) for peer observation by December 16, 2022	August 22,2022	September 30, 2022
Lead Person/Position	Material/Resources/Supports Needed	
Content Principal	Example: Peer Coaching Facts Round #1 Example: Peer Coaching Facts Round #2 Google form for peer partner/date selection Google Sheet Subs for coverage PLC time for pre & post conferences	
Prof Development Step yes		

Action Step	Anticipated Start	Completion Date
Establish peer partners and schedule second peer observations (to be completed by March 24, 2023)	January 2, 2023	January 30. 2023
Lead Person/Position	Material/Resources/Supports Needed	
Content Principal	Example: Peer Coaching Facts Round #1 Example: Peer Coaching Facts Round #2 Google form for peer partner/date selection Google Sheet subs for coverage PLC time for pre & post conferences	
Prof Development Step Choose an item.		

Anticipated Output	Monitoring/Evaluation
Schedule for peer observation, peer coaching form (planning and preparation).	Data will be monitored by the content principal.

F. Professional Development Steps

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

Professional Development Activity Name:		
Action Step	Review and discuss the Peer Coaching reflection form during PLC	
Audience	Content PLC	
Topics to be Included	Peer coaching form	
Evidence of Learning	PLC agenda minutes	
Material/Resources/Supports Needed	Peer Coaching Form: Engaging Students Topic Peer Coaching form: Planning/Preparation Topic	
Lead Person/Position	Content Principal	
Anticipated Timeline	Start: August 22, 2022.	Completion: September 30, 2022

G. Plan 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.

Communication Step	Mode: Email/faculty meetings/School Google Classroom
Department Meetings	Announcement and captured in the minutes
	Audience
Topics of Message	Departments
Peer Coaching	Anticipated Timeline: per semester

Evidence Based Strategy #3

Evidence-based Strategy Name		
Instructional Framework		
Action Step	Anticipated Start	Completion Date

Refresh Framework for the veteran staff	Aug 22, 2022	August 25, 2022
Lead Person/Position	Material/Resources/Supports Needed	
Principal by Content Area	W CASD Instructional Framework.docx	
Prof Development Step Yes		

Action Step	Anticipated Start	Completion Date
Orient new staff to the Framework	Aug 22, 2022	August 25, 2022
Lead Person/Position	Material/Resources/Supports Needed	
	W CASD Instructional Framework.docx	
Prof Development Step Choose an item.		

Action Step	Anticipated Start	Completion Date
Schedule and protect meeting time for ATSI Team to review and refine universal structures, data, and progress of the plan.	September 2022.	May 2023
Lead Person/Position	Material/Resources/Supports Needed	
Lisa	Release time for Team Members (½ day/month - teachers and students) Attendance, discipline, LiveSchool, and Restorative Practice data, CDT data, A-TSI plan/quarterly benchmarks.	

Anticipated Output	Monitoring/Evaluation
Evidence of lesson plans.	Principals will monitor lessons through walkthroughs and observations.

Evidence Based Strategy #4

Evidence-based Strategy Name
Common Assessment Training

Action Step	Anticipated Start	Completion Date
Continue work on learning targets/outcome criteria/common assessments 1x/MP	Aug 22, 2022	May 2023
Lead Person/Position	Material/Resources/Supports Needed	

Academic Principal	Curriculum Maps/IU support in math, ELA, biology, and special ed teachers who teach Keystone tested subjects.
Prof Development Step Yes	

Anticipated Output	Monitoring/Evaluation
Increased student performance on formative and summative assessments.	Content principles will monitor this work.

H. Professional Development Steps

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

Professional Development Activity Name:		
Action Step	Provide common assessment training for math, ELA, biology, and special ed teachers who teach Keystone tested subjects.	
Audience	math, ELA, biology, and special ed teachers who teach Keystone tested subjects	
Topics to be Included	learning targets, success criteria, common assessments (formative/summative)	
Evidence of Learning	common assessments, formative and summative assessment data	
Material/Resources/Supports Needed	curriculum maps, common assessments, assessment data, IU support	
Lead Person/Position	Academic Principal	
Anticipated Timeline	Start: August 22, 2022	Completion: May 2023

I. Plan 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.

Communication Step	Mode
Inform Teachers about common assessment training	Quarterly meetings with the IU
	Audience: smath, ELA, biology, and special ed teachers who teach Keystone tested subjects
Topics of Message:	Staff: IU
learning targets, success criteria, common assessments (formative/summative)	Anticipated Timeline
	1x/MP

Evidence Based Strategy #5

Evidence-based Strategy Name

Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.

Action Step	Anticipated Start	Completion Date
Monitor the progress of IEP goals through AIMSWEB, grades, CDTs, and attendance - 1 x/MP	Aug 22, 2022	May 2023
Lead Person/Position	Material/Resources/Supports Needed	
High School Special Ed Supervisor	Progress monitoring document to include: AIMSWEB data, grade report, CDT and attendance data.	
Prof Development Step Yes		

Action Step	Anticipated Start	Completion Date
Communicate, update, and monitor student progress and recommended support/intervention to/with IEP team members.	Aug 22, 2022	May 2023
Lead Person/Position	Material/Resources/Supports Needed	
High School Special Ed Supervisor	Progress monitoring document to include: AIMSWEB data, grade report, CDT and attendance data.	

Anticipated Output	Monitoring/Evaluation
Progress of IEP students' goals	High School Special Ed Supervisor and Academic Principal will meet with the special education teachers in grades 9 and 10 1X/MP to monitor the progress.

J. Professional Development Steps

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

Professional Development Activity Name:

Action Step	Provide training (AIMSWEB) and expectations for special education teachers
Audience	special education teachers in grades 9 and 10

Topics to be Included	the progress of IEP goals through AIMSWEB, grades, CDT and attendance data	
Evidence of Learning	Evidence of IEP goals and student success	
Material/Resources/Supports Needed	Progress monitoring document to include: AIMSWEB data, grade report, CDT and attendance data.	
Lead Person/Position	High School Special Education Supervisor	
Anticipated Timeline	Start: August 2022	Completion: September 2022

K. Plan 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.

Communication Step	Mode
Inform Teachers about expectations of this action step	department meetings/1:1 meetings
Topics of Message:	Audience: special ed teachers/CASHS admin
AIMSWEB, IEP Completion report, grade reports, CDT data and goal setting focus	Staff
	Anticipated Timeline
	1x/MP

Priority: #2 Goal #1

Outcome Category

Provide Student-Centered Support, Essential Practice #12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.

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

Measurable Goal Statement (Smart Goal)

By June 30, 2022 CASHS will implement a School-Wide Positive Behavior Interventions (Hero Program) at the universal level with 85% fidelity across all grade levels as measured by the Tiered Fidelity Inventory, TFI.

Measurable Goal Nickname (35 Character Max)**PBIS - HERO****Theory of Action**

IF students feel a sense of community and connection with teachers and each other **AND** teachers will create an environment that the students feel safe and belong **THEN** students will want to come to school to experience that positivity on a more regular basis.

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
80% of the teachers will be issuing live school points.	85% of the teachers will be issuing live school points.	90% of the teachers will be issuing live school points.	95% of the teachers will be issuing live school points. In addition, CASHS will score a 70 on the TFI. (Tiered Fidelity Inventory).

B. Evidence Based Strategies we are Considering

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

Evidence-Based Strategy
● PBIS / Restorative Practices ● The Toolkit before the Toolkit (RP) ● Getting Started with Restorative Practices ● Integration for PBIS and RP ● School Climate ● Empowered Staff ● Supporting Mental Health of Black Children ● A strong relationship exists between a students' connectedness to school and positive educational outcomes. ● Provide social-emotional training using a sequenced step by-step approach with explicit learning goals, active forms of learning, and sufficient time for skill development.

C. Action Plan**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 #1

Evidence-based Strategy Name
PBIS - HERO

Action Step	Anticipated Start	Completion Date
Develop a larger core HERO committee	August 2022	May 2023
Lead Person/Position	Material/Resources/Supports Needed	
Principal	Identify a team based on IU Consultant recommendation	
Prof Development Step? Yes	- Members: Ideally you have administrator(s), Teacher reps from each grade and dept if able, Behavioral expert(s) (counselor, therapist, etc.), Parent representative, student representative. - Potential Sub-Committees: - Acknowledgement - Teaching school-wide expectations - Discipline Data - Student committee - PBIS communications (share events, updates, data – newsletter, social media, emails, videos, etc.) - Select at least two PBIS Coaches	

Action Step	Anticipated Start	Completion Date
Develop a student core HERO committee	August 2022	May 2023
Lead Person/Position	Material/Resources/Supports Needed	
Academic Principal	Identify a team based on IU Consultant recommendation	
Prof Development Step? No	Select at least two PBIS Coaches	

Action Step	Anticipated Start	Completion Date
Schedule and protect meeting time for HERO Team to review and refine universal structures and data	September 2022.	May 2023

Lead Person/Position	Material/Resources/Supports Needed
Academic Principal	Release time for Team Members (½ day/month - teachers and students) - cover with subs Attendance, discipline, LiveSchool, and Restorative Practice data
Prof Development Step? No	

Action Step	Anticipated Start	Completion Date
Revisit purpose and core team value agreements as part of the agenda. Need to establish defined meeting roles for the next meeting prior to the end of the current meeting. Need to rotate facilitators. Working smarter and together.	September 2022	May 2023
Lead Person/Position	Material/Resources/Supports Needed	
Academic Principal//IU12	Running Agenda Core Team Values/Norms Expectations of Roles	
Prof Development Step? No		

Action Step	Anticipated Start	Completion Date
Connect HERO to schoolwide expectations.	Summer of 2022	August 15, 2022
	Material/Resources/Supports Needed	
	Students record expected behaviors to be included with HERO lessons.	
Prof Development Step? Yes		

Action Step	Anticipated Start	Completion Date
Revisit CASHS Behavior Matrix and Student Responsibility Matrix (how to for teachers)	August 2022	August 2022
Lead Person/Position	Material/Resources/Supports Needed	
HERO team	○ CASHS Behavior Matrix ○ Student Responsibility Matrix (how to for teachers)	
Prof Development Step? Yes		

Action Step	Anticipated Start	Completion Date
Discipline Referral Training (majors and minors)	August 2022	August 2022
Lead Person/Position	Material/Resources/Supports Needed	
HERO team	Sapphire, discipline referral section	
Prof Development Step? No		

Action Step	Anticipated Start	Completion Date
How to reward HERO points effectively.	August 2022	August 2022
Lead Person/Position	Material/Resources/Supports Needed	
HERO team	HERO Matrix	
Prof Development Step? Yes	Live School (how to search by grade level/HR?/awarding multiple points/single point)	

Action Step	Anticipated Start	
Organized Tier I documents, revisit/refine, and report out to stakeholders.	September 2022	May 2023
Lead Person/Position	Material/Resources/Supports Needed	
HERO team	HERO Matrix	
Prof Development Step? No	Attendance, discipline, LiveSchool, and Restorative Practice data	

Anticipated Output	Monitoring/Evaluation
Increase use of Live School. Decrease in student discipline. More cohesive environment. Consistent expectations.	Exit ticket after class meetings Quarterly mentor surveys SSS/SAS Surveys Attendance/Discipline/LiveSchool Reports

Professional Development Activity Name:	
Action Step	HERO
Audience	teachers and staff
Topics to be Included	HERO Behavior expectations, Discipline referral process, Live School Points per day/week,
Evidence of Learning	Quarterly surveys of teachers and students about the HERO program. Use of LiveSchool Points
Material/Resources/Supports Needed	Staff and student surveys, Live School, HERO lessons, HERO matrix , Student Responsibility Matrix
Lead Person/Position	HERO Committee

Anticipated Timeline	Start: August 2022	Completion: May 2023
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D. Plan 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.

Communication Step	Mode
Communicate more details and regularly with families about the HERO program	newsletter, website, Sapphire (Blackboard) posts
	Audience
Topics of Message	families of CASHS students
Behavior expectations, rewards	Anticipated Timeline
	ongoing - monthly

Communication Step	Mode
Send more purposeful communication more regularly, and just a snapshot that would be relevant to the teachers. Discussion about the creation of an app with all of these features.	via email, CASHS Google Classroom, faculty meetings, website
	Audience
Topics of Message	Faculty/staff
Live School Usage, Discipline Data,	Anticipated Timeline
	ongoing - monthly

Evidence Based Strategy #2

Evidence-based Strategy Name
Restorative Practices

Action Step	Anticipated Start	
On-Boarding of New Teachers for RP Training.	June 2022	June 2022
Lead Person/Position	Material/Resources/Supports Needed	
Principal	IU Training on Basic Restorative Practices	
Prof Development Step? Yes	Substitutes for Teachers attending	

Action Step	Anticipated Start	
RP Coaching for New Teachers - Bi-monthly	October 1	
Lead Person/Position	Material/Resources/Supports Needed	

	RP Coaches
Prof Development Step? Yes	RP Coaching Scheduling Log RP Documentation Log Coverage for teachers for debriefing

Action Step	Anticipated Start	
Build out a Digital Resource Library to support new teachers implementing RP	January 2023	
Lead Person/Position	Material/Resources/Supports Needed	
Principal	Restorative Practices Coach, Restorative Practices Materials from IIRP and West Ed, Access to CASD Internal Drive	
Prof Development Step? No		

Action Step	Anticipated Start	
Establish an Internal Team - Staff, Students, Parents, community	October 1, 2022	
Lead Person/Position	Material/Resources/Supports Needed	
Lead teacher	Dedicated time for team to meet Allocate funding for teacher release time and materials needed by the team for implementation Consult with RP Coach who can help co-construct Agenda's and support planning and communication Sample Restorative Agreements or Contracts	
Prof Development Step? No		

Action Step	Anticipated Start	
Establish internal systems for building social and emotional well-being of all staff	October 1, 2022	May 2023
Lead Person/Position	Material/Resources/Supports Needed	
Lead teacher (Volunteer)	Dedicated time for team to meet Allocate funding for teacher release time and materials needed by the team for implementation	
Prof Development Step? No		

E. Professional Development Steps

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

Professional Development Activity Name:

Action Step	Restorative Practices on-boarding/coaching of new teachers	
Audience	Teachers who volunteer to be a part of RP.	
Topics to be Included	Philosophy and components of RP.	
Evidence of Learning	RP Documentation Log, PD Friday attendance	
Material/Resources/ Supports Needed	Restorative Practices Materials from IIRP and West Ed, Access to CASD Internal Drive	
Lead Person/Position	PBIS Coaches	
Anticipated Timeline	Start: September 2022	Completion: May 2023

F. Plan 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.

Communication Step	Mode
Communicate more details and regularly with families about the HERO program	email/website
	Audience
Topics of Message	CASHS Parents
HERO updates	Anticipated Timeline
	1x/mo

Chambersburg Area School District

435 Stanley Ave, Chambersburg PA 17201

Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the **Chambersburg Area School District** reviewed and approved the plan at the following Board Meeting, held on **June 28, 2022**. The plan was approved by a vote of 8 (yes) and 0 (no).

Plan(s) Approved at School Board Meeting:

Place a check in the box next to the board approved plan(s).

☐

Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances* (Chapter 16)

☒

School Plan(s)

List school name and plan type on the next page.

Affirmed on this 28 day of June, 2022

By:  (Signature of Board President)

Dr. Mark Schur (Print Name)

Chambersburg ASD Board of Education

<u>School Name</u>	<u>Plan Type</u>
Chambersburg Area Senior High School	ATSI – non – Title 1

Plan Types:

- Non-Designated – non – Title I
- Schoolwide Title I
- CSI
- ATSI – Title I
- ATSI – non – Title I
- TSI – Title I
- TSI – non – Title I