

CAPITAL AREA SCHOOL FOR THE ARTS CS

150 Strawberry Square

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The Mission of Capital Area School for the Arts Charter School is to provide students with a rich, rigorous, arts-infused high school program that enables them to succeed in college and careers.

VISION STATEMENT

The Capital Area School for the Arts Charter School will be the significant and innovative provider of multidisciplinary arts and academic education to creative students. It will attract the most talented and motivated students and be a model for 21st Century learning.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

All CASA students were surveyed during the 2020-2021 school year. The survey focused on the academic and artistic curricula along with school climate and culture. As we examined the results, we realized that while many students had positive experiences at CASA, we still have work to do. Students will be expected to contribute positively to the school's climate while committing to academic and artistic excellence. Collaboration and college and career readiness are important to the mission and vision of the school, so all students will be expected to fully participate in every opportunity.

STAFF

All staff members were surveyed in the areas of school climate and culture and professional development needs. Staff members noted that the climate and culture are supportive and needs are met, however, there is always room for improvement. All staff members are expected to continue working on developing an inclusive climate and culture that is warm, welcoming, and supportive. Individual professional development needs will be a key focus during the course of the next three years.

ADMINISTRATION

CASA faculty, staff, and administration developed a school Social-Emotional Wellness Compact. Administration will focus on this compact to ensure adherence with fidelity. The highlights of the compact are noted below: Our goal is to create an environment where all staff members feel respected, safe, supported, appreciated, and energized. 1. Respected: We will trust in each other's areas of expertise while focusing on our individual and team responsibilities. There will be consistent, transparent, and open communication among staff members, when appropriate. Teachers will engage in peer observations and collaborative professional learning experiences to learn from each other and with each other. We will actively learn about our community's cultural and ethnic differences. We will strive for equity in all that we do. 2. Safe: We will continue making decisions that ensure the safety of all CASA stakeholders. Specific preparation drills will take place to ensure our confidence in carrying out procedures if an emergency occurs. 3. Supported: We will create an environment where team-building opportunities are valued. We will encourage feedback and growth as professionals. We will make decisions and changes that will positively

influence our educational model and programming for future years, while working on our recovery from the difficulties of the past year. 4. Appreciated: All staff members will examine ways to integrate their curricular topics with other classes and our career readiness programming. We will begin to focus on cross-curricular planning and increase the amount of input among and between arts and academic teachers. Events will be designed to develop a sense of community and fellowship, within both CASA and the surrounding communities we serve. 5. Energized: We will set healthy boundaries and expectations at the beginning of each school year (between staff members and between staff members and students). Professional development will focus more on individual teacher needs and how we can maximize the resources and expertise of our special educators. Activities that bring together all teachers will be prioritized.

PARENTS

All parents were given the opportunity to complete a culture and climate survey at the end of the 2020-2021 school year. The survey focused on implementation of the mission/vision, communication, relationships, and innovation, among many other topics. Parents responded favorably to all aspects of the survey. There is room to grow, however, it is clear that CASA has a foundation that is working for students, parents, and staff. Parents are expected to become involved in the school community by assisting with the PTO, attending events, providing feedback, and meeting with teachers and staff. These expectations will allow and encourage all parents the opportunity to contribute to their child's success and the overall success of the school.

COMMUNITY

CASA currently partners with many community organizations. Collaboration between these community organizations further CASA's mission of being a hub of artistic and academic programming in the city. As the school moves forward the expectation is that these relationships will be further developed, expanded, and new relationships will be created.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Fina Salvo	Board Member	Capital Area School for the Arts Charter School - Board President
Chris Healy	Board Member	Capital Area School for the Arts Charter School - Board Vice-President
Dawn Mull	Board Member	Capital Area School for the Arts Charter School - Board Treasurer
Brian Griffith	Board Member	Capital Area School for the Arts Charter School - Board Secretary
Timothy Wendling	Administrator	Capital Area School for the Arts Charter School - CEO/Principal
Amanda Rhinehart	Administrator	Capital Area School for the Arts Charter School - Assistant Principal
Michelle Shellenberger	Staff Member	Capital Area School for the Arts Charter School - Administrative Assistant
Sue Hill	Staff Member	Capital Area School for the Arts Charter School - Assistant to the CEO/Principal
Tina Baker	Staff Member	Capital Area School for the Arts Charter School - School Counselor
Liam Hicklin	Staff Member	Capital Area School for the Arts Charter School - Special Educator
Ann Stillwater	Staff Member	Capital Area School for the Arts Charter School - School Nurse
Monique Johnson	Staff Member	Capital Area School for the Arts Charter School - Teacher
Diana Cole	Staff Member	Capital Area School for the Arts Charter School - Teacher

Name	Position	Building/Group
Maria Thiaw	Staff Member	Capital Area School for the Arts Charter School - Teacher
Jess Christ	Staff Member	Capital Area School for the Arts Charter School - Teacher
Shannon Lawson	Parent	Capital Area School for the Arts Charter School - Parent
Tori Randolph	Parent	Capital Area School for the Arts Charter School - Parent
Rayne Houser	Student	Capital Area School for the Arts Charter School - Student
Diana Reed	Community Member	Diana Reed & Associates
Brad Jones	Community Member	Harristown Development Corp.
Kayla Lawson	Student	Capital Area School for the Arts Charter School - Student
Jessica Rice	Community Member	Whitaker Center for Science and the Arts
Kenna Ryder	Staff Member	Capital Area School for the Arts Charter School - Teacher
Mick Corman	Staff Member	Capital Area School for the Arts Charter School - Staff Member

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>CASA has been able to provide a safe and inclusive learning space for students and staff. At the conclusion of last year, it is evident that students and staff are in need of more support. Over the next three years, CASA will develop interventions, programs, analyze workloads, and more to ensure our learning environment remains a place where students want to learn, and teachers want to teach.</p>	<p>School climate and culture</p>
<p>As a result of an adjusted calendar and the inclusion of more benchmarking, CASA staff will be better equipped to analyze data in order to meet individual student needs.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>
<p>Over the next three years, CASA will develop a professional development program that will meet the needs of teachers and staff.</p>	<p>Professional learning</p>

ACTION PLAN AND STEPS

Evidence-based Strategy	
Positive Interventions and Supports	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Teaching and Learning Environment - TALE

CASA Charter School will develop interventions and programs, as well as analyze workloads, to ensure that the learning environment remains a place where students want to learn and teachers want to teach. Analysis of the goal at the end of year three will focus on anecdotal stakeholder survey results, teacher satisfaction reports, and an increase of support both academically and professionally for students and staff respectively.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop additional interventions and supports for students and staff	2022-08-29 - 2025-06-13	Amanda Rhinehart - Assistant Principal	PBIS training and follow up meetings from CAIU or PaTTan PBIS committee - bi-monthly meetings
Analyze the school calendar and schedule to ensure teachers receive appropriate time for lesson planning, co-teaching, and co-planning.	2022-08-29 - 2025-06-13	Tim Wendling - CEO/Principal	Teacher feedback through monthly faculty meetings. Leadership team to analyze potential solutions.

Anticipated Outcome

Increase of Tier One interventions that will support staff and students through positive relationships while providing teachers more time to plan and co-teach.

Monitoring/Evaluation

PBIS Team - Bi-Monthly Meetings Stakeholder Surveys Leadership Team Meetings



Evidence-based Strategy

Professional Development Analysis

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Teaching and Learning Environment - TALE

CASA Charter School will develop interventions and programs, as well as analyze workloads, to ensure that the learning environment remains a place where students want to learn and teachers want to teach. Analysis of the goal at the end of year three will focus on anecdotal stakeholder survey results, teacher satisfaction reports, and an increase of support both academically and professionally for students and staff respectively.

Benchmarking Plus

All teachers, administrators, and staff members will utilize a system to analyze benchmarking data. They will have the skills to connect their classroom data to the PA State Standards and grade level skills. This analysis will assist teachers in developing programming that meets the needs of all students.

Expanding Professional Learning

By the end of year three, 100% of CASA staff members will have participated in each of the following training sessions: trauma/mental health, at least one individual professional development activity of their choosing, and present and attend at least one faculty member-led training sessions.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Ensure all teachers receive appropriate mandated training sessions. Teachers will lead professional development sessions with their colleagues.

2022-08-29 -
2025-06-13

Tim Wendling -
CEO/Principal
Amanda Rhinehart -
Assistant Principal

Use of CAIU and PaTTan as professional development providers.
Eduplanet 21 to assist with compliance trainings.

Anticipated Outcome

By year three, all teachers will have expanded their professional development experience while ensuring compliance training sessions have also been completed.

Monitoring/Evaluation

Sue Hill - Human Resources

Evidence-based Strategy

Benchmark Assessments for Increased Learning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Benchmarking Plus	All teachers, administrators, and staff members will utilize a system to analyze benchmarking data. They will have the skills to connect their classroom data to the PA State Standards and grade level skills. This analysis will assist teachers in developing programming that meets the needs of all students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Utilize systemic approaches to analyze student benchmark data and growth	2022-08-29 - 2025-06-13	Tim Wendling - CEO/Principal Amanda Rhinehart - Assistant Principal Classroom Teachers	Common Testing Tools/Methods Aimsweb - Training and Support

Anticipated Outcome

All teachers, administrators, and staff members will utilize a system to analyze benchmarking data.

Monitoring/Evaluation

Team Data Meetings

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>CASA Charter School will develop interventions and programs, as well as analyze workloads, to ensure that the learning environment remains a place where students want to learn and teachers want to teach. Analysis of the goal at the end of year three will focus on anecdotal stakeholder survey results, teacher satisfaction reports, and an increase of support both academically and professionally for students and staff respectively. (Teaching and Learning Environment - TALE)</p>	Positive Interventions and Supports	Develop additional interventions and supports for students and staff	08/29/2022 - 06/13/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>CASA Charter School will develop interventions and programs, as well as analyze workloads, to ensure that the learning environment remains a place where students want to learn and teachers want to teach. Analysis of the goal at the end of year three will focus on anecdotal stakeholder survey results, teacher satisfaction reports, and an increase of support both academically and professionally for students and staff respectively. (Teaching and Learning Environment - TALE)</p> <p>All teachers, administrators, and staff members will utilize a system to analyze benchmarking data. They will have the skills to connect their classroom data to the PA State Standards and grade level skills. This analysis will assist teachers in developing programming that meets the needs of all students. (Benchmarking Plus)</p> <p>By the end of year three, 100% of CASA staff members will have participated in each of the following training sessions: trauma/mental health, at least one individual professional development activity of their choosing, and present and attend at least one faculty member-led training sessions. (Expanding Professional Learning)</p>	<p>Professional Development Analysis</p>	<p>Ensure all teachers receive appropriate mandated training sessions. Teachers will lead professional development sessions with their colleagues.</p>	<p>08/29/2022 - 06/13/2025</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All teachers, administrators, and staff members will utilize a system to analyze benchmarking data. They will have the skills to connect their classroom data to the PA State Standards and grade level skills. This analysis will assist teachers in developing programming that meets the needs of all students. (Benchmarking Plus)	Benchmark Assessments for Increased Learning	Utilize systemic approaches to analyze student benchmark data and growth	08/29/2022 - 06/13/2025

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

CASA has a clear mission that is the building block for every decision that is made regarding teaching and learning.

CASA has developed curriculum for every class that is aligned to the Pennsylvania Core Standards. This allows for CASA to experience success that is seen in standardized tests and other assessment means.

CASA excels at providing support systems for faculty and students.

CASA has developed a school culture that is positive, inclusive, and supportive.

CASA partners with local businesses, community organizations, and other agencies to provide opportunities and support to the students, faculty, and family members.

Since 2016, our 11th grade groups averaged just under 80% proficiency. The state goal for 2018-2019 was 71.8% by 2030. The state average was 45.2%.

Since 2016, our 11th grade groups averaged over 90% proficiency. The state goal for 2018-2019 was 83.0% by 2030. The state

Challenges

CASA needs to increase the level of support for students and staff members. Positive Behavior Interventions and Supports is the framework used in the school, however, additional supports are needed (social work, additional staff, mental health counselor, etc.). An increase in these supports will assist with behavior issues and additional academic needs).

There are quality professional development sessions at CASA. The sessions are limited and follow-up to analyze what is working and what is not working does not consistently occur. This impacts the measures we utilize, because it is difficult to gauge the success of something, if there is not sufficient follow-up.

Regular attendance is improving, but how can build upon our current policies and procedures?

Industry Based Learning - Future Ready Index - Evidence shows that we are not meeting the state average.

How do we move students out of the pandemic and back into the classroom while focusing on high expectations and rigorous academic programming?

How can CASA continue to develop cross-curricular lessons and

Strengths

average was 62.1%.

Since 2016, our 11th grade groups averaged just under 90% proficiency. The state goal for 2018-2019 was 81.1% by 2030. The state average was 66.0%.

For Career Readiness - CASA has reached 100% achievement for all 11th graders since 2017.

Students, families, and staff report about the positive culture and how it helps them learn and be themselves.

The College and Career Readiness program has been fully developed. Students meet the requirements through job shadowing days, career days, and college visits.

CASA's curriculum is written for each course to meet PA standards. Art courses are aligned to PA and national standards.

Historically, CASA students with IEPs have scored higher than the state average.

CASA has an ability to drill down to specific needs because of the size of the school.

CASA students have consistently scored above the 2030 state goals and the yearly state average. Over the last several years, the percentage of proficient or advanced students ranged from 87% -

Challenges

goals?

How can CASA art programs continue to be relevant and cutting edge?

As a school, interim assessments need to increase so there is more data available for every student.

Additional mental health supports must be looked at as a schoolwide need.

Assessment data needs to be analyzed more closely - and time needs to be given for that analysis.

Math scores have become stagnant. The number of not only proficient students must increase, but we must analyze growth of the other groups also.

Some math classes are taught online which can pose as a barrier for some students.

There is only one science teacher in the school and that limits collaboration.

We are unable to teach Chemistry and other advanced science courses in person.

Strengths

96% for English/Language Arts.

Select students are tested during the middle of the year. These test results provide the English teachers data that will help them create and target learning goals with each particular student. The CDT scores often show that students are on or above grade level.

Students are given daily formative assessments so teachers are able to design future instruction to meet the needs of the learners.

Not only are the students achieving on state assessments, they are also exceeding the state-wide's growth goal of 70. CASA's growth score for English is 86.

Math Keystone Exam scores and proficiency have been above the state average, and close to our 2030 goal.

There are two math teachers that work closely with the students and each other. There is also a course that is co-taught with a certified teacher and a special education teacher.

Keystone scores have been improving over the last three years. The state goals have been met.

New science lab adds to hands-on learning.

Most Notable Observations/Patterns

Overall Keystone Exam scores are higher than the interim goals and the 2030 goals. Now, we need to focus on moving more students into the advanced category. Climate and Culture is what makes CASA unique and allows for peak performance for staff and students. Mental Health resources are needed now more than ever and funding needs to be secured for those supports.

Challenges

Discussion Point

Priority for Planning

CASA needs to increase the level of support for students and staff members. Positive Behavior Interventions and Supports is the framework used in the school, however, additional supports are needed (social work, additional staff, mental health counselor, etc.). An increase in these supports will assist with behavior issues and additional academic needs).

Moving out of the pandemic is creating challenges for staff members, students, and families and we need to measure that we are providing the necessary services and support.

There are quality professional development sessions at CASA. The sessions are limited and follow-up to analyze what is working and what is not working does not consistently occur. This impacts the measures we utilize, because it is difficult to gauge the success of something, if there is not sufficient follow-up.

The focus will be on professional development that teachers can use the next day in the classroom.

Assessment data needs to be analyzed more closely - and time needs to be given for that analysis.

All data needs to be analyzed, organized, and accessible - from attendance to performance.

Challenges**Discussion Point****Priority for Planning**

Regular attendance is improving, but how can build upon our current policies and procedures?

Industry Based Learning - Future Ready Index - Evidence shows that we are not meeting the state average.

How do we move students out of the pandemic and back into the classroom while focusing on high expectations and rigorous academic programming?

Math scores have become stagnant. The number of not only proficient students must increase, but we must analyze growth of the other groups also.

Some math classes are taught online which can pose as a barrier for some students.

There is only one science teacher in the school and that limits collaboration.

How can CASA continue to develop cross-curricular lessons and goals?

Collaboration is the cornerstone of the school. This cannot get lost as we move through the next three years.

We are unable to teach Chemistry and other advanced science courses in person.

As a school, interim assessments need to increase so there is more data available for every student.

Challenges**Discussion Point****Priority for Planning**

Additional mental health supports must be looked at as a schoolwide need.

How can CASA art programs continue to be relevant and cutting edge?

ADDENDUM B: ACTION PLAN

Action Plan: Positive Interventions and Supports

Action Steps	Anticipated Start/Completion Date
Develop additional interventions and supports for students and staff	08/29/2022 - 06/13/2025

Monitoring/Evaluation	Anticipated Output
PBIS Team - Bi-Monthly Meetings Stakeholder Surveys Leadership Team Meetings	Increase of Tier One interventions that will support staff and students through positive relationships while providing teachers more time to plan and co-teach.

Material/Resources/Supports Needed	PD Step	Comm Step
PBIS training and follow up meetings from CAIU or PaTTan PBIS committee - bi-monthly meetings	yes	no

Action Steps**Anticipated Start/Completion Date**

Analyze the school calendar and schedule to ensure teachers receive appropriate time for lesson planning, co-teaching, and co-planning.

08/29/2022 - 06/13/2025

Monitoring/Evaluation**Anticipated Output**

PBIS Team - Bi-Monthly Meetings
Stakeholder Surveys
Leadership Team Meetings

Increase of Tier One interventions that will support staff and students through positive relationships while providing teachers more time to plan and co-teach.

Material/Resources/Supports Needed**PD Step****Comm Step**

Teacher feedback through monthly faculty meetings. Leadership team to analyze potential solutions.

no

yes



Action Plan: Professional Development Analysis

Action Steps	Anticipated Start/Completion Date
Ensure all teachers receive appropriate mandated training sessions. Teachers will lead professional development sessions with their colleagues.	08/29/2022 - 06/13/2025

Monitoring/Evaluation	Anticipated Output
Sue Hill - Human Resources	By year three, all teachers will have expanded their professional development experience while ensuring compliance training sessions have also been completed.

Material/Resources/Supports Needed	PD Step	Comm Step
Use of CAIU and PaTTan as professional development providers. Eduplanet 21 to assist with compliance trainings.	yes	yes



Action Plan: Benchmark Assessments for Increased Learning

Action Steps	Anticipated Start/Completion Date
Utilize systemic approaches to analyze student benchmark data and growth	08/29/2022 - 06/13/2025

Monitoring/Evaluation	Anticipated Output
Team Data Meetings	All teachers, administrators, and staff members will utilize a system to analyze benchmarking data.

Material/Resources/Supports Needed	PD Step	Comm Step
Common Testing Tools/Methods Aimsweb - Training and Support	yes	yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>CASA Charter School will develop interventions and programs, as well as analyze workloads, to ensure that the learning environment remains a place where students want to learn and teachers want to teach. Analysis of the goal at the end of year three will focus on anecdotal stakeholder survey results, teacher satisfaction reports, and an increase of support both academically and professionally for students and staff respectively. (Teaching and Learning Environment - TALE)</p>	<p>Positive Interventions and Supports</p>	<p>Develop additional interventions and supports for students and staff</p>	<p>08/29/2022 - 06/13/2025</p>
<p>CASA Charter School will develop interventions and programs, as well as analyze workloads, to ensure that the learning environment remains a place where students want to learn and teachers want to teach. Analysis of the goal at the end of year three will focus on anecdotal stakeholder survey results, teacher satisfaction reports, and an increase of support both academically and professionally for students and staff respectively. (Teaching and Learning Environment - TALE)</p> <p>All teachers, administrators, and staff members will utilize a system to analyze benchmarking data. They will have the skills to connect their classroom data to the PA State Standards and grade level skills. This analysis will assist teachers in developing programming that meets the needs of all students. (Benchmarking Plus)</p> <p>By the end of year three, 100% of CASA staff members will have participated in each of the following training sessions: trauma/mental health, at least one individual professional development activity of their choosing, and present and attend at least</p>	<p>Professional Development Analysis</p>	<p>Ensure all teachers receive appropriate mandated training sessions. Teachers will lead professional development sessions with their colleagues.</p>	<p>08/29/2022 - 06/13/2025</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
one faculty member-led training sessions. (Expanding Professional Learning)			
All teachers, administrators, and staff members will utilize a system to analyze benchmarking data. They will have the skills to connect their classroom data to the PA State Standards and grade level skills. This analysis will assist teachers in developing programming that meets the needs of all students. (Benchmarking Plus)	Benchmark Assessments for Increased Learning	Utilize systemic approaches to analyze student benchmark data and growth	08/29/2022 - 06/13/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PBIS Tiered Intervention Training	All staff members	PBIS Framework, How to implement in high school, How PBIS can assist staff members and students

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Staff members will be able to utilize the three tiers of support to meet student needs.	08/29/2022 - 06/14/2024	Tim Wendling - CEO/Principal - Amanda Rhinehart - Assistant Principal -

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2b: Establishing a Culture for Learning

Teaching Diverse Learners in an Inclusive Setting

2a: Creating an Environment of Respect and Rapport

Professional Development Step

Audience

Topics of Prof. Dev

Mandatory Training Sessions and Staff Led Professional Development

All Teachers

Mandated Reporter Training, Trauma Training, Suicide Prevention Training, Staff Led Professional Development Sessions

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

All teachers will meet the requirements of mandated trainings by year 3. All teachers will present a professional development topic by year 3.

08/29/2022 - 06/13/2025

Tim Wendling - CEO/Principal - Amanda Rhinehart - Assistant Principal - Ann Stillwater - School Nurse - Tina Baker - School Counselor

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4d: Participating in a Professional Community

Trauma Informed Training (Act 18)

1a: Demonstrating Knowledge of Content and Pedagogy

Professional Development Step	Audience	Topics of Prof. Dev
Using Data to Drive Instruction	All Teachers	How to complete benchmark testing How to use data to drive instruction How to measure student growth

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will use benchmarking data to individualize instruction while providing appropriate supports.	08/29/2022 - 06/13/2025	Tim Wendling - CEO/Principal - Amanda Rhinehart - Assistant Principal - Adam Schickley - Special Educator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Language and Literacy Acquisition for All Students
1f: Designing Student Assessments	



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>CASA Charter School will develop interventions and programs, as well as analyze workloads, to ensure that the learning environment remains a place where students want to learn and teachers want to teach. Analysis of the goal at the end of year three will focus on anecdotal stakeholder survey results, teacher satisfaction reports, and an increase of support both academically and professionally for students and staff respectively. (Teaching and Learning Environment - TALE)</p>	<p>Positive Interventions and Supports</p>	<p>Analyze the school calendar and schedule to ensure teachers receive appropriate time for lesson planning, co-teaching, and co-planning.</p>	<p>2022-08-29 - 2025-06-13</p>
<p>CASA Charter School will develop interventions and programs, as well as analyze workloads, to ensure that the learning environment remains a place where students want to learn and teachers want to teach. Analysis of the goal at the end of year three will focus on anecdotal stakeholder survey results, teacher satisfaction reports, and an increase of support both academically and professionally for students and staff respectively. (Teaching and Learning Environment - TALE)</p> <p>All teachers, administrators, and staff members will utilize a system to analyze benchmarking data. They will have the skills to connect their classroom data to the PA State Standards and grade level skills. This analysis will assist teachers in developing programming that meets the needs of all students. (Benchmarking Plus)</p>	<p>Professional Development Analysis</p>	<p>Ensure all teachers receive appropriate mandated training sessions. Teachers will lead professional development sessions with their colleagues.</p>	<p>2022-08-29 - 2025-06-13</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of year three, 100% of CASA staff members will have participated in each of the following training sessions: trauma/mental health, at least one individual professional development activity of their choosing, and present and attend at least one faculty member-led training sessions. (Expanding Professional Learning)</p>			
<p>All teachers, administrators, and staff members will utilize a system to analyze benchmarking data. They will have the skills to connect their classroom data to the PA State Standards and grade level skills. This analysis will assist teachers in developing programming that meets the needs of all students. (Benchmarking Plus)</p>	<p>Benchmark Assessments for Increased Learning</p>	<p>Utilize systemic approaches to analyze student benchmark data and growth</p>	<p>2022-08-29 - 2025-06-13</p>

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
<p>Positive Behavior Supports and Interventions</p>	<p>All Teachers</p>	<p>PBIS Framework, Instructional Strategies, Analysis of Tiers of Support</p>

Anticipated Timeframe	Frequency	Delivery Method
08/29/2022 - 06/13/2025	Quarterly	Presentation Email Posting on district website

Lead Person/Position

CAIU - Tim Wendling - CEO/Principal - Amanda Rhinehart - Assistant Principal - Erica Leonard - Teacher -

Communication Step	Audience	Topics/Message of Communication
Professional Development	All Staff	Trauma Training, Special Education Training, Mandated Training Sessions, Peer-to-Peer PLC Presentations

Anticipated Timeframe	Frequency	Delivery Method
08/29/2022 - 06/13/2025	Monthly	Memorandum Presentation

Lead Person/Position

Tim Wendling - CEO/Principal - Amanda Rhinehart - Assistant Principal - Teachers

Communication Step**Audience****Topics/Message of Communication**

Benchmarking

Teachers, Students, Staff

How to use data to drive instruction. How can growth data be used to benefit individual students? How can families support their child by utilizing benchmarking data?

Anticipated Timeframe**Frequency****Delivery Method**

08/29/2022 - 06/14/2024

Quarterly

Email
Presentation

Lead Person/Position

CAIU - Tim Wendling - CEO/Principal - Amanda Rhinehart - Assistant Principal - Adam Shickley - Special Educator

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The plan will be presented to the board, posted on the school website, approved by the board, and then posted on the school website	Messages to families and other stakeholders will focus on the three main goals of the plan through 2025.	Online Open Houses Direct Email	Parents Community Members Students Staff Board Members	Beginning August 2022
