

Chambersburg School District Comprehensive Plan

I. Ready- Prepare for Planning

Profile and Plan Essentials

LEA Type	Chambersburg Area School District	AUN 112281302	
Address 1	435 Stanley Ave.		
Address 2			
City	Chambersburg	State	PA
		Zip Code	17201
Single Point of Contact Name	Dr. Crystal Lautenslager		
Single Point of Contact Email	crystal.lautenslager@casdonline.org		
Single Point of Contact Phone Number	717.267.4489	Ext	
Superintendent/CEO/Executive Director Name	Dr. Dion Betts		
Superintendent/CEO/Executive Director Email	dion.betts@casdonline.org		

Steering Committee

Committee Members and Positions in LEA/Community:

Name	Position/Role	Building/Group/Or organization	Email
Dr. Janilyn Elias	Assistant Superintendent - Pupil Services	CASD/Admin	janilyn.elias@casdonline.org
Dr. Crystal Lautenslager	Director of Educational Programming	CASD/Admin	crystal.lautenslager@casdonline.org
Autumn Reely	Director of Special Education	CASD/Admin	autumn.reely@casdonline.org
Brandon Barnhart	Social Work Supervisor	CASD/Admin	brandon.barnhart@casdonline.org
Christine Wolgemuth	Director of Technology	CASD/Admin	christine.wolgemuth@casdonline.org
Amy Boyer	ESL Head Teacher	CASD/CASHS	amy.boyer@casdonline.org
Sarah Herbert	Elem. Principal	Elementary Division/FS&GH	sarah.herbert@casdonline.org
Angela Pollock	Elem. Principal	Elementary Division/BU&MA	angela.pollock@casdonline.org
Janet Hasis	K-12 ESL Supervisor	CASD/Admin	janet.hasis@casdonline.org
Dionne Martin	K-12 English Supervisor	CASD/Admin	Dionne.Martin@casdonline.org

Cody Moser	Special Education Teacher	CASD/CASHS	cody.moser@casdonline.org
Bradley Ocker	High School Principal	Secondary Division/CASHS	bradley.ocker@casdonline.org
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Jennifer Morris	LS Parent	CASHS	
Kian Patillo	Student	CASHS	
Jennifer Gossert	YMCA-Chbg	Community Partner	jgossert@chbgy.org
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Brittany Whiteside	Patriot Federal Credit Union	Business Partner	bwhiteside@PatriotFCU.org
Tracey Ecelberger	Mennohaven	Business Partner	tracey.ecelberger@mennohaven.org

A. LEA Profile

Write a brief description of your LEA profile (e.g., demographics of student and personnel, types of programs and types of communities served.)

The Chambersburg Area School District (CASD) is located in rural south-central Pennsylvania and covers more than 250 square miles. With more than 9,000 students, our population is a unique mix of rural and urban children. The student body includes students from farms and rural hollows as well as minority students who live in a city-like environment. CASD has pockets of deep poverty. The district average for students receiving free and reduced lunch is approximately 54%. The Chambersburg community and CASD are seeing growth and ever-increasing diversity. Local businesses, education, families, culture and surrounding areas continue to grow and diversify. Adjusting to these changes is critical to prepare our students for success in post-secondary education, the military or workforce.

B. Mission and Vision

Mission- What is your LEA’s mission? (i.e., What do you do? For whom? And for what benefit?)

Chambersburg Area School District will provide a safe, nurturing, and engaging environment where students will receive a rigorous and responsive education that will empower them to compete globally.

Vision- What is your LEA’s vision (i.e., a picture of the “preferred future”; a statement that describes how the future will look if the district fulfills its mission.)

Every child achieves in school and attains the skills needed to be successful in the future through a highly collaborative culture of honesty, trustworthiness and passion for our mission of bettering the lives of children.

C. Educational Values

What does your LEA believe is vital to successful attainment of the mission and vision?

Students	Every student learns and values education.
Staff	Meaningful instruction has real world application.
Administration	Every student learns differently. The best learning takes place in a positive and safe environment.
Parents	Engage parents/guardians in their child’s educational process and planning for career and college readiness.
Community	Student, Family, School and Community share the responsibility and accountability for learning.
Technology Services Other (optional)	Provide anytime, anywhere learning and access.

II. Set- Complete a Needs Assessment

A. Future Ready PA Index: NEW

Review of the School(s) Level Performance Strengths

Based on the performance of the all student group, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicators	Comments
PSSA/Keystone	CASD 2019 ELA PSSA/Keystone data shows that we are on target for the 2019 interim (64.6) measure-63.3 PSSA/63.0 Keystone first time testers

PSSA/Keystone	CASD 2019 Math PSSA/Keystone data shows that we are close to the target for the 2019 interim (47.6) measure-41.6 PSSA/44.4 Keystone first time testers
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Challenges

Based on the performance of the all student group, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicators	Comments
ELA PSSA	No major discrepancies between grades.
Math PSSA	Grades 6-8 not meeting interim targets.
PSSA/Keystone	CASD 2019 ELA PSSA/Keystone data shows that CASD is not meeting or exceeding the 2030 goal
PSSA/Keystone	CASD 2019 Math PSSA/Keystone data shows that CASD is not meeting or exceeding the 2030 goal

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

Strengths

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicators	Grade Level(s) and/or Student Group(s)
PSSA	Females, American Indian/Alaskan Native, Asian, White
Comments/Notable Observations	
The 2019 ELA interim target is 64.6. Based on district PSSA data the following student groups proficiencies are as follows: Females - 69.8, American Indian/Alaskan Native - 80.0, Asian - 83.0, White 70.1	

Indicators	Grade Level(s) and/or Student Group(s)
Keystone	Females, Migrant ed program, American Indian/Alaskan Native, Asian, Multi-racial, white
Comments/Notable Observations	
The 2019 ELA interim target is 64.6. Based on district Keystone data the following student groups proficiencies are as follows: Females - 70.0, Migrant Ed. Program - 66.7, American Indian/Alaskan Native - 100.0 Asian - 75.0, Multi-racial - 68.0, White 69.8	

Indicators	Grade Level(s) and/or Student Group(s)
PSSA	American Indian/Alaskan Native, Asian, White, Native Hawaiian
Comments/Notable Observations	
The 2019 Math interim target is 47.6. Based on district PSSA data the following student groups proficiencies are as follows: American Indian/Alaskan Native - 60.0., Asian -73.6, White 50.0, Native Hawaiian - 50.0	

Indicators	Grade Level(s) and/or Student Group(s)
Keystone	Females, American Indian/Alaskan Native, Asian, White, Native Hawaiian

Comments/Notable Observations
The 2019 Math interim target is 47.6. Based on district Keystone data the following student groups proficiencies are as follows: Females - 47.6, American Indian/Alaskan Native - 100.0, Asian -100.0, White 55.2, Native Hawaiian - 100.0

Indicators	Grade Level(s) and/or Student Group(s)
PSSA/Keystone	Females
Comments/Notable Observations	
The Female subgroup in ELA and Math is positively contributing to the interim targets	

Indicators	Grade Level(s) and/or Student Group(s)
PSSA/Keystone	Asian
Comments/Notable Observations	
The Asian subgroup is positively contributing to the interim targets for ELA and Math	

Challenges

Based on the individual student group’s or grade level’s performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicators	Grade Level(s) and/or Student Group(s)
ELA PSSA/Keystone	IEP, ELs Ed, Black, Hispanic
Comments/Notable Observations	
Very low proficiency for specific subgroups; IEP, ELs, ED, Black, and Hispanic	

Indicators	Grade Level(s) and/or Student Group(s)
Math PSSA/Keystone	IEP, ELs, ED, Black, Hispanic, Multi-Racial, Historically underperforming, Migrant
Comments/Notable Observations	
Very low proficiency for specific subgroups; IEP, ELs, ED, Black, Hispanic, Multi Racial, Historically Underperforming, and Migrant	

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns?
CASD 2019 ELA PSSA/Keystone data shows that we are on target for the 2019 interim (64.6) measure-63.3 PSSA/63.0 Keystone first time testers
The 2019 ELA interim target is 64.6. Based on district PSSA data the following student groups proficiencies are as follows: Females - 69.8, American Indian/Alaskan Native - 80.0, Asian - 83.0, White 70.1
The 2019 ELA interim target is 64.6. Based on district Keystone data the following student groups proficiencies are as follows: Females - 70.0, Migrant Ed. Program - 66.7, American Indian/Alaskan Native - 100.0 Asian - 75.0, Multi-racial - 68.0, White 69.8

The 2019 Math interim target is 47.6. Based on district PSSA data the following student groups proficiencies are as follows: American Indian/Alaskan Native - 60.0., Asian -73.6, White 50.0, Native Hawaiian - 50.0

The 2019 Math interim target is 47.6. Based on district Keystone data the following student groups proficiencies are as follows: Females - 47.6, American Indian/Alaskan Native - 100.0, Asian -100.0, White 55.2, Native Hawaiian - 100.0

Challenges - Which of the identified challenges are most pressing and, if improved, would greatly impact your progress in achieving your Future Ready PA Index interim targets?

The following subgroups present the greatest challenges for ELA proficiency: IEPs, ELs, ED, Black and Hispanic.

The following subgroups present the greatest challenges for Math proficiency: IEPs, ELs, ED, Black and Hispanic.

In Math, as the grade level increases the performance level decreases.

A. Future Ready PA Academics

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

Data	Comments/Notable Observations
District ELA PSSA Performance Level for proficient & Advanced	% of students proficient and advanced in English Language Arts has increased incrementally for the past three years (2017: 61.9%, 2018: 62.1% and 2019: 63.3%)
District ELA Keystone % at Proficient and Advance	% of students proficient and advanced in English Language Arts has decreased incrementally over the past three years (2017: 60.2%, 2018: 59.9, 2019: 58.1%)
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns?	
CASD 2019 ELA PSSA/Keystone data shows that we are on target for the 2019 interim (64.6) measure-63.3 PSSA/63.0 Keystone first time tester	
ELA District PSSA data the following student groups proficiencies are as follows: Females - 69.8, American Indian/Alaskan Native - 80.0, Asian - 83.0, White 70.1	
ELA District Keystone data the following student groups proficiencies are as follows: Females - 70.0, Migrant Ed. Program - 66.7, American Indian/alaskan Native - 100.0 Asian - 75.0, Muli racial - 68.0, White 69.8	

Challenges - Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

The following subgroups present the greatest challenges for ELA proficiency: IEPs, ELs, ED, Black and Hispanic.

Mathematics (Please enter one Data source per line)

Data	Comments/Notable Observations
District Math PSSA Performance Level for proficient & Advanced	The percent of students proficient and advanced in Math shows an overall increase from 2017-2019. (2017: 40%, 2019: 41.6%)
District Algebra 1 Keystone % at Proficient and Advance	The percent of students proficient and advanced in Algebra has decreased incrementally over the past three years (2017: 50.1 , 2018: 47.5, 2019: 41.2%)

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns?

CASD 2019 Math PSSA/Keystone data shows that we are close to the target for the 2019 interim (47.6) measure-41.6 PSSA/44.4 Keystone first time testers

The 2019 Math interim target is 47.6. Based on district PSSA data the following student groups proficiencies are as follows: American Indian/Alaskan Native - 60.0., Asian -73.6, White 50.0, Native Hawaiian - 50.0

The 2019 Math interim target is 47.6. Based on district Keystone data the following student groups proficiencies are as follows: Females - 47.6, American Indian/Alaskan Native - 100.0, Asian -100.0, White 55.2, Native Hawaiian - 100.0

Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

The following subgroups present the greatest challenges for Math proficiency: IEPs, ELs, ED, Black and Hispanic.

In Math, as the grade level increases the performance level decreases.

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

Data	Comments/Notable Observations
District Science PSSA Performance Level for proficient & Advanced	The percent of students proficient and advanced in Science has increased overall for the past three years (2017: 67.6% - 2019: 71.1%)

District Biology Keystone Performance Level for proficient & Advanced	The percent of students proficient and advanced in Biology has increased incrementally from 2015. However, there was a significant decrease in 2019.
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns?	
Science District PSSA data the following student groups proficiencies are as follows: Multi-Racial- 78.9, White (not Hispanic - 79.1, Asian 82.4 and Amberian Indian/Alaska;n Native - 80	
Biology District Keystone data the following student groups proficiencies are as follows: Asain 91.6 and White - 57.1	
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?	
Biology Keystone Proficiency data dropped by 10% from 2018 - 2019	
The following subgroups present the greatest challenges for Bio Keystone proficiency: IEP Special Education and ELs,	
The following subgroups present the greatest challenges for Science PSSA proficiency: IEPs, ELs and Black.	

B. Related Academics

Career Readiness (Please enter one Data source per line)

Data	Comments/Notable Observations
Future Ready Career Readiness Indicator for Elementary (average of 12 buildings) 99.8%	Practically all students at the elementary level have received information regarding careers throughout their schooling in grades 3 - 5.
Future Ready Career Readiness Indicator for Middle School (average of 2 buildings) 98.9%	Almost all students at the middle school level have received information and experienced learning career readiness materials throughout schooling during grades 6 - 8.
Future Ready Career Readiness Indicator for the High School (average of 2 buildings) 74.8%	Students at the high school level are being exposed to career readiness education, however fewer students are being reached in regards to career readiness compared to elementary and middle school students.

Summary

Strengths- Which of the identified strengths are most positively contributing to the achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns?

11 out of 12 elementary buildings (1 building did not have enough data reported) reached 100% completion in regards to Career Readiness Artifacts.

Both middle schools within the CASD met state standards in regards to Career Readiness.

Both high schools within the CASD have developed a comprehensive plan to educate students regarding Career Readiness and capture student learning.

Both high schools within the CASD have examined opportunities to expose students to career fields within the local community and areas in which students can earn an industry certification.

Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Providing staff within the CASD opportunities to learn the skills and education needed for careers within the local community.

Educating teachers in regards to career opportunities and detailing how Career Readiness skills can be incorporated into daily instruction.

Finding opportunities to discuss Career Readiness skills with students who are in placements outside of the physical school location.

C. Equity Considerations

English Learners (Please enter one Data source per line)

Data	Comments/Notable Observations
2019 PSSA ELA, Math and Science Data	The EL Subgroup is our lowest performing subgroup. On the PSSA, this subgroup was 16.3 proficient/advanced in ELA, 4.6% proficient/advanced in math, and 26.4% proficient in science.
2019 Keystone Literature, Algebra and Biology Keystones	The EL Subgroup is our lowest performing subgroup. On the Keystone Exams, this subgroup was 1.8% proficient in literature, 2.6% proficient in algebra, and 0% proficient in biology.
Future Ready PA Index	EL growth on track measures show three out of four secondary buildings are in the red.

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

Data	Comments/Notable Observations
2019 PSSA ELA, Math and Science Data	The IEP-Special Education is the second lowest performing subgroup. On the PSSA, this subgroup was 19.6 % proficient/advanced in ELA, 10.7% proficient/advanced in math, and 31.4% proficient in science.
2019 Keystone Literature, Algebra and Biology	The IEP - Special Education is the second lowest performing subgroup. On the Keystone Exams, this subgroup was 12.5%

	proficient in literature, 7.2% proficient in algebra, and 30% proficient in science.
5% increase in general education classes	Providing learning support services K-12 to home schools to provide inclusion and supports equally
Additional programs to provide an appropriate continuum of services	Mental Health and Behavior Support services staffed accordingly to meet IEP goals

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

Data	Comments/Notable Observations
2019 Keystone Literature, Algebra, and Biology	Whereas all students performed at a 58.1% proficiency rate on the Literature Keystone, 48.4% on the Biology Keystone, and 41.2% on Algebra I Keystone, the Economically Disadvantaged students subgroup performed at least 10% lower in their proficiency rate on each of these Keystones.
2019 PSSA ELA, Math, and Science Data	Whereas all students performed at 63.3% proficiency on the ELA PSSA, 41.6% on the Math PSSA, and 71.7% on the Science PSSA, the Economically disadvantaged students subgroup performed at least 10% lower in their proficiency rate on each of these tests.
2019 PSSA ELA, Math, and Science Data	The Economically Disadvantaged subgroup outperformed the Black and Hispanic subgroup on all of the PSSA tests.
Schoolwide increase in free/reduced meals	With changes in the regulations not being able to provide schoolwide free breakfast and lunch will adversely impact our learning and social emotional well being.
Decrease in parent involvement	Parents working multiple jobs and not able to attend to increased educational needs.

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

Data	Comments/Notable Observations
2019 PSSA ELA, Math and Science Data	The Asian and White subgroup has a higher proficiency level than the proficiency level for all students whereas the black and hispanic subgroups demonstrate lower proficiency
2019 Keystone Literature, Algebra and Biology	The Asian and White subgroup has a higher proficiency level than the proficiency level for all students whereas the black and hispanic subgroups demonstrate lower proficiency
2019 PSSA and Keystone Data	The multi-racial subgroup performed at a higher percent proficiency for ELA and demonstrate lower performance for Math and Science

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns?
While the population number is significantly smaller, the Asian subgroup outperforms all other subgroups in all content tests for both PSSA and Keystone
The Multi-Racial Subgroup scores higher on the ELA and Literature Tests than the Sciences and Math tests for both PSSA and Math
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?
In both the 2019 PSSA and Keystone data, our EL subgroup proficiency level still remains lower than the baseline target.
The EL, IEP, ED, Black, Hispanic and Multi Racial Subgroups continually perform lower than other subgroups and the all student group in both the PSSA and Keystone data.

D. Designated Schools (CSI/ATSI)

****This section is only required for LEA's that have designated schools****

Describe the role of the LEA in developing school-level improvement plans (include a description of how the LEA engaged in the school-level comprehensive needs assessment; supported the schools in selecting evidence-based strategies that met ESSA's evidence provisions and were best fit for the school context; and efforts the LEA took/will take to align school improvement plans with the LEA comprehensive plan.

The steering committee met to determine the district-wide and CASHS needs assessment tools. All committee members agreed that two essential practices emerged as areas of focus: Essential Practice # 5 - Provide frequent, timely, and systematic feedback and support on the instructional process and Essential Practice #13 Implement a multi-tiered system of supports for academics and behavior.

Once the needs assessment was completed, the committee determined the challenges and root causes for those challenges. Next, the steering committee created priority statements, including a rationale for each for each priority statement. Lastly, they created measurable goals for each of the priority statements.

This information was shared with the CASHS Action Plan committee. That committee reviewed the resources provided by the state to select research-based strategies to include in the action plan.

This committee will meet quarterly to review the data set forth in the action plan. In addition, CASHS administrators will meet monthly to discuss the selected strategies and any data related to the measurable goals and action plan.

What will the LEA do to support timely implementation of your school improvement plan? *List actions the LEA will take to support implementation of each school's improvement plan in the next two months.*

Action Steps	Person(s)/Position Responsible	Timeline
Train teachers on the Instructional Framework	Building Principal	August (19, 20, or 21) 2019
CASHS Administrators will conduct classroom walkthroughs. Walkthroughs will provide feedback and targeted instructional	CASHS Administrators	monthly
Review Students with Disabilities and ELL students in grades 9 and 10 using the EWS	CASHS Action Plan Committee	monthly
Conduct 1-1 student/teacher conference for students to review performance and refine individual goals for student learning for the content course	Teachers and Coaches of Keystone tested subjects: Algebra, Biology, Literature	February/April
CASHS Action Plan Committee will meet monthly to review the plan in progress and the findings will be shared with administration, teachers, and counselors.	CASHS Action Plan Committee	Monthly, starting September 1, 2019 - May 30, 2020
Attend the MTSS Secondary Trainings at IU12 implement a School wide Positive Behavior System with 50% fidelity as measured on a Benchmark of Quality.	MTSS Core Team and PBIS Committee	Nov 11, 2019, Dec 17, 2019, Mar 6, 2020 and June 30, 2020
The MTSS Core Team will development and plan for the delivery of instructional lessons to be part of Tier 1 universal layer. Lessons will include examples and non-examples and provide a variety of teaching strategies.	MTSS Core Team	By March 31, 2019

Describe the process and tools that will be used to monitor implementation and impact of school-level improvement plans.

The CASHS A-TSI committee was initially scheduled to meet bi-weekly to monitor the plan. Due to obtaining substitute coverage for teachers to meet, those meetings were changed to monthly meetings. During these monthly meetings, half of the members monitor student progress for Priority 1, goals 1 and 2, and the other half of the committee works with Priority 2, goal 1. The committee uses a locally constructed Early Warning System (EWS) in Sapphire, our student information system (SIS). Students' progress is tracked in a Google doc. Meeting agendas, updates, progress towards the goals, and all other information via Google and faculty meetings.

Describe the efforts the LEA took to modify practices and policies to provide operational flexibility that enables full and effective implementation of the improvement plans established for each designated for CSI, A-TSI, or TSI (if such modifications were necessary to implement the selected evidence-based strategies).

On-going professional development during PLC and Act 80 days to implement the components of the Instructional Framework as mentioned in the plan. Specific focus on four key components of the Instructional Framework are designated per month in January, February, March, and April.
 On-going walkthroughs/data collection with specific feedback provided to teachers.

***For CSI schools only:** How will the LEA draw upon a diverse array of funding sources (in addition to the Title I School Improvement Formula Set-Aside) to ensure sustainability of school improvement efforts beyond CSI designation?

E. Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Assess the use of special education staff and utilize all staff regarding education of special education students (reading specialist, ESL...) This provides the right services with the most qualified staff to assist in student growth. Additionally, having IEP goals align with curriculum and developed from instructional data.
Title I Plan	The Title I Schoolwide buildings are implementing the flooding model in Kindergarten and first grade classrooms, which is a strategic, data-driven intervention model. We are experiencing higher reading proficiency rates in our Kindergarten and first grade classrooms in four out of the five Title I School-wide buildings. All of the K and 1 classrooms in these buildings are performing at 70% proficiency and above by the end of the 2018-2019 school year. However, our largest Title I Schoolwide building is performing at 54% at the end of Kindergarten and 61% at the end of 1st grade.
Student Services	Improve student achievement by aligning mental health services with academic programming. Mental and physical health being the backbone of educational achievement.
K-12 Guidance Plans (339 Plans)	Counselors provide students and parents with resources for planning yearly course selections along with guidance for career and college preparation. We have Franklin and Marshall College Advisors at both high schools. We have a partnership with Franklin County Career and Technology Center. Increasing number of students with mental health issues, trauma, and homelessness. Areas of need include teacher awareness of CEW standards, greater implementation of career readiness at the elementary level, and high counselor to student ratios. Mental Health Curriculum and Framework is provided to counselors K-12 to provide classroom instruction and teacher PD. Evidenced based programs will be built into lesson plans throughout the year.

Technology	CASD Technology Services staff strives to provide and support the essential tools and skills required to make technology an integral part of the classroom. Through a flexible and robust infrastructure, the District facilitates innovative instruction, supports professional development, leverages the use of administrative and business systems, fosters community involvement, and most importantly, improves overall student achievement.
English Language Development Program	<p>The most recent report shows 1,008 ELs in the ESL program (current students as well as those in their first two years of monitoring). Of that number, 475 (about 47%) are in their first 3 years in the country. This means that nearly half of our population is new to the United States and have low to low intermediate English proficiency. We currently have 14 elementary teachers, 5 middle school teachers, and 6 high school teachers, with 2 teacher assistants and 2 Student/Parent Liaisons to share across the district.</p> <p>We operate a Newcomer program in one elementary school, one middle school, and one high school. Instruction at the elementary is generally pull-out English language development instruction, with some push-in support.</p> <p>Secondary instruction is provided through core content. Students are placed in an ESL ELA class, which provides ELA content along with English Language Development instruction. We do offer limited ESL science and math classes as well. Sheltered instruction is offered for students in their first year in the country.</p>

<p>Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns?</p>
<p>Special Education - Continuum of services to provide more inclusion in general education; Aligning IEP goals with general education curriculum on grade level; Using benchmarking and progress monitoring data to improve instruction and goal setting; Providing outlets for mental health aligned curriculum</p>
<p>Title I - 4 out of 5 Title I buildings in kindergarten and first grade had higher than predicted reading proficient rates</p>
<p>Career Readiness - We have detailed building plans for career readiness where artifacts are offered through a variety of content areas</p>
<p>Technology - Our PATI data shows that our strengths are in our connectivity, networking and availability of our wide area network that serves all schools with a fast internet connection and support. 100% of schools are able to use applications for cloud computing, file sharing, administrative functions, security and digital content. Additionally, 100% of buildings have wireless access and interactive Smart equipment in the</p>

classrooms. The District has done a phenomenal job in ensuring our students have access to digital age materials and resources. CASD has moved to cloud-based web resources allowing teachers and students to have access to use of technology and resources outside of the classroom and/or school. Additionally, our student information systems allows students, teachers and parents access to digital content in the cloud with an integrated LMS, curriculum mapping tied to standards, a truancy module, and a MTSS module in addition to effective communications regarding grades and assignments. The District continues to be proficient with 21st century learning and technology supported instructional strategies monitored using the SAMR framework & ISTE model to assess and evaluate the degree of classroom technology integration.

ESL - Our strength is in the commitment of our ESL staff to provide instruction and support to our students. Staff collaborate, share resources, and support one another. We have several programs in place (Grapeseed, Dreambox, Sheltered/Newcomer classes) to provide extra support to the large number of newer students we see each year.

Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Special Education - Increased staff to assist with class sizes and caseloads; Improved technology to provide several modalities for instruction

Title I - Our largest Title I building is performing at 54% proficient in Kindergarten and 61% in 1st grade.

Student Services - The increasing number of students with mental health issues, trauma, and homelessness

Technology - Technology, computers, and mobile devices have become a pervasive and embedded tool used every day for work and to educate students. Technology is a key component of the Pennsylvania College and Career Standards and Pennsylvania Common Core Standards beginning in Kindergarten. It is used to accelerate learning, engage students and inform educators. Technology has become a requirement; necessary and fundamental to perform certain tasks such as taking attendance, monitoring truancy, maintaining records, communication, procurement, state and federal reporting, assessments, and professional development. The biggest challenge for the District has been the ability to achieve predictable, appropriate replacement cycles for technology equipment due to budget constraints and disparate funding sources; treating procurement of technology equipment as one-time expenses rather than ongoing costs. This has been further exacerbated by continuous budget issues of the District where funding has been significantly cut for Technology for the last 4 years. Accordingly, our equipment across all levels is not up to date and the computers for a majority of our 17 buildings reported in the PATI survey are considered “low capacity computers.” This affects our technology availability and usage for computers and devices utilized for instructional use.

ESL - We serve a very large population of students, and there are different ideas of how to do things at different schools. This can lead to a lack of consistency across the district and between elementary, middle, and high school. General building staff do not always feel ownership for the ELs in their classrooms and

sometimes expect ESL staff to “fix” all problems or issues with ELs. Language objectives are not included in district curriculums or in content classes, so students do not always receive the accommodations they need for their English proficiency levels.

F. Conditions for Leadership, Teaching and Learning

PA Essential Practices for Local Education Agencies Team Rating

Focus on Continuous Improvement of Instruction

	Not Yet Evident	Emerging	Operational	Exemplary
Align curricular materials and resources to the PA Standards		X		
Assist schools in selecting and implementing evidence-based programs to address student learning needs		X		
Identify and address individual student learning needs		X		

Empower Leadership

	Not Yet Evident	Emerging	Operational	Exemplary
Foster a culture of high expectations for success for all students, educators, families, and community members		X		
Collectively shape the vision for continuous improvement		X		
Develop and monitor an evidence-based plan for continuous improvement		X		
Customize and target support to meet schools’ needs		X		
Build a strong community intensely focused on student learning		X		

Provide Student-Centered Support Systems

	Not Yet Evident	Emerging	Operational	Exemplary
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically		X		
Provide, coordinate, and monitor student support systems and services	X			
Implement evidence-based strategies to engage families to support learning		X		

Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA		X		
Implement Data-Driven Human Capital Strategies				
	Not Yet Evident	Emerging	Operational	Exemplary
Partner with institutions of higher education and other organizations to develop a data-informed strategy for recruitment, hiring, and match highly effective principals and teachers based on school need		X		
Adopt or create professional learning standards or criteria to ensure professional learning is of high quality and is provided consistently		X		
Align professional learning with identified needs based on personnel evaluation, school performance, and student learning needs		X		
Implement personnel evaluation systems with clear goals for personnel performance		X		
Allocate Resources Strategically and Equitably				
	Not Yet Evident	Emerging	Operational	Exemplary
Administer a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support student learning		X		
Organize and provide personnel, expertise, and services to achieve LEA and individual school goals		X		
Monitor the use of time, materials, equipment, and fiscal resources to support learning and teaching		X		

Summary

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

EP #15 Partner with local businesses, community organizations, and other agencies to meet the needs of the school

We have a lot of Special Ed and general education partnerships, students can volunteer with local businesses. Internships are available. Stan identified many businesses that are already partnering with the school. Goal is always to develop more partnerships (including paid). Summit Health CNA program will train and offer a job. These partnerships are helping our economically disadvantaged students. We would want to extend the internships, apprenticeships, etc. (per the state identified next steps) but we aren't there yet. We do it but don't track. We need to document it more and make it accessible to all students and extend our reach on a

more regular basis with (maybe) the Chambersburg Chamber of Commerce or the Employability Group. Reaching out to alumni (Special Education) and asking where are they - extend to all students? Workforce development grants? More students, who are in life skills classes and on the Autism Spectrum are placed, but perhaps ES students and those with disabilities may not be collectively monitored. ELs are being offered more opportunities, but not sure there is a data system in place. Building a bridge around data and what our businesses need. How are we celebrating the success of our students who are career ready? (National Signing Day with Local Businesses). JLG (Construction Company) is identifying students who will be guaranteed a job. New counselor for College and Career Readiness will be hired next year for grades 9-10 focus.

Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

EP #5 Provide frequent, timely, and systematic feedback and support on the instructional process. Lesson planning-Lack of consistent monitoring/feedback and collaboration

EP #12Collectively shape the vision for continuous improvement for teaching and learning.
SLOS are operational, but may not be detailed enough Used to have individual teacher goals and met at the beginning of the year to review, but not something we do anymore. Educator in the Workplace (22 staff members) specifically looking at how to embed what they have learned from an employer into their lessons. Thinking about our Special Populations – how would those teachers answer this? Does not feel like a system is in place yet. Someone said this feels like it is so important that is almost a foundational piece that needs to be in place for the other four to be in place. Why the disconnect between what teachers perceive and what the team is sensing?
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Feel like only the minimum requirements are getting done, which may not be enough for teachers to really grow

From a math perspective this seems to fall apart in the classroom. Getting a sense that this is not systematic. Feel like this is not something that is able to be supported from the special education lens. Feel like we are unable to support Sp Ed teachers in professional development. The staff may be in place to support and train, but their duties are so vast that they do not have the time to devote to it because of other responsibilities. We have the expertise on staff, and access to the IU supports, but it has not been a priority because of other priorities. On time, achievement, showing respect, helping others, school pride.

EP #13 Implement a multi-tiered system of supports for academics and behavior

Deficiencies in Tier 1 instruction and lack of an MTSS team and process.

Special Education has this built into how they do business but it is not necessarily there for students who do not qualify for special education services, but still may be in need of support. Through the SSIP, there is an early warning dashboard system in order to intervene early and prevent potential failure to graduate. Does not have to be a PDE created process, the High School has been able to use that process effectively. Structure for Special Education supports some of these processes better than in the general education population. Time is a critical piece of this - has to be structured and data needs to be reviewed by staff. From an admin perspective conversations are around how we build an MTSS system. Met with statewide PVAAS team and became evident from the one-on-one meetings that we need to fix core instruction first.

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statewide PVAAS team and became evident from the one-on-one meetings that we need to fix core instruction first.

EP #18 Monitor and evaluate the impact of professional learning on staff practices and student learning. Not able to get here because the PD is rarely offered to everyone at the same time they need it

G. Summary of Strengths and Challenges from the Needs Assessments

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges and concerns?
A needs assessment survey was shared with the community and CASD parents in March of 2019.
Of the 446 responses from the community survey, 68.6% were satisfied with the quality of public schools in Chambersburg.
62.2% of the community were satisfied with how the district reflects the values of the community.
Community sees the following areas as the most important skills our students should learn: problem solving and critical thinking, communication, academic knowledge and skills, and college and career readiness.
Of the 386 responses to the parent survey, 90.8% do not feel their child is treated badly because they are learning English.
91.1% of the parents felt their child’s school communicates with them in a manner that is clear and timely.
80% of the parents feel their child’s school values their feedback.
82.8% of the parents are pleased with the quality of education the schools are providing.
Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the identified concerns, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?
54.8% of the community felt that the district meets student needs.
61.1% of the community felt that students are prepared for success.
63.6% of the parents feel their child is bullied at school.
19.6% of the parents never get regular feedback on their child’s progress.

Most Notable Observations/Patterns- Reflecting back on your comments and observations throughout the needs assessment process, what stands out? Are there consistent patterns or trends as you move from Future Ready PA Index to Additional Student Performance Data to Supplemental LEA Plans to Conditions for Leadership, Teaching and Learning that you think are important to keep in mind as you move through the planning process?

The following concerns stand out as areas of focus to help improve our Future Ready PA Index and Student Performance Data: attendance; increasing mental health issues, trauma, homelessness, and poverty; historically underperforming achieve the data for ELL and IEP students in reading and math, K-12; integrated career readiness practices in elementary.

Areas of strength include: overall, the district is on par with interim targets, career readiness plans are established in each building, the Chambersburg Area Senior High School is implementing Year 1 of an A-TSI plan.

H. Analyzing (Strengths and Concerns)

Challenges		
Analyzing Challenges	Discussion Points	Priority (Y/N)
#5	Provide frequent, timely, and systematic feedback and support on the instructional process	Y
#12	Collectively shape the vision for continuous improvement for teaching and learning	N
#13	Implement a multi-tiered system of supports for academics and behavior	Y
#18	Monitor and evaluate the impact of professional learning on staff practices and student learning.	N
	Detailed Discussion Points in Section G Summary	

Strengths	
Analyzing Strengths	Discussion Points
EP #15	Partner with local businesses, community organizations, and other agencies to meet the needs of the school
	Detailed Discussion Points in Section G Summary

Priority Challenges	
Analyzing Priority Challenges	Priority Statements
Priority 1	(Essential Practice #5) District/School leaders and educators demonstrate understanding of instructional best practices implemented through a rigorous cycle of teaching and learning monitored through the districts observation and feedback systems.
Priority 2	(Essential Practice # 13) From the analysis of district, school, and student data, stakeholders will make adjustments to instruction and behavioral supports to increase student success and prepare students for career and college options.

III. Go

A. Goal Setting

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

Priority: #1 (Essential Practice #5) District/School leaders and educators demonstrate understanding of instructional best practices implemented through a rigorous cycle of teaching and learning monitored through the districts observation and feedback systems.

Outcome Category

Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction

Measurable Goal Statement (Smart Goal)

Students will show increased achievement and/or growth in literacy, numeracy, and science over the next three years.

Measurable Goal Nickname (35 Character Max)

Student Achievement and Growth (outcomes)

Target Year 1	Target Year 2	Target Year 3
By June 30, 2021, a district-wide increase of 1% in the number of students demonstrating proficiency and/or meeting growth projections on state assessments	By June 30, 2022, a district-wide increase of 2% in the number of students demonstrating proficiency and/or meeting growth projections on state assessments	By June 30, 2023, a district-wide increase of 2% in the number of students demonstrating proficiency and/or meeting growth projections on state assessments

Priority: # 2 (Essential Practice # 13) From the analysis of district, school, and student data, stakeholders will make adjustments to instruction and behavioral supports to increase student success and prepare students for career and college options.

Outcome Category

Essential Practices Condition 3 - Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)

Goal # 1 Implement a MTSS system where all students are screened each year providing continuous progress monitoring that drives instructional decision making.

Measurable Goal Nickname (35 Character Max)

MTSS

Target Year 1	Target Year 2	Target Year 3
<i>By June 30, 2021 the District will develop an MTSS system at the universal level and they will be implemented with 60% fidelity across all grade levels as measured by the Benchmarks of Quality.</i>	<i>By June 30, 2022 the District will develop an MTSS system at the universal level and they will be implemented with 80% fidelity across all grade levels as measured by the Benchmarks of Quality.</i>	<i>By June 30, 2023 the District will develop an MTSS system at the universal level and they will be implemented with 90% fidelity across all grade levels as measured by the Benchmarks of Quality.</i>

Measurable Goal Statement (Smart Goal)

Goal # 2 Monitor existing K-12 career readiness building plans. Integrate additional career exploration activities into teaching and learning where students have opportunities to identify career pathways in order to create individual career plans aligned to their interests and skills.

Measurable Goal Nickname (35 Character Max)

Career and College Readiness

Target Year 1	Target Year 2	Target Year 3
By June 30, 2021 all CASD buildings meet or exceed Future Ready Career Index targets (green or blue) Increase teacher awareness of how to include career education and work standards in lesson plan, K-12.	By June 30, 2022, career academies (pathways) will be developed with 50% fidelity at the high school level. Increase application of career education and work standards in lesson plans, K-12, with 25% fidelity.	By June 30, 2023, career academies (pathways) will be developed with 100% fidelity at the high school level. Increase application of career education and work standards in lesson plans, K-12, with 50% fidelity.

B. Evidence-Based Strategies

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

Evidence-Based Strategy	Measurable Goals
<p>Framework for Instruction</p> <p>1. Instructional Coaching - Instructional coaching (Tier 3) helps teachers take all ideas and practices learned and implement them in useful ways to foster student achievement. They provide intensive, differentiated support and observe educators teaching practices so they can provide constructive feedback. They also actively engage teachers in supportive practices that are embedded in meaningful growth conversations. (Thomas, et al., 2015)</p> <p>2. Organizing Instruction and Study to Improve Student learning</p> <ul style="list-style-type: none"> ● Space learning out over time (Tier 2) ● Interweave worked example solutions with problem-solving exercises. (Tier 2) ● Combine Graphics with verbal Descriptions (Tier 2) ● Connect and integrate abstract and concrete representations of concepts. (Tier2) ● Use formative assessments to promote learning and to introduce a new topic. (Tier 3) ● Use formative assessments to promote learning and to re- expose students to key content. (Tier 1) ● Help students allocate study time efficiently. Use tests and quizzes to identify content that needs to be learned. (Tier 3) ● Ask deep explanatory questions. (Tier 3) ● Interweave worked example solutions with problem-solving exercises. (Tier 2) ● Combine Graphics with verbal Descriptions (Tier 2) ● Connect and integrate abstract and concrete representations of concepts. (Tier2) ● Use formative assessments to promote learning and to introduce a new topic. (Tier 3) ● Use formative assessments to promote learning and to re- expose students to key content. (Tier 1) ● Help students allocate study time efficiently. Use tests and quizzes to identify content that needs to be learned. (Tier 3) ● Ask deep explanatory questions. (Tier 3) 	<p>Priority 1, Goal 1 Students will show increased achievement and/or growth in literacy, numeracy, and science over the next three years.</p>

<p>Instructional Framework (Zepeda & Lanoe):</p> <p>Opening: Beginning of Lesson (Tier 1)</p> <ul style="list-style-type: none"> o Communicates essential question and expected learning outcomes o Connects previous lesson/prerequisite knowledge to new learning o Introduces activity that is centered on standard and/or essential question <p>Mini-lesson: (Tier 1)</p> <ul style="list-style-type: none"> o Contains modeling while referencing standards and key vocabulary o Includes exemplars that meet or exceed standard <p>Work Session: (Tier 1 or 2)</p> <ul style="list-style-type: none"> o Provides time for students to practice the new content and/or elements of standards by demonstrating relevant, real world applications o Provides opportunity for students to demonstrate their thinking <p>Assessment: (Tier 1)</p> <ul style="list-style-type: none"> o Contains evidence of ongoing formative assessment measures to inform teacher of necessary adjustments to instruction o Contains evidence of the use of summative assessment measures in order to indicate that students have mastered standards taught <p>Closing: (Tier 1)</p> <ul style="list-style-type: none"> o Confirms conceptual understanding by linking back to the opening and the targeted standard/essential question o Provides time for students to give and receive feedback, clarify understanding, and summarize what was learned <p>Reflection: (Tier 1, 2, and 3)</p> <ul style="list-style-type: none"> o Includes analysis of how students performed during this lesson (successes and struggles) <p>Differentiation: (Tier 1, 2, and 3)</p> <ul style="list-style-type: none"> o Includes a plan for various levels of students in need of additional and/or different forms of instruction o Includes a plan for flexible grouping for students in need of additional support o Instruction is specific and intentional to accommodate individual student needs 	
<p>MTSS</p> <p>“Positive Behavior Intervention and Supports (PBIS) establishes school wide systems of support that include practice strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. The PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within ongoing school reform efforts.” (PBIS, 2019) - Tier 1</p>	<p>Priority 2, Goal 1 Implement a MTSS system where all students are screened each year providing continuous progress monitoring that drives instructional decision making.</p>

<p>Evidence.</p> <p>"The Early Warning Intervention and Monitoring System is a systematic approach to identifying students at risk of not graduating on time, assigning them to interventions, and monitoring their progress. The goal is to get at-risk students back on track for on-time graduation." (American Institutes for Research) - Tier 1 Evidence</p>	
<p>School and Community Partnerships</p> <p><i>Designing a Career Pathways System: A Framework for State Education Agencies (2019)</i></p> <p>A career pathways system is a coordinated system of programs and services supporting students in the transition from school to the workforce, and it can be one part of a comprehensive system to support students' college and career readiness. The College and Career Readiness and Success (CCRS) Center's resource <i>Designing a Career Pathways System: A Framework for State Education Agencies</i> is a four-chapter module intended to help state education agency staff design, implement, and evaluate a career pathways system. Each chapter includes a facilitator's guide, slide presentation, and activity handouts. The four chapters include: 1. Engaging Stakeholders and Defining Goals, 2. Mapping Policies Programs, and Industries, 3. Designing a Framework, and 4. Implementation and Continuous Improvement</p> <p>https://ccrscenter.org/implementation-tools/career-pathways-modules</p>	<p>Goal # 2 Monitor existing K-12 career readiness building plans. Integrate additional career exploration activities into teaching and learning where students have opportunities to identify career pathways in order to create individual career plans aligned to their interests and skills.</p>

