

**Coatesville Intermediate HS**

CSI School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Coateville Area Intermediate High School		124151902
<b>Address 1</b>		
1425 East Lincoln Highway		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Coatesville	PA	19320
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Catherine VanVooren Superintendent		vanvoorenc@casdschools.org
<b>Principal Name</b>		
Clifford J. Maloney III		
<b>Principal Email</b>		
maloneyc@casdschools.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
610-383-3735		61501
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Dr. Kim Rank		kimr@cciu.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Clifford J. Maloney III	Principal	Coatesville Area School District	maloneyc@casdschools.org
Dr. Catherine Vanvooren	Chief School Administrator	District Office	vanvoorenc@casdschools.org
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Dr. Kim Rank	Other	Chester County Intermediate Unit	kimr@cciu.org
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Andre Alston	Community Member	Coatesville Intermediate High School	msboggseaterprises@gmail.com
Katherine Ceressman	Student	Coatesville Intermediate High School	10010476@casdschools.org
Lauren Bird	Teacher	Coatesville Intermediate High School	birdl@casdschools.org

## **Vision for Learning**

### **Vision for Learning**

CAIHS is committed to providing a challenging and supportive environment for all students that fosters academic excellence, personal growth, and social responsibility by holding all staff and students accountable to the highest standards of teaching and learning in order to have the foundational skills necessary to be prepared for a successful transition to continued education and/or the workforce by meeting individual academic and social emotional needs of all students.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	True 8	True 9	False 10	False 11	False 12	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
2022-23 ELA PSSA: All Student Group	For 2022-23, State Assessment Measures in English Language Arts/Literature PSSA, the All student group met the interim goal/improvement target (26.1%).
2022-23 Science: All Student Group	For 2022-23, State Assessment Measures in Science/Biology, the All student group met the interim goal/improvement target (30.8%).
2022-23 Participation Rates in ELA, Math/Algebra, and Science State Assessments: All Student Group	According to the 2022-23 State Assessment Participation Rate indicator, All student showed an increase in participation in ELA (86.1% to 90.4%), Math/Algebra (87.8% to 91.2%), and in Science (87.8% to 90.3%).

### Challenges

Indicator	Comments/Notable Observations
2022-23 Math/Algebra PSSA: All Students	For 2022-23, State Assessment Measures in Mathematics/Algebra, the All student group did not meet the interim goal/improvement target (5.6%).
2022-23 Math/Algebra PVAAS: All Student Group	According to 2022-23 Mathematics/Algebra PVAAS, All student group did not meet the Statewide Average Growth Standard (70.0), with an academic standard demonstrating growth score of 50.0.
2022-23 ELA/Literature PVAAS: All Student Group	According to 2022-23 ELA/ Literature PVAAS, All student group did not meet the Statewide Average Growth Standard (70.0), with an academic standard demonstrating growth score of 50.0.
2022-23 Science/Biology PVAAS: All Student Group	According to 2022-23 Science/Biology PVAAS, All student group did not meet the Statewide Average Growth Standard (75.1), with an academic standard demonstrating growth score of 57.5.
2022-23 English Language Growth & Attainment: All Student Group	According to the 2022-23 English Language Growth & Attainment indicator, All student group did not meet the interim goal/improvement target (Statewide average is 29.0%), with a English Language Growth & Attainment score of 11.5%.

PAFR Index Regular Attendance: All Student Group	According to the PAFR Index Regular Attendance indicator, All student group did not meet the performance standard (Statewide average is 73.9%), with a Regular Attendance score of 44.2%.
2022-23 Career Standards Benchmark: All Student Group	According to the 2022-23 Career Standards Benchmark, All student group did not meet the performance standard (Statewide average is 89.6%), with a Career Standards Benchmark score of 87.5%.

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

### Strengths

<b>Indicator</b> 2022-23 ELA PSSA: Hispanic and White Student Groups <b>ESSA Student Subgroups</b> Hispanic, White	<b>Comments/Notable Observations</b> On the 2022-23 ELA PSSA, the following student groups met or exceeded the interim goal/improvement target and increased in percentage scoring proficient/advanced from the 2021-22 ELA PSSA : Hispanic- 12.9% to 20.8%, increase of 7.9% White - 38.9% to 43.8%, increase of 4.9%
<b>Indicator</b> 2022-23 Math/Algebra State Assessment: Hispanic, Economically Disadvantaged & Students w/Disabilities Student Groups <b>ESSA Student Subgroups</b> Hispanic, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Although the following student groups did not meet the interim target/improvement goal on the 2022-23 Math/Algebra State Assessment, they did increase in percentage scoring proficient/advanced from the 2021-22 Math/Algebra State Assessment. Hispanic - 0.0% to 3.9%, increase of 3.9% Economically Disadvantaged - 1.0% to 2.0%, increase of 1.0% Students w/Disabilities - 0.0% to 0.9%, increase of 0.9%
<b>Indicator</b> 2022-23 Science PSSA: Economically Disadvantaged student group <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> Although the Economically Disadvantaged student group did decrease in percentage scoring proficient/advanced from the 2021-22 Science PSSA (20.6% to 19.0%), they did meet the interim target/improvement goal on the 2022-23 Science PSSA.
<b>Indicator</b> 2022-23 Science PSSA: White and Hispanic Student Groups <b>ESSA Student Subgroups</b> Hispanic, White	<b>Comments/Notable Observations</b> On the 2022-23 Science PSSA, the following student groups met or exceeded the interim goal/improvement target and increased in percentage scoring proficient/advanced from the 2021-22 Science PSSA : Hispanic- 14.1% to 23.7%, increase of 9.6% White - 42.7% to 48.6%, increase of 5.9%
<b>Indicator</b> 2022-23 ELA PSSA: English Learner Student Group <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> On the 2022-23 ELA PSSA, the English Learner student group met or exceeded the statewide goal and increased in percentage scoring proficient/advanced from the 2021-22 ELA PSSA (66.0% to 82.0%).

English Learners	
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## Challenges

<p><b>Indicator</b> 2022-23 ELA PSSA: Black, 2 or More Races, Economically Disadvantaged, English Learner &amp; Students w/Disabilities Student Groups</p> <p><b>ESSA Student Subgroups</b> African-American/Black, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> On the 2022-23 ELA PSSA, the following student groups decreased in percentage scoring proficient/advanced from the 2021-22 ELA PSSA : Black - 17.8% to 5.7%, decrease of 12.1% 2 or More Races - 33.3% to 9.1%, decrease of 24.2% Economically Disadvantaged - 18.0% to 15.1%, decrease of 2.9% English Learner - 2.3% to 0.0%, decrease of 2.3% Students w/Disabilities - 6.3% to 4.6%, decrease of 1.7%</p>
<p><b>Indicator</b> 2022-23 Math/Algebra State Assessment: Black and English Learner Student Groups</p> <p><b>ESSA Student Subgroups</b> African-American/Black, English Learners</p>	<p><b>Comments/Notable Observations</b> On the 2022-23 Math/Algebra State Assessment, the Black and English Learner student groups remained at 0.0% proficient/advanced as compared to the 2021-22 assessment year.</p>
<p><b>Indicator</b> 2022-23 Math/Algebra State Assessment: White and 2 or More Races Student Groups</p> <p><b>ESSA Student Subgroups</b> Multi-Racial (not Hispanic), White</p>	<p><b>Comments/Notable Observations</b> On the 2022-23 Math/Algebra State Assessment, the following student groups decreased in percentage scoring proficient/advanced from the 2021-22 Math/Algebra State Assessment : White- 12.7% to 9.0%, decrease of 3.7 2 or More Races - 6.7% to 0.0%, decrease of 6.7%</p>
<p><b>Indicator</b> 2022-23 Science: Black, Economically Disadvantaged, 2 or more races, English Learners and Students with Disabilities</p> <p><b>ESSA Student Subgroups</b> African-American/Black, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> On the 2022-23 Science PSSA, the following student groups decreased in percentage scoring proficient/advanced from the 2021-22 Science PSSA : Black - 18.9% to 11.5%, decrease of 7.4% Economically Disadvantaged - 20.6% to 19.0%, decrease of 1.6% 2 or More Races - 36.7% to 13.6%, decrease of 23.1% English Learners - 7.0% to 6.1%, decrease of 0.9% Students w/Disabilities - 6.3% to 5.6%</p>
<p><b>Indicator</b> 2022-23 English Language Growth &amp; Attainment: Hispanic, Economically Disadvantaged and English Learners</p> <p><b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b> According to the 2022-23 English Language Growth &amp; Attainment indicator, the following student groups did not meet the interim goal/improvement target: Hispanic; 12.0% Economically Disadvantage%; 7.1&amp; English Learner; 11.5%</p>

Hispanic, Economically Disadvantaged, English Learners	
<p><b>Indicator</b> PAFR Index Regular Attendance: Black, Hispanic, White, 2 or More Races, Economically Disadvantaged, English Learner, and Students w/Disabilities</p> <p><b>ESSA Student Subgroups</b> African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> According to the PAFR Index Regular Attendance indicator, the following student groups did not meet the performance standard (Statewide average is 73.9%): Black; 30.6% Hispanic; 38.0% White; 58.2% 2 or More Races; 39.1% Economically Disadvantaged; 33.7% English Learner; 30.5% Students w/Disabilities; 34.6%</p>

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

All Student Group in the 2022-23 State Assessment for the ELA and Science assessments met the interim goal/improvement targets.
2022-23 Participation Rates in ELA, Math/Algebra, and Science State Assessments have increased.
On the 2022-23 ELA and Science PSSA, the Hispanic and White student groups met or exceeded the interim goal/improvement target and increased in percentage scoring proficient/advanced from the 2021-22 ELA PSSA
On the 2022-23 ELA PSSA, the English Learner student group met or exceeded the statewide goal and increased in percentage scoring proficient/advanced from the 2021-22 ELA PSSA

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

All Student Group in the 2022-23 State Assessment for the ELA, Math/Algebra, and Science assessments did not meet the Statewide Average Growth Standard
For 2022-23, State Assessment Measures in Mathematics/Algebra, the All student group did not meet the interim goal/improvement
The All student group or individual student groups did not meet the interim goal/improvement target for English Language Growth and Attainment.



According to the PAFR Index Regular Attendance indicator, the All student and individual student groups did not meet the performance standard

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
2023-24 Spring NWEA MAP - ELA all students	According to the 2023-24 Spring NWEA MAP ELA data for all students, 28% scored between the 61st and 100th percentile, which is equivalent to scoring proficient and/or advanced on the state assessment.
2023-24 Spring NWEA MAP - ELA 8th grade all students	According to the 2023-24 Spring NWEA MAP ELA data for 8th grade students, 28% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.
2023-24 Spring NWEA MAP - ELA 9th grade all students	According to the 2023-24 Spring NWEA MAP ELA data for 9th grade students, 36% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.

### English Language Arts Summary

#### Strengths

The students in all grades are required to participate in taking the MAP testing three times per year.
8th and 9th grade students are using the Common Literature curriculum that is aligned with standards and includes common and formative assessments.
MAP data has been analyzed by grade, teacher, and sub groups and strategies and groupings discussed during data team meetings

#### Challenges

According to the 2023-24 Spring NWEA MAP ELA data for 9th grade students, 36% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.
According to the 2023-24 Spring NWEA MAP ELA data for 8th grade students, 28% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.
There is a need to increase data literacy and its use to inform instruction.

### Mathematics

Data	Comments/Notable Observations
2023-24 Spring NWEA MAP - Math all students	According to the 2023-24 Spring NWEA MAP Math data for all students, 40% scored between the 61st and 100th percentile, which is equivalent to scoring proficient and/or advanced on the state assessment.
2023-24 Spring NWEA MAP - Math 9th grade all students	According to the 2023-24 Spring NWEA MAP Math data for 9th grade students, 53% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.
2023-24 Spring NWEA MAP - Math 8th grade all students	According to the 2023-24 Spring NWEA MAP Math data for 8th grade students, 54% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.

## Mathematics Summary

### Strengths

Instructional coaching was started this year and will continue during the 2024-25 school year
MAP data has been analyzed by grade, teacher, and sub groups and strategies and groupings discussed during date team meetings
Work has been done to ensure new math curriculum is aligned to standards and has additional resources to meet individual student needs,

### Challenges

According to the 2023-24 Spring NWEA MAP Math data for 8th grade students, 54% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.
According to the 2023-24 Spring NWEA MAP Math data for 9th grade students, 53% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.
There is a need to increase data literacy and its use to inform instruction.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
All Honor students completed a Science Fair Project	Students participated in the Science Fair and some students moved onto the District and County Science Fairs.
All 9th Grade students take Biology	All students take the Keystone Biology exam in 9th grade.
STEELS	Teachers have attended PD and will continue to increase knowledge and application of the STEELS.

## Science, Technology, and Engineering Education Summary

### Strengths

Teachers have attended PD and will continue to increase knowledge and application of the STEELS.
All students take the Keystone Biology exam in 9th grade.
Students participated in the Science Fair and some students moved onto the District and County Science Fairs.

### Challenges

Conduct engaging, open ended, text-based discussion in which all students will participate.
Building into the curriculum that makes it literacy rich. Developing time for ample number of reading, discussion and writing assignments into weekly coursework.



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
2023-24 Career Readiness: 8th grade all students	99% of 8th grade students met the career standards benchmark for the 2023-24 school year.
2023-24 Career Readiness: 9th grade all students	98% of 9th grade students met the career standards benchmark for the 2023-24 school year.
College Career Fair	CAIHS held a college & career fair for students to explore opportunities
TCHS Visit	9th grade students visited the Technical and Career High School to learn and explore what is offered

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

We have had multiple district level and school based in-services to implement highly effective and culturally responsive instructional practices as a whole school (writing across the curriculum, positive behavior supports in the classroom, planning and preparation) as well as subgroup training (students with disabilities being supported with appropriate interventions, how to write and implement an effective IEP, etc.)

The Guidance Department and teachers during WIN classes had the students complete their Career Readiness for an average of 90% of all students to complete their assigned number of artifacts.

Chester County Futures meet with the 8th Grade class to discuss post secondary school and the opportunities that are provided when the join the extra curricular club.

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Attendance impacts our ability to engage students in regard to the PA Future Ready Index. If our attendance improves, students will be attending classes where they will be engaged in highly effective practices, thus state assessment measure will see an increase.

Students are not given enough extended writing sessions across all curriculums that will promote critical thinking skills,

Students need to develop positive relationships with multiple staff members to create a sense of belonging.

## Equity Considerations

### English Learners

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
2023-24 WIDA - grade 8	Grade 8 ELL proficiency levels of interpretations of scale scores resulted in: Developing = 20% Beginning = 67% Entering = 13%
2023-24 WIDA - grade 9	Grade 9 ELL proficiency levels of interpretations of scale scores resulted in: Expanding = 7% Developing = 50% Beginning = 10% Entering = 33%
2023-2024 Spring NWEA MAP Math	According to the 2023-24 Spring NWEA MAP Math data for ELL students, 20% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.
2023-2024 Spring NWEA MAP ELA	According to the 2023-24 Spring NWEA MAP Math data for ELL students, 3% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.

### Students with Disabilities

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations

2023-2024 Spring NWEA MAP Math	According to the 2023-24 Spring NWEA MAP Math data for Students with Disabilities, 26% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.
2023-2024 Spring NWEA MAP ELA	According to the 2023-24 Spring NWEA MAP ELA data for Students with Disabilities, 14% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.

### Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
2023-2024 Spring NWEA MAP Math	According to the 2023-24 Spring NWEA MAP Math data for Students considered economically disadvantaged, 51% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.
2023-2024 Spring NWEA MAP ELA	According to the 2023-24 Spring NWEA MAP ELA data for Students considered economically disadvantaged, 78% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.

### Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
White	According to the 2023-24 Spring NWEA MAP Math data for White Students, 74% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.
White	According to the 2023-24 Spring NWEA MAP ELA data for White Students, 51% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.



Hispanic	According to the 2023-24 Spring NWEA MAP Math data for Hispanic Students, 43% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.
Hispanic	According to the 2023-24 Spring NWEA MAP ELA data for Hispanic Students, 17% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.
Black	According to the 2023-24 Spring NWEA MAP Math data for Black Students, 48.5% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.
Black	According to the 2023-24 Spring NWEA MAP ELA data for Black Students, 19% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Students considered economically disadvantaged scored 51% in math and 78% in ELA, which is an increase from previous years.
Math has made the most gains this year for all student groups.
Transitions curriculum is in place for special education students who require direct instruction in math.
Both math and ELA curriculum has additional resources to better meet the needs of individual students,

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Need to increase data literacy to ensure teachers can interpret and use data to differentiate instruction for individual students.
Subgroups are disproportionately represented in higher level classes. While steps have been taken to remove barriers such as pre-requisites, more needs to be done to ensure students in our subgroups have the still and confidence needed to enroll in these courses.
ELA proficiency and growth rates are low for each student group.
Collaboration time is required among general education, special education and EL teachers in order to understand the individual specially designed instruction required and scaffolding strategies for students.



## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Align curriculum, assessments, and instruction to the PA Standards - Progressing toward operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community - Progressing toward operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports *

### Challenges

Thinking about all the most pressing challenges 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?

Collectively shape the vision for continuous improvement of teaching and learning
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Foster a culture of high expectations for success for all students, educators, families, and community members
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
On the 2022-23 ELA and Science PSSA, the Hispanic and White student groups met or exceeded the interim goal/improvement target and increased in percentage scoring proficient/advanced from the 2021-22 ELA PSSA	False
On the 2022-23 ELA PSSA, the English Learner student group met or exceeded the statewide goal and increased in percentage scoring proficient/advanced from the 2021-22 ELA PSSA	False
According to the 2021-22 ELA PVAAS data, the Students with Disabilities subgroup exceeded the Statewide Growth Standard (70.0) achieving a growth score of 74.0.	False
The students in all grades are required to participate in taking the MAP testing three times per year.	False
8th and 9th grade students are using the Common Literature curriculum that is aligned with standards and includes common and formative assessments.	True
Teachers have attended PD and will continue to increase knowledge and application of the STEELS.	False
Students considered economically disadvantaged scored 51% in math and 78% in ELA, which is an increase from previous years.	False
On the 2021-22 Science PSSA, Black, White, 2 or more races, & Economically Disadvantaged Student Groups all increased their proficiency compared to the 2020-21 Science PSSA (increased by 5.6%, 0.8%, 22.4%, and 5.4%, respectfully).	False
All Student Group in the 2022-23 State Assessment for the ELA and Science assessments met the interim goal/improvement targets.	False
All students take the Keystone Biology exam in 9th grade.	False
2022-23 Participation Rates in ELA, Math/Algebra, and Science State Assessments have increased.	False
MAP data has been analyzed by grade, teacher, and sub groups and strategies and groupings discussed during date team meetings	True
Math has made the most gains this year for all student groups.	False
Transitions curriculum is in place for special education students who require direct instruction in math.	False
Students participated in the Science Fair and some students moved onto the District and County Science Fairs.	False

Align curriculum, assessments, and instruction to the PA Standards - Progressing toward operational	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community - Progressing toward operational	True
We have had multiple district level and school based in-services to implement highly effective and culturally responsive instructional practices as a whole school (writing across the curriculum, positive behavior supports in the classroom, planning and preparation) as well as subgroup training (students with disabilities being supported with appropriate interventions, how to write and implement an effective IEP, etc.)	True
Instructional coaching was started this year and will continue during the 2024-25 school year	True
MAP data has been analyzed by grade, teacher, and sub groups and strategies and groupings discussed during date team meetings	False
Both math and ELA curriculum has additional resources to better meet the needs of individual students,	False
The Guidance Department and teachers during WIN classes had the students complete their Career Readiness for an average of 90% of all students to complete their assigned number of artifacts.	False
Chester County Futures meet with the 8th Grade class to discuss post secondary school and the opportunities that are provided when the join the extra curricular club.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	True
Work has been done to ensure new math curriculum is aligned to standards and has additional resources to meet individual student needs,	False

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
All Student Group in the 2022-23 State Assessment for the ELA, Math/Algebra, and Science assessments did not meet the Statewide Average Growth Standard	True
For 2022-23, State Assessment Measures in Mathematics/Algebra, the All student group did not meet the interim goal/improvement	False
The All student group or individual student groups did not meet the interim goal/improvement target for English Language Growth and Attainment.	False
According to the PAFR Index Regular Attendance indicator, the All student and individual student groups did not meet the performance standard	True

According to the 2023-24 Spring NWEA MAP Math data for 8th grade students, 54% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.	False
Attendance impacts our ability to engage students in regard to the PA Future Ready Index. If our attendance improves, students will be attending classes where they will be engaged in highly effective practices, thus state assessment measure will see an increase.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True
According to the 2023-24 Spring NWEA MAP ELA data for 9th grade students, 36% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.	False
Collectively shape the vision for continuous improvement of teaching and learning	True
According to the 2023-24 Spring NWEA MAP Math data for 9th grade students, 53% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.	False
There is a need to increase data literacy and its use to inform instruction.	False
There is a need to increase data literacy and its use to inform instruction.	False
Students are not given enough extended writing sessions across all curriculums that will promote critical thinking skills,	False
Students need to develop positive relationships with multiple staff members to create a sense of belonging.	True
According to the 2023-24 Spring NWEA MAP ELA data for 8th grade students, 28% scored had a RIT score of 220 or higher, which is equivalent to scoring proficient and/or advanced on the state assessment.	False
Conduct engaging, open ended, text-based discussion in which all students will participate.	False
Building into the curriculum that makes it literacy rich. Developing time for ample number of reading, discussion and writing assignments into weekly coursework.	False
Need to increase data literacy to ensure teachers can interpret and use data to differentiate instruction for individual students.	True
Subgroups are disproportionately represented in higher level classes. While steps have been taken to remove barriers such as pre-requisites, more needs to be done to ensure students in our subgroups have the still and confidence needed to enroll in these courses.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
ELA proficiency and growth rates are low for each student group.	False
Collaboration time is required among general education, special education and EL teachers in order to understand the individual specially designed instruction required and scaffolding strategies for students.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	True

### **Most Notable Observations/Patterns**

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Although CAIHS has increased the understanding and use of data reports, additional professional development in data literacy and the use of the Early Warning System (EWS) process is needed to ensure there is a cohesive system in place in order to take a proactive approach in meeting individual student needs and using data to inform instructional practices. The PBIS team has incorporated additional incentives as a result of collecting and analyzing discipline referrals but needs to build consistency with expectations across the school. CAIHS will continue to build capacity with the implementation of Restorative Practices through the use of affirmative statements and circles to promote a more positive culture and climate within the building for staff and students.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All Student Group in the 2022-23 State Assessment for the ELA, Math/Algebra, and Science assessments did not meet the Statewide Average Growth Standard		False
According to the PAFR Index Regular Attendance indicator, the All student and individual student groups did not meet the performance standard		False
Students need to develop positive relationships with multiple staff members to create a sense of belonging.		False
Foster a culture of high expectations for success for all students, educators, families, and community members	According to focus group and survey data, not all stakeholders have high expectations for all students. Administrators and staff working to build relationships with families in order to partner in their child's education but is difficult.	False
Collectively shape the vision for continuous improvement of teaching and learning	Need to continue the early warning system (EWS) to reduce chronic absenteeism, improve student achievement, and increase graduation rates. Also a need for additional PD in the use of data to inform instructional practices and implementation of effective classroom management strategies.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Build data literacy for both academics and behavioral analysis in order to improve instructional and classroom management practices to increase achievement and decrease behavioral referrals.	False
Need to increase data literacy to ensure teachers can interpret and use data to differentiate instruction for individual students.	Increase data literacy and use to inform instruction across all subject areas	False
Collaboration time is required among general education, special education and EL teachers in	Appropriate staff must be included in data, EWS and PS team meetings	False

order to understand the individual specially designed instruction required and scaffolding strategies for students.		
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	Need increased opportunities for teachers to collaborate, analyze data, and learn from other in order to increase the effective implementation of instructional practices.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
8th and 9th grade students are using the Common Literature curriculum that is aligned with standards and includes common and formative assessments.	Data can be used to identify trends on strengths and needs
Align curriculum, assessments, and instruction to the PA Standards - Progressing toward operational	EdInsight data warehouse system has improved ability to access and analyze data. New curriculum is aligned to math and ELA standards.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community - Progressing toward operational	District is responsive to building needs and materials are provided such as updated curriculum and classroom materials.
Instructional coaching was started this year and will continue during the 2024-25 school year	Outcome process and purpose of coaching and how results will be measured
We have had multiple district level and school based in-services to implement highly effective and culturally responsive instructional practices as a whole school (writing across the curriculum, positive behavior supports in the classroom, planning and preparation) as well as subgroup training (students with disabilities being supported with appropriate interventions, how to write and implement an effective IEP, etc.)	
MAP data has been analyzed by grade, teacher, and sub groups and strategies and groupings discussed during data team meetings	Data team meetings are in place and using the Meeting Wise agenda framework.
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	PBIS team has formalized process and incorporated additional incentives to increase positive behaviors.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
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	If CAIHS's vision for continuous improvement of teaching and learning is well articulated, implemented with fidelity and grounded in data, then all stakeholders will strive to reach the expectations set forth to achieve academic and social emotional growth.
	If CAIHS increases opportunities for planned professional learning, coaching, and collaboration focused on building the data literacy capacity of staff in how to use assessment data to provide explicit instruction and differentiation in the classroom, then students will become more engaged in their learning and achievement will increase.

## Goal Setting

**Priority:** If CAIHS's vision for continuous improvement of teaching and learning is well articulated, implemented with fidelity and grounded in data, then all stakeholders will strive to reach the expectations set forth to achieve academic and social emotional growth.

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			
The number of office behavioral referrals for the 2024-25 school year will decrease 10% from 3,600 to 3,240.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Behavior referrals			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Quarter 1 will have 810 or less behavioral referrals.	Quarter 2 will have 810 or less behavioral referrals or no more than 1,620 cumulatively from beginning of year.	Quarter 3 will have 810 or less behavioral referrals or no more than 2,430 cumulatively from beginning of year.	The number of office behavioral referrals for the 2024-25 school year will decrease 10% from 1,076 to 3,240 total.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 14, 2025, 80% of students will demonstrate 90% regular attendance.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By September 30, 2024, 90% of students will demonstrate 90% regular attendance.	Between October 1 and December 31, 2024, 85% of students will demonstrate 90% regular attendance.	Between January 1 and March 30, 2025, 82% of students will demonstrate 90% regular attendance.	By June 14, 2025, 80% of students will demonstrate 90% regular attendance.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			

During the 2024-25 school year, every teacher will complete 2 walk throughs focusing on Classroom Environment and Instruction by an administrator and provided with feedback.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Walk throughs			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
During quarter 1 , 50% of all teachers will have had 1 walk through with feedback provided by a building administrator, including a grow and glow.	By the end of quarter 2 , 100% of all teachers will have had 1 walk through with feedback provided by a building administrator, including a grow and glow.	By the end of quarter 3 , 50% of all teachers will have had 2 walk throughs with feedback provided by a building administrator, including a grow and glow.	By the end of quarter 4 , 100% of all teachers will have had 2 walk throughs with feedback provided by a building administrator, including a grow and glow.

**Priority: If CAIHS increases opportunities for planned professional learning, coaching, and collaboration focused on building the data literacy capacity of staff in how to use assessment data to provide explicit instruction and differentiation in the classroom, then students will become more engaged in their learning and achievement will increase.**

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
CAIHS will meet the Pennsylvania standard for academic growth for Math.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
IXL Math			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Gather baseline data using IXL Math and CDT to identify current proficiency levels and specific areas of need.	By the end of quarter 2, students will show an average of 10% growth as measured by IXL Math.	By the end of quarter 3, students will show an average of 20% growth as measured by IXL Math.	CAIHS will meet the Pennsylvania standard for academic growth for Math.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
CAIHS will meet the Pennsylvania standard for academic growth for ELA.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>

<p>Gather baseline data using CDT to identify current proficiency levels and specific areas of need.</p>	<p>By the end of quarter 2, through the implementation of the Common Literature curriculum, students will increase their CFAs and unit tests as a result of application of critical thinking skills, use of higher level vocabulary, and exposure to a diverse range of literary works.</p>	<p>By the end of quarter 3, students CFAs and unit tests using the Common Literature curriculum will increase by 10%.</p>	<p>CAIHS will meet the Pennsylvania standard for academic growth for ELA.</p>
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## Action Plan

### Measurable Goals

Behavior referrals	Attendance
Walk throughs	IXL Math
ELA	

### Action Plan For: Restorative Practices

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>The number of office behavioral referrals for the 2024-25 school year will decrease 10% from 3,600 to 3,240.</li> <li>During the 2024-25 school year, every teacher will complete 2 walk throughs focusing on Classroom Environment and Instruction by an administrator and provided with feedback.</li> <li>By June 14, 2025, 80% of students will demonstrate 90% regular attendance.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Implementation lead schedules bi-weekly check ins with implementation team to determine status of each action step, successes and challenges to solve.		2024-07-09	2024-09-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/Assistant Principal	Action plan	No	
Action Step		Anticipated Start/Completion Date	
Monthly implementation monitoring meetings will be scheduled and the calendar will be provided to SIP team members		2024-07-15	2024-09-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, SIP Team	Calendar invites, agenda	No	
Action Step		Anticipated Start/Completion Date	
Ensure school is restorative by creating signage to hang throughout the school to promote restorative conversations.		2024-07-15	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, SIP Team	Signage (CSI Funding)	No	

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Plan an inspiration and reflection activity for each staff meeting (e.g., Small shifts, Big Gifts; Weekly Win)		2024-07-15	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, SIF	Activities, staff meeting agendas	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Create beginning of year team building activities for staff and students - focus on culture and relationship building		2024-07-15	2024-08-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, SIF	Team building activity schedule	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Develop and share process for communicating when one of their students participates in a restorative intervention		2024-08-01	2024-10-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, RP Coach, Pupil Service Supervisor	Communication tool	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Work with the Pupil Service Supervisor to schedule RP Foundation PD for staff who have not yet been trained		2024-08-12	2024-12-13
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Pupil Service Supervisor	IIRP RP PD (CSI Funding)	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Share school improvement plan, including evidence-based strategy and action steps with staff at beginning of the school year		2024-08-13	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal	SIP	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Overview of Restorative Practices for staff at beginning of year and gather data from staff on who has received the foundations training over the summer.		2024-08-13	2024-09-13



<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal/Assistant Principal	RP PD - Attendance sheets	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Expectations explicitly communicated to staff around the use of RP and resources along the continuum.		2024-08-13	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, RP Coach	CASD Code of Conduct, CAIHS procedures	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Increase buy-in for the use of RP protocols through staff participation in adult circles and staff shout outs		2024-08-19	2025-06-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, RP Coach	Staff circle plans	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Monthly, the school team will review discipline and restorative conference data and disaggregate by student group identifying trends and possible inequities		2024-09-02	2025-06-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, EWS, PBIS, RP Coach	Data	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Review PBIS procedures and process to ensure it includes a focus on prevention strategies and how teachers seek assistance		2024-09-02	2024-11-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
PBIS Lead	PBIS procedures	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Learning walks will be conducted monthly during WIN (or other designated time) to observe the implementation of Circles and provide support		2024-09-09	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, RP Coach, Pupil Service Supervisor	Observational tool	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

Quarterly, present data to staff and elicit input and feedback		2024-10-01	2025-06-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, EWS, PBIS, RP Coach	Data	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Equity and Social Justice PD for all staff on having courageous conversations surrounding implicit bias, identity, microaggressions, and how systems outside of school may affect school inequity		2024-10-01	2025-01-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, CCIU	PD Presentation	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Provide families information around RP and opportunities to participate in activities		2024-11-01	2025-04-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal	Title 1 parent nights (Funds), Flyers, Monday Message	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Mid-year staff survey to gather strengths and needs around school climate and discipline.		2024-12-16	2025-02-28
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SIP Team	Staff survey	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Mid-year student survey to gather strengths and needs around school climate and discipline and offer an opportunity for student voice		2024-12-16	2025-02-28
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SIP Team	Student survey	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Communication to School Board on RP implementation and affect on culture/climate		2025-03-03	2025-05-02
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal	School Board presentation	No	

Action Step		Anticipated Start/Completion Date	
EOY analysis of year 1 implementation of RP – identify trends, successes, barriers, and next steps to inform year 2 implementation.		2025-06-02	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SIP Team	24-25 data & 25-26 SIP draft	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementing restorative practices will lead to improved relationships, reduced conflict, and increased use of proactive strategies, contributing to a more supportive and inclusive school climate. As a result, academic performance and attendance will increase and use of suspension will decrease, which will lead to an increase in positive climate and cultural change.	Action steps will be monitored bi-weekly and through monthly SIP team meetings to evaluate progress on action steps. RP implementation will be monitored through administrative observations, analysis of mid-year staff and student survey data, and monthly EWS team meetings, which include the review of data such as attendance, and discipline referrals. Data will also be collected and reviewed on the use and effectiveness of the RP Center on a monthly basis.

### Action Plan For: Early Warning System (EWS)

Measurable Goals:
<ul style="list-style-type: none"> <li>The number of office behavioral referrals for the 2024-25 school year will decrease 10% from 3,600 to 3,240.</li> <li>CAIHS will meet the Pennsylvania standard for academic growth for ELA.</li> <li>During the 2024-25 school year, every teacher will complete 2 walk throughs focusing on Classroom Environment and Instruction by an administrator and provided with feedback.</li> <li>By June 14, 2025, 80% of students will demonstrate 90% regular attendance.</li> <li>CAIHS will meet the Pennsylvania standard for academic growth for Math.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Implementation lead schedules bi-weekly check ins with implementation team to determine status of each action step, successes and challenges to solve.		2024-07-09	2024-09-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Principal/Assistant Principal	Action Plan	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Monthly implementation monitoring meetings will be scheduled and the calendar will be provided to SIP team members		2024-07-15	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal/SIP Team	Calendar invites, agenda	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Determine EWS team members and schedule monthly meetings		2024-08-01	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal	Calendar invites, agenda	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Develop protocols and framework for review and analysis of student work		2024-08-01	2024-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal/ CCIU	Protocol/framework	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Schedule time for teachers to review student work and identify strengths and barriers.		2024-08-01	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal/ EWS Team	Calendar invites/ Agenda	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Share school improvement plan, including evidence-based strategy and action steps with staff at beginning of the school year		2024-08-13	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal	SIP	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

BOY overview of EWS for staff & administrators		2024-08-13	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, EWS Lead	EWS procedures, agenda	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Principal creates a calendar to prioritize teacher walkthroughs for quarters one and two		2024-08-14	2024-10-18
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal	Schedule	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Structured Study of Student Work PD		2024-08-14	2024-10-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal/ CCIU	PD - TA Plan	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
PD for staff in identifying what types of data to review and how to use the data to understand individual student strengths and needs and identify appropriate instructional strategies to drive instruction (lesson plans)		2024-08-14	2024-11-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
EWS Lead/ SIF	Data PD	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Identify the specific indicators for academics, behavior, and attendance with the team and determine who will be responsible for pulling data on a monthly basis for the EWS team meetings		2024-08-19	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal/ Counselor	Data	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Review thresholds for each indicator (e.g., number of absences triggering an alert). Ensure time is allotted to assign specific staff members to manage and monitor interventions during EWS Team meetings.		2024-08-19	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
EWS Team	Data	No	

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Administer and analyze BOY Benchmark assessments for students in Math and Reading		2024-08-19	2024-10-08
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Teachers	BM Assessments	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Review PBIS procedures and process to ensure it includes a focus on prevention strategies and how teachers seek assistance		2024-09-02	2024-11-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
PBIS Lead	PBIS Procedures	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Schedule Problem Solving team meetings to analyze data at the individual student level for students who are not responding positively to supports/interventions in place.		2024-09-02	2025-06-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Guidance	Student data, PST Protocols	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teachers will utilize a discussion checklist that provides positive feedback and allow for questions after completing a peer walkthrough		2024-09-09	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Teachers	Staff meeting calendar	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teachers will utilize a discussion checklist that provides positive feedback and allow for questions after completing a peer walkthrough		2024-09-09	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Teachers	Staff meeting calendar	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Instructional coaching for math teachers.		2024-09-09	2025-05-30

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
CCIU	Coaching framework - process (CSI Funds)	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Administer and analyze MOY Benchmark assessments for students in Math and Reading		2024-12-02	2025-02-28
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Teachers	BM Assessments	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
By mid-year, review the EWS process and assess the impact on student performance and well-being. Use results to make adjustments		2024-12-16	2025-02-21
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
EWS Team	EWS Data	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Administer and analyze EOY Benchmark assessments for students in Math and Reading		2025-04-01	2025-06-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Teachers	BM Assessments	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
End of the year analysis on the overall impact of the EWS on student performance and well-being.		2025-05-12	2025-06-13
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
EWS Team	EWS Data	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Implementing an early warning system will lead to improved student outcomes by identifying at-risk students early and providing timely interventions based on data collection and analysis. Anticipated outcomes include increased academic	Action steps will be monitored bi-weekly and through monthly SIP team meetings to evaluate progress on action steps. Weekly and monthly EWS meetings will occur where individual students identified as "at risk" are identified and provided a connect staff member and strategies

participation and performance, as well as increased student attendance and decrease in discipline referrals.	to increase performance in areas such as academics, behavior, and attendance.
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## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Restorative Practices	Work with the Pupil Service Supervisor to schedule RP Foundation PD for staff who have not yet been trained
Restorative Practices	Overview of Restorative Practices for staff at beginning of year and gather data from staff on who has received the foundations training over the summer.
Restorative Practices	Equity and Social Justice PD for all staff on having courageous conversations surrounding implicit bias, identity, microaggressions, and how systems outside of school may affect school inequity
Early Warning Sytsem (EWS)	BOY overview of EWS for staff & administrators
Early Warning Sytsem (EWS)	Structured Study of Student Work PD
Early Warning Sytsem (EWS)	PD for staff in identifying what types of data to review and how to use the data to understand individual student strengths and needs and identify appropriate instructional strategies to drive instruction (lesson plans)

### Restorative Practices

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Work with the Pupil Service Supervisor to schedule RP Foundation PD for staff who have not yet been trained</li> </ul>
<b>Audience</b>



Teachers and new administrators		
<b>Topics to be Included</b>		
IIRP Foundations of Restorative Practices PD		
<b>Evidence of Learning</b>		
Completion the essential RP components and implementation within classrooms (e.g., RP Circles, affirmative statements, etc. )		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Principal, CCIU RP Coach	2024-10-01	2025-02-28

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	One time or as needed for new hires
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### RP Overview

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Overview of Restorative Practices for staff at beginning of year and gather data from staff on who has received the foundations training over the summer.</li> </ul>		
<b>Audience</b>		
CAIHS Staff		
<b>Topics to be Included</b>		
Overview of RP, modeling of circles and use of affirmative statements		
<b>Evidence of Learning</b>		
Implementation of RP protocols and increase of positive relationships among staff and students		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Principal, CCIU RP Coach	2024-08-13	2024-09-27

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	BOY Staff Meeting
<b>Observation and Practice Framework Met in this Plan</b>	

<b>This Step Meets the Requirements of State Required Trainings</b>

**EWS**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>BOY overview of EWS for staff &amp; administrators</li> </ul>		
<b>Audience</b>		
EWS Team and CAIHS Staff		
<b>Topics to be Included</b>		
Overview of EWS - Why, what and how		
<b>Evidence of Learning</b>		
Effective implementation of EWS Team meetings and sharing information with staff		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
EWS Lead, CCIU Consultant	2024-08-19	2024-09-30

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	1 time and reviewed as needed
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

**Data**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>PD for staff in identifying what types of data to review and how to use the data to understand individual student strengths and needs and identify appropriate instructional strategies to drive instruction (lesson plans)</li> </ul>		
<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

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### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	1 time and as needed
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Structured Study of Student Work

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Structured Study of Student Work PD</li> </ul>		
<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	1 time and ongoing through individual sessions
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Equity PD

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Equity and Social Justice PD for all staff on having courageous conversations surrounding implicit bias, identity, microaggressions, and how systems outside of school may affect school inequity</li> </ul>

<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	1 time and ongoing throughout the year
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	