

Chambersburg Area School District Comprehensive Plan 2023-2026 Highlights

Mission & Vision		Educational Value Statements			
MISSION Safe, nurturing, and engaging environment where students will receive a rigorous and responsive education that will empower them to compete globally. VISION That every child achieves in school and attains the skills needed to achieve success in the future in a highly collaborative culture of honesty, trustworthiness, and passion for our mission of bettering the lives of children.		STUDENTS STAFF ADMINISTRATION PARENTS COMMUNITY TECHNOLOGY SERVICES	Every student learns and values education. Meaningful instruction has real-world application. Every student learns differently. The best learning takes place in a positive and safe environment. Engage parents/guardians in their child’s educational process and planning for career and college readiness. Student, Family, School, and Community share the responsibility and accountability for learning. Provide anytime, anywhere learning and access.		
Goals	Evidence-Based Strategies & Action Steps				
GOAL 1: STRATEGIC USE OF DATA		Year 1	Year 2	Year 3	
By June 30, 2026, all grade levels will meet or exceed the interim targets in literacy achievement as established by PDE's 2030 goal. By June 30, 2026, all grade levels will meet or exceed the interim targets in math achievement as established by PDE's 2030 goal.	District and school leadership teams provide a structure for collaborative decision-making.	- Develop leadership data teams at the district level to include a data specialist at the elementary and secondary levels - Develop protocols for building level teams (consistency for teams at each level: elementary, middle, high): purpose of data teams. - Re-establish leadership data teams at the building level. Redefine the purpose of building level teams. - Develop norms and responsibilities for data teams at the district and building levels. *Data Teams to Include but not limited to Teachers & Support Staff - Review the district-wide assessment calendar. - Edit district-wide assessment calendar. - Schedule protected time (BOY, MOY, EOY) to analyze data and discuss solutions to areas of need at the district and building levels.	Conduct regularly scheduled data meetings between district and schools to analyze data, determine needs and solutions with district support, and recognize successes. Communicate data findings regularly with <u>all</u> stakeholders.	- Conduct regularly scheduled data meetings between district and schools to analyze data, determine needs and solutions with district support, and recognize successes. Communicate data findings regularly with <u>all</u> stakeholders. - Continue cycle of data analysis and implementation of solutions	
	Align data across multiple levels of the system, use of multiple types of data for	Review and categorize existing types of data for each division: elementary, middle, high, and district. (academic [diagnostic, benchmark, summative,formative] behavioral, attendance, perceptual, social/emotional).	Review/analyze/categorize current systems used to house selected data, coordinating them with the types of data selected in Year 1.	- Utilize selected data housing systems when conducting data team meetings. - Student goal setting.	

	instructional decisions.	Analyze types of data to determine if anything should be omitted or added to the list for each division: district, elementary, middle, high, district. (academic [diagnostic, benchmark, summative, formative] behavioral, attendance, perceptual, social/emotional) and develop consistent protocols within and between each division.	- Develop systems to house selected data based on Year 1 findings (EWS, Sapphire, etc). - Train data teams on selected data systems that will house selected data.	
GOAL 2: INSTRUCTIONAL LEADERSHIP		Year 1	Year 2	Year 3
By June 30, 2026, 100% of school and district instructional leaders will be able to clearly express their role in improving instruction and reflect that they were given professional learning opportunities to provide impactful feedback, coaching, and professional development to their teachers.	Review/revise administrators' job descriptions to focus on instructional leadership.	- Develop district vision and definition for administrative duties. - Collectively look at job descriptions for instructional components. - Establish an organizational chart	Gather job descriptions from similar districts with similar needs and positions.	Refine descriptions and update organizational chart.
	Build the capacity of administrators as instructional leaders.	- Survey Administrators about their PD needs to support them as instructional leaders. - Develop teacher/support staff professional development collaboratively with administrators and the C&I department. *Professional Development to Include but not limited to Teachers & Support Staff	- Implement PD Plan from Year 1. - Survey Administrators about their PD needs to support them as instructional leaders. - Develop admin teacher professional development collaboratively with administrators and the C&I department.	- Implement PD Plan from Year 2. - Survey Administrators about their PD needs to support them as instructional leaders. - Develop teacher professional development collaboratively with administrators and the C&I department.
	Establish and maintain communication and collaboration between and among building and district administration.	- Establish Professional Learning Communities (PLCs) for building and district administrators. - Establish protected time for admin to meet collectively with Curriculum & Instruction to discuss current progress.	- Maintain PLCs between and among district and building administration. - Establish committee with building and district team to share the work.	Maintain PLCs between and among district and building administration.
GOAL 3: POSITIVE SCHOOL CLIMATE		Year 1	Year 2	Year 3
By June 30, 2026, the overall school climate average for CASD staff and students in each	School Climate Survey (or other comparable survey instrument) Distribution	- Plan for distribution of School Climate Survey (or other comparable survey instrument). - Analyze School Climate Survey Results. - Develop and Implement Action Plan based on survey results.	School Climate Committee Monitors and adjusts implementation from Year 1.	- School Climate Committee monitors and adjusts implementation from Year 2. - Plan for distribution of School Climate Survey(or

building will be 3.0 or higher.		School Climate Committee monitors and adjusts implementation.	- Plan for distribution of School Climate Survey(or other comparable survey instrument). - Review/revise Action Plan based on survey results from Year 2.	- other comparable survey instrument). - Review/revise Action Plan based on survey results from Year 3.
GOAL 4: RECRUITMENT & RETENTION		Year 1	Year 2	Year 3
By June 30, 2026, CASD will recruit, interview, and hire 5% more teachers who reflect the CASD student demographics than it did in year one in order to develop hiring protocols and partnerships to employ high-quality professional staff and ultimately hire the most qualified candidates.	Recruitment and Retention	- Use the District Demographic Diversity Profile to know the current talent pool - include certifications, diversity, years of service/ experience. - Utilize personnel dashboard to monitor & balance openings district-wide. - Revise protocols for application & interviewing: Committee formed by HR and representatives from all employee groups to develop a new CASD hiring guide. - Complete the Recruitment, Hiring, and Selection Self-Assessment (to increase workforce and workforce diversity): Self-Assessment Tool to measure, analyze & evaluate progress. - Identify a point of contact for teacher preparation programs for recruitment at CASD. Build strategic relationships with additional institutions of higher education. - Engage in Root Cause Analysis & Identify Priority Needs - From Self Assessment in Step 4 - Identify Short/Mid/Long-Term Outcomes & create a detailed, one-year Action Plan. - Establish a committee to support retention and recruitment of teachers/support staff, set meeting structure and dates for 2023-2024 school year. *Committee to Include but not limited to Teachers & Support Staff	- Create a year-long recruitment process. - Revise induction program content and strategically include principals, mentors, and supervisors. - Convene committee to support retention and recruitment of teachers monthly. - Complete the Recruitment, Hiring, and Selection Self-Assessment (to increase workforce and workforce diversity): Self-Assessment Tool to measure, analyze & evaluate progress. - Identify a point of contact for teacher preparation programs for recruitment at CASD. Build strategic relationships with additional institutions of higher education.	Complete the Recruitment, Hiring, and Selection Self-Assessment (to increase workforce and workforce diversity): Self-Assessment Tool to measure, analyze & evaluate progress.