

CUMBERLAND VALLEY SD

6746 Carlisle Pike

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The Cumberland Valley School District, in collaboration with students, educators, parents and the community, is committed to developing 21st century learning and thinking skills through a rigorous, relevant, and comprehensive curriculum, while preparing students to be innovative, productive citizens in an interconnected world.

VISION STATEMENT

The CVSD prepares students for an ever evolving world, by exemplifying the following value statements. (1) Maintain an educational environment that meets the diverse academic, social, emotional, and physical needs of our students. (2) Tailor teaching strategies and scheduling to meet the needs of the students. (3) Provide a safe educational setting that facilitates respect for persons, property, and individual beliefs. (4) Provide appropriate evaluation and reporting of student achievement. (5) Provide accessible pupil services that respond to the needs of a changing student population. (6) Recognize and support the family's role as a partner in their child's education. (7) Provide equipment and training so students and staff will be technologically competent. (8) Help students develop a spirit of volunteerism. (9) Provide and maintain a qualified, well-trained, professional and support staff. (10) Provide an effective communication system that serves the entire Cumberland Valley community. (11) Revise and update curriculum systematically to provide students with the most current academic opportunities. (12) Generate a cooperative effort by the community and school district to assure maximum use of school facilities.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Cumberland Valley students work to foster and build the competencies outlined in the district's Portrait of an Eagle (Responsibility, Communication, Adaptability, Critical Thinking, Empathy, Problem Solving and Confidence); they demonstrate this through high commitment and engagement in the classroom and school community. Student model and adhere to the district's K-12 "responsibility" framework of Safe, Respectful and Responsible.

STAFF

Cumberland Valley staff, including instructional and non-instructional staff, work to model and instruct the competencies outlined in the district's Portrait of an Eagle (Responsibility, Communication, Adaptability, Critical Thinking, Empathy, Problem Solving and Confidence); they demonstrate this through high commitment and engagement in the classroom, school community and activities. Through a mindset of continuous growth and improvement, staff work to provide a safe and rigorous learning environment for all students.

ADMINISTRATION

Cumberland Valley administration work to lead and model the competencies outlined in the district's Portrait of an Eagle (Responsibility, Communication, Adaptability, Critical Thinking, Empathy, Problem Solving and Confidence). They demonstrate this through informed decision making, high commitment and clear communication with stakeholder groups in achieving the district's mission and goals. Administrators provide guidance, support and accountability to ensure other stakeholders have the necessary resources to successfully fulfill their roles within the organization.

PARENTS

Cumberland Valley is fortunate to have a supportive families who have high expectations for a high quality school environment. These expectations include: rich content with varied instructional strategies; cutting edge technology; individualized support for students and preparing students for post-secondary success. Parents/Guardians and other family members support students through their involvement in

student's educational experiences and by supporting teachers and school buildings.

COMMUNITY

Cumberland Valley is fortunate to have a supportive community population who have high expectations for a high quality school environment that prepares all students to enroll, enlist or enter the workforce. The community partnerships help bring the Portrait of an Eagle to life by providing diverse opportunities and support for all students to engage in authentic, deeper learning activities that represent and reflect the real-world setting (i.e. work experience, internships, mentoring, durable skills, community engagement, etc.)

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
David Christopher	Administrator	Cumberland Valley School District
Mark Blanchard	Administrator	Cumberland Valley School District
Gregory Milbrand	Administrator	Cumberland Valley School District
Robyn Euker	Administrator	Cumberland Valley School District
Doris Hagemann	Administrator	Cumberland Valley School District
Mike Willis	Administrator	Cumberland Valley School District
Michelle Zettlemoyer	Administrator	Cumberland Valley School District
Chris Smith	Administrator	Cumberland Valley School District
Mike Azzalina	Administrator	Shaul ES
Kristen Blouch	Staff Member	Eagle View MS
Morgan Brymessar	Staff Member	Sporting Hill ES
Cassandra Davis	Parent	Middlesex ES
Keith Ensminger	Staff Member	Cumberland Valley HS

Name	Position	Building/Group
Mike Florek	Administrator	Cumberland Valley School District
Jason Haley	Staff Member	Cumberland Valley HS
Amy Hermance	Staff Member	Shaul Elementary
Stefani McCauliffe	Community Member	United Way
Michelle Nestor	Board Member	Cumberland Valley School District
Matt Parks	Community Member	LCBC Community Church
Nudrat Qureshi	Staff Member	Silver Spring ES
Jesse Rawls, Jr.	Administrator	Cumberland Valley HS
Colleen Staton	Administrator	Cumberland Valley HS
Chrissy Stoshack	Administrator	Cumberland Valley School District
Amy Romano	Staff Member	Cumberland Valley School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>In an effort to ensure our students continue to perform well on summative assessments our district will examine our science resources and curriculum to be certain they are aligned to the new Pennsylvania Science Standards and the new assessment system.</p>	Other
<p>Across the district our students are underperforming on mathematics achievement. We realize our students need better aligned mathematics curriculum and accompanying resources. We plan to embark on a multi-year journey to solidify our approach to better math instruction.</p>	Mathematics
<p>We plan to capitalize on the collaborative efforts of many stakeholders used to generate our Portrait of an Eagle. By purposefully creating activities and experiences in all of our schools, K-12, we aim to personify this vision of preparing students to be life-ready into a reality for our community.</p>	Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy	
Curriculum alignment and Evidence-based Resource Selection	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Science C, I, A Alignment	The District will have adopted the new state science standards, written a fully-aligned curriculum, and will

Goal Nickname**Measurable Goal Statement (Smart Goal)**

purchase the necessary materials to implement effective science instruction in our classrooms. District teams will monitor alignment through summative assessment performance which would be expected to be at or above current levels.

Mathematics Improvement

The District will begin initial implementation of evidence-based, standards-aligned mathematics instructional materials. The District will expect to continue to see gains in summative measures in both achievement and growth over the coming years.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

The District will work to ensure alignment to the PA math and science standards, write a fully-aligned curriculum, and will purchase the necessary materials to implement effective instruction in our math and science classrooms.

2022-08-31 -
2024-08-23

Dr. Robyn Euker,
Director of Curriculum, Instruction, and Assessment

Budgetary resources to purchase materials, manpower allocation and budgetary resources to attend/provide professional development, write curriculum, and monitor implementation.

Anticipated Outcome

The District will expect to continue to see gains in summative measures in both achievement and growth over the coming years.

Monitoring/Evaluation

Summative assessments, formative assessments

Evidence-based Strategy

Life-Ready (College and Career Readiness)

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Portrait of an Eagle

While capitalizing on knowledge from other districts across the country, it is reasonable to expect that the Portrait of an Eagle implementation is an ongoing and methodical process. It could be expected in year three that the district will be continuing the work to personify the Portrait of an Eagle based upon the multi-year plan established in the 2022-2023 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The District will create a multi-year plan of implementation for competency instruction and opportunities to personify the Portrait of an Eagle.	2022-08-31 - 2024-08-23	The Administrative Cabinet (David Christopher, Mark Blanchard, Greg Milbrand, Robyn Euker, Doris Hagemann, Mike Willis, Michelle Zettlemyer)	Manpower and resource allocation to attend/provide provide professional development, plan development, implementation support, and monitoring.

Anticipated Outcome

While capitalizing on knowledge from other districts across the country, it is reasonable to expect that the Portrait of an Eagle implementation is an ongoing and methodical process. It could be expected in year three that the district will be continuing the work to personify the Portrait of an Eagle based upon the multi-year plan established in the 2022-2023 school year.

Monitoring/Evaluation

While capitalizing on knowledge from other districts across the country, it is reasonable to expect that the Portrait of an Eagle implementation is an ongoing and methodical process. It could be expected in year three that the district will be continuing the work to personify the Portrait of an Eagle based upon the multi-year plan established in the 2022-2023 school year.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The District will have adopted the new state science standards, written a fully-aligned curriculum, and will purchase the necessary materials to implement effective science instruction in our classrooms. District teams will monitor alignment through summative assessment performance which would be expected to be at or above current levels. (Science C, I, A Alignment)</p>	Curriculum alignment and Evidence-based Resource Selection	The District will work to ensure alignment to the PA math and science standards, write a fully-aligned curriculum, and will purchase the necessary materials to implement effective instruction in our math and science classrooms.	08/31/2022 - 08/23/2024
<p>The District will begin initial implementation of evidence-based, standards-aligned mathematics instructional materials. The District will expect to continue to see gains in summative measures in both achievement and growth over the coming years. (Mathematics Improvement)</p>			

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The District will have adopted the new state science standards, written a fully-aligned curriculum, and will purchase the necessary materials to implement effective science instruction in our classrooms. District teams will monitor alignment through summative assessment performance which would be expected to be at or above current levels. (Science C, I, A Alignment)</p>	<p>Curriculum alignment and Evidence-based Resource Selection</p>	<p>The District will work to ensure alignment to the PA math and science standards, write a fully-aligned curriculum, and will purchase the necessary materials to implement effective instruction in our math and science classrooms.</p>	<p>08/31/2022 - 08/23/2024</p>
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COMMUNICATION PLAN - STEPS AND TIMELINES:

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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The districts development of a community based vision, Portrait of an Eagle, provides a common framework for student outcomes to be prepared for post-secondary success.

A formalized curriculum revision process will allow us to systematically address district goals within a five year cycle.

With little turnover in K-12 building leaders and supervisors, the district is able to provide continuity in the management of resources, implementation of curriculum and staff growth and development.

The District maintains compliance with all required reports, plans, and programs.

The District capitalizes on a supportive structure to include the Board of Directors, parent groups, business representatives, community groups, and staff organizations.

Seven of our eight elementary schools surpassed 70% proficiency standard on the on-track measure of success in reading proficiency.

Students in grades K-5 continue to achieve well above the state

Challenges

The district needs to identify resource gaps and continue to equitably distribute materials based on building needed (e.g. enrollment, economically disadvantaged, ELD, special ed, etc.)

The district should more systematically evaluate program implementation and impact on student outcomes to determine return on investment.

The District is experiencing exorbitant population growth which impacts budgeted resources and strategic planning.

The District is working to embrace, examine, and respond to changing demographics in an effort to prepare students for a diverse, globally-connected world.

Based on analysis of growth from the 2020-21 ACCESS to the 2021-22 ACCESS testing results, only 50% of English Learners met their individualized growth goals based on the formula provided by PDE.

Black students score below the "All Student Group" on the Keystone Mathematics Examination and middle school English/Language Arts PSSA. Black students in the middle school score well below the "All Student Group" on the Mathematics

Strengths

average on English Language Arts PSSA Testing.

Students in grades K-8 continue to score above the state average on the PSSA Mathematics assessment in achievement, academic growth, and the number of students scoring advanced.

Students in grades K-5 continue to master science content.

The District operates a 1:1 device program for all students to ensure equitable access to the vast amount of technological software and applications provided by the District.

Despite substantial program growth and altered schedules due to pandemic implications, 50% of English Learners met their individualized growth goals.

Asian students in grades 3-12, score well above the "All Student Group" in achievement and growth expectations on the Keystone examinations and the PSSA. Asian students score well above the grade 7 mathematics benchmark for on-track measures.

Hispanic and economically-disadvantaged students, as well as students with disabilities, are making adequate growth on the Keystone examinations and middle school science PSSA.

Students in grades K-5 continue to achieve (72.8%) well above the state average (55%) on English Language Arts PSSA Testing.

Challenges

PSSA.

Hispanic students score below the "All Student Group" on the Keystone Mathematics Examination and middle school English/Language Arts and Science PSSA. Hispanic students in the middle school score well below the "All Student Group" on the Mathematics PSSA.

At our two middle schools 45.8% and 49% of our students met the proficiency standard for on-track performance on mathematics progress.

Economically disadvantaged, and students with disabilities, score well below the "All Student Group" in mathematics proficiency.

Through our outstanding academic instruction and purposeful skill development, we aim for our students to be choice ready upon graduation. This means our students are ready to enroll in post-secondary education, become employed in a career, and/or enlist in our military. Our challenge for the future is to purposefully embed activities and experiences in all schools K-12 to personify the Portrait of an Eagle to become a reality for our community.

Since we are a traditional HS with a certified Agriculture program, its difficult to offer all of the courses needed to cover the full breadth and depth of topics on the Production Agriculture exam.

Strengths

Students in grades K-5 score advanced on English Language Arts PSSA Testing at a rate almost double the state average.

In 2021 PVAAS Cumberland Valley SD was second in the state for growth and 84% were proficient or advanced with the Keystone Literature exam, well above the state average.

Teachers in K-5 received extensive professional development in the Science of Reading. In the 2022-2023 school year, the district adopted and implemented an evidence-based core English Language Arts resource that aligns to the Science of Reading for students in grades K-5.

Students in grades K-8 continue to score above the state average on the PSSA Mathematics assessment in achievement, academic growth, and the number of students scoring advanced.

Students in grades 6-8 meet the annual growth goals at a rate of near 100%.

High School students far exceed the state average on Algebra Keystone performance in achievement (almost double), growth, and the number of students scoring advanced (almost triple).

Students in grades 6-8 continue to score above the state average on the PSSA Science assessment in achievement, academic growth, and the number of students scoring advanced.

Challenges

Due to the n size calculation on the PSSA and Future Ready Index, disaggregated data for subgroups of elementary students is sparse and challenging to pinpoint.

Economically disadvantaged students, and students with disabilities, score well below the "All Student Group" on the Keystone Mathematics, the grade 7 on-track measure of mathematics proficiency, and grades 3-8 PSSA assessments and growth measures.

PVAAS scores on the 2021 PA Future Ready Index indicate that 2 of the 8 elementary schools did not meet the Annual Academic Growth Expectations.

Student achievement across two middle school buildings is not equitable across buildings/grades, despite common curriculum, resources and staff training. Specifically, the achievement differences are noted in 6th and 8th grade.

As Pennsylvania adopts new science standards and a new assessment, the Cumberland Valley School District must ensure alignment so as to maintain excellent achievement and academic performance on the 4th grade and 8th grade Science PSSA Assessment, as well as the Biology Keystone.

While the number of K-5 students achieving proficient and advanced on the PSSA Mathematics assessment exceeds the state average, approximately 40% of elementary students are

Strengths

We convened a group of over 100 stakeholders comprised of business owners, community leaders, parents, staff, and students to develop the Portrait of an Eagle. Through this process, coupled with surveys to parents, students, and staff, we identified seven success skills and dispositions we expect from our Cumberland Valley students. These include adaptability, confidence, communication, critical thinking, problem solving, responsibility, and empathy.

Artifacts collected through 3rd and 4th grade Junior Achievement lessons, and the 5th grade BizTown experience, help the district maintain compliance with the College and Career Benchmarks set forth by the Pennsylvania Department of Education.

Participation in our Production Agriculture program continues to rise, as well as the number who qualify to take the NOCTI exam.

Students in grades K-5 continue to master science content as demonstrated by an average of 84% in 2021, and approximately 87% in 2022, of students scoring proficient or advanced on the PSSA Science Assessment.

42.5% of students in grades K-5 scored advanced on the PSSA Science Assessment.

Students in grades 6-8 continue to score above the state average on the PSSA Science assessment in achievement, (over 70%)

Challenges

scoring basic and below basic.

While the number of 6-8 students achieving proficient and advanced on the PSSA Mathematics assessment exceeds the state average, approximately 57% of middle school students are scoring basic and below basic.

While the number of high school students achieving proficient and advanced on the Algebra Keystone far exceeds the state average, approximately 34% of students are scoring basic and below basic.

While the number of K-5 students achieving proficient and advanced on the PSSA Mathematics assessment exceeds the state average, approximately 40% of elementary students are scoring basic and below basic. While the number of 6-8 students achieving proficient and advanced on the PSSA Mathematics assessment exceeds the state average, approximately 57% of middle school students are scoring basic and below basic. While the number of high school students achieving proficient and advanced on the Algebra Keystone far exceeds the state average, approximately 34% of students are scoring basic and below basic.

Strengths

academic growth (100%), and the number of students scoring advanced.

High School students far exceed the state average on the Biology Keystone performance in achievement at a rate of over 90%, growth at 100%, and the number of students scoring advanced at a rate of 86%.

Most Notable Observations/Patterns

Based upon strategic planning by the district leadership team and input from the entire educational community, our district established three overarching areas of focus. The first area of focus is to capitalize on the collaborative efforts of many stakeholders to generate our Portrait of an Eagle. By purposefully creating activities and experiences in all of our schools, K-12, we aim to personify this vision into a reality for our community. Coupled with our strong record of academic performance, the Portrait of an Eagle identifies the seven success skills and dispositions for our graduates to be choice-ready upon graduation. This means our students are ready to enroll in post-secondary education, become employed in a career, and/or enlist in our military. While our students continue to academically perform above the state average in mathematics achievement, we realize our students need better aligned mathematics curriculum and accompanying resources. Our second area of focus is to embark on a multi-year journey to solidify our approach to better math instruction. Finally, our third area of focus is to ensure our students continue to perform well on summative assessments by ensuring our resources and curriculum are aligned to the new Pennsylvania Science Standards and the new assessment system.

Challenges	Discussion Point	Priority for Planning
<p>As Pennsylvania adopts new science standards and a new assessment, the Cumberland Valley School District must ensure alignment so as to maintain excellent achievement and academic performance on the 4th grade and 8th grade Science PSSA Assessment, as well as the Biology Keystone.</p>	<p>In an effort to ensure our students continue to perform well on summative assessments by ensuring our resources and curriculum are aligned to the new Pennsylvania Science Standards and the new assessment system.</p>	
<p>Through our outstanding academic instruction and purposeful skill development, we aim for our students to be choice ready upon graduation. This means our students are ready to enroll in post-secondary education, become employed in a career, and/or enlist in our military. Our challenge for the future is to purposefully embed activities and experiences in all schools K-12 to personify the Portrait of an Eagle to become a reality for our community.</p>	<p>We plan to capitalize on the collaborative efforts of many stakeholders used to generate our Portrait of an Eagle. By purposefully creating activities and experiences in all of our schools, K-12, we aim to personify this vision into a reality for our community.</p>	
<p>The District is experiencing exorbitant population growth which impacts budgeted resources and strategic planning.</p>	<p>While not explicitly an area of focus in this future-thinking comprehensive plan, the District leadership continues to review short and long-term plans to manage the extensive population growth of our community.</p>	
<p>While the number of K-5 students achieving proficient and advanced on the</p>	<p>Across the district our students</p>	

Challenges

PSSA Mathematics assessment exceeds the state average, approximately 40% of elementary students are scoring basic and below basic. While the number of 6-8 students achieving proficient and advanced on the PSSA Mathematics assessment exceeds the state average, approximately 57% of middle school students are scoring basic and below basic. While the number of high school students achieving proficient and advanced on the Algebra Keystone far exceeds the state average, approximately 34% of students are scoring basic and below basic.

Discussion Point

are underperforming on mathematics achievement. We realize our students need better aligned mathematics curriculum and accompanying resources. We plan to embark on a multi-year journey to solidify our approach to better math instruction.

Priority for Planning

ADDENDUM B: ACTION PLAN

Action Plan: Curriculum alignment and Evidence-based Resource Selection

Action Steps	Anticipated Start/Completion Date	PD Step	Comm Step
The District will work to ensure alignment to the PA math and science standards, write a fully-aligned curriculum, and will purchase the necessary materials to implement effective instruction in our math and science classrooms.	08/31/2022 - 08/23/2024	yes	yes
Monitoring/Evaluation	Anticipated Output		
Summative assessments, formative assessments	The District will expect to continue to see gains in summative measures in both achievement and growth over the coming years.		
Material/Resources/Supports Needed	Budgetary resources to purchase materials, manpower allocation and budgetary resources to attend/provide professional development, write curriculum, and monitor implementation.		

Action Plan: Life-Ready (College and Career Readiness)

Action Steps	Anticipated Start/Completion Date
The District will create a multi-year plan of implementation for competency instruction and opportunities to personify the Portrait of an Eagle.	08/31/2022 - 08/23/2024

Monitoring/Evaluation	Anticipated Output
While capitalizing on knowledge from other districts across the country, it is reasonable to expect that the Portrait of an Eagle implementation is an ongoing and methodical process. It could be expected in year three that the district will be continuing the work to personify the Portrait of an Eagle based upon the multi-year plan established in the 2022-2023 school year.	While capitalizing on knowledge from other districts across the country, it is reasonable to expect that the Portrait of an Eagle implementation is an ongoing and methodical process. It could be expected in year three that the district will be continuing the work to personify the Portrait of an Eagle based upon the multi-year plan established in the 2022-2023 school year.

Material/Resources/Supports Needed	PD Step	Comm Step
Manpower and resource allocation to attend/provide provide professional development, plan development, implementation support, and monitoring.	yes	yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The District will have adopted the new state science standards, written a fully-aligned curriculum, and will purchase the necessary materials to implement effective science instruction in our classrooms. District teams will monitor alignment through summative assessment performance which would be expected to be at or above current levels. (Science C, I, A Alignment)</p>	<p>Curriculum alignment and Evidence-based Resource Selection</p>	<p>The District will work to ensure alignment to the PA math and science standards, write a fully-aligned curriculum, and will purchase the necessary materials to implement effective instruction in our math and science classrooms.</p>	<p>08/31/2022 - 08/23/2024</p>
<p>The District will begin initial implementation of evidence-based, standards-aligned mathematics instructional materials. The District will expect to continue to see gains in summative measures in both achievement and growth over the coming years. (Mathematics Improvement)</p>			
<p>While capitalizing on knowledge from other districts across the country, it is reasonable to expect that the Portrait of an Eagle implementation is an ongoing and methodical process. It could be expected in year three that the district will be continuing the work to personify the Portrait of an Eagle based upon the multi-year plan established in the 2022-2023 school year. (Portrait of an Eagle)</p>	<p>Life-Ready (College and Career Readiness)</p>	<p>The District will create a multi-year plan of implementation for competency</p>	<p>08/31/2022 - 08/23/2024</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

instruction and
opportunities to
personify the
Portrait of an
Eagle.



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Professional Development Annual Planning	Applicable Staff Members	The District plans professional development on an annual basis based upon initiatives and required trainings.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The District uses the Frontline Educational Platform to track attendance and reviews of all professional development offered to staff members.	08/31/2022 - 08/25/2023	Educational Leadership Team of the District (Mark Blanchard, Greg Milbrand, Robyn Euker, Doris Hagemann, and Chris Smith)

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The District will have adopted the new state science standards, written a fully-aligned curriculum, and will purchase the necessary materials to implement effective science instruction in our classrooms. District teams will monitor alignment through summative assessment performance which would be expected to be at or above current levels. (Science C, I, A Alignment)</p>	<p>Curriculum alignment and Evidence-based Resource Selection</p>	<p>The District will work to ensure alignment to the PA math and science standards, write a fully-aligned curriculum, and will purchase the necessary materials to implement effective instruction in our math and science classrooms.</p>	<p>2022-08-31 - 2024-08-23</p>
<p>The District will begin initial implementation of evidence-based, standards-aligned mathematics instructional materials. The District will expect to continue to see gains in summative measures in both achievement and growth over the coming years. (Mathematics Improvement)</p>			
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Measurable Goals

Action Plan Name

Communication Step

Anticipated Timeline

instruction and opportunities to personify the Portrait of an Eagle.

COMMUNICATIONS PLAN

Communication Step

Audience

Topics/Message of Communication

Parent Teacher Organization President's Meeting

Parent-Teacher Organization Presidents from all 12 schools.

The District administration keeps the parents/guardians apprised of curriculum and instruction initiatives through this committee.

Anticipated Timeframe

Frequency

Delivery Method

08/31/2022 - 08/30/2024

Quarterly

Presentation

Lead Person/Position

Dr. David Christopher, Superintendent

Communication Step	Audience	Topics/Message of Communication
Superintendent Updates	Educational Community	The Superintendent regularly communicates to all the stakeholders of the community via newsletter, video updates, email, social media, and the District website regarding initiatives surrounding curriculum and instruction, as well as the District focus, Portrait of an Eagle.

Anticipated Timeframe	Frequency	Delivery Method
08/31/2022 - 08/30/2024	At minimum on a weekly basis.	Other

Lead Person/Position
Dr. David Christopher, Superintendent

Communication Step	Audience	Topics/Message of Communication
School Board of Directors Curriculum and Education Committee	Three Representatives of the Board of Directors and applicable administration from the District.	The District administration keeps the parents/guardians apprised of curriculum and instruction initiatives through this committee.

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

08/31/2022 - 10/30/2024

Monthly

Presentation

Lead Person/Position

Dr. Robyn Euker, Director of Curriculum, Instruction, and Assessment



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Stakeholder Meeting	Present the plan, solicit feedback, and communicate that edits will be made and the document will be placed for public review for 28 days beginning October 18, 2022- November 2, 2022.	Face-to-face meeting with visual presentation	Members of the Steering Committee	October 18, 2022
Parent-Teacher Organization (PTO) President's Committee	Present the plan to the committee of PTO President's to disseminate at their regular meetings to the parents/guardians of the District.	Virtual Meeting	Representative members of the Board of Directors, applicable administration members, and PTO Presidents	October 13, 2022
School Board of Directors	Obtain the governing Board approval at a public meeting	Face-to-face meeting with content posted on the agenda	Board of Directors and Public Community Participation	November 21, 2022
School Board of Directors	Notification at the public meeting of the Board of Directors of the following: As required by the Pennsylvania Department of Education, the DRAFT CVSD Comprehensive Plan is attached and on the CVSD	Face-to-face meeting with content	Board of Directors and Public Community	October 17, 2022

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
	website for public inspection. The administration will seek approval of the final version of the plan from the Board of School Directors at the November 21, 2022 School Board Meeting.	posted on the agenda	Participation	
