

Conestoga Valley SD

Comprehensive Plan | 2024 – 2027

Profile and Plan Essentials

LEA Type		AUN
School District		113361703
Address 1		
2110 Horseshoe Rd		
Address 2		
City	State	Zip Code
Lancaster	PA	17601
Chief School Administrator		Chief School Administrator Email
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Single Point of Contact Name		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Dianna Capka	Board Member	School Board	dianna_capka@conestogavalley.org

LEA Profile

Conestoga Valley School District is a state leader in student academic growth, teaching excellence, character education, educational technology, online and blended learning, management practices and community outreach. At CV, we are committed to helping every child, every day. That is why our students have posted scores as high as second in Pennsylvania in annual academic growth and regularly score among the best in Lancaster County. That commitment starts with our teachers — high-character professionals who have received numerous regional and state honors. CV's music program, technology education, physical education and health programs are leaders in best practices. Our curriculum incorporates our Profile of a CV Learner, which emphasizes skills and values important to our community, including being a communicator, life-long learner, global citizen, innovative problem solver and collaborator. CV was one of the first in the area to implement a comprehensive 1:1 computing program, and the district pioneered cyber and blended learning in the area by establishing the CV Virtual Academy, which serves students in grades K-12 and offers cutting-edge, student-directed learning. Our school board maintains one of the lowest tax rates in Lancaster County, while also earning a credit rating from Moody's Investors Service that places CV among the top 10 percent of schools in the state.

CVSD serves a student population of 4,263 and a community of 33,000 covering 56 square miles. CV's diverse student population is one of its greatest strengths: 61% Caucasian, 21% Hispanic, 8% black/African-American, 4% Asian, 6% other/multi-racial, including 40+ native languages and 200+ English Learners (ELs). CVSD employs 329 teachers, 20 administrators, 48 support staff and 5 subject area supervisors.

See our Why CV publication: https://www.conestogavalley.org/cms/lib/PA02203609/Centricity/Domain/9/Why%20CV_2019-2020.pdf and the CV website: <https://www.conestogavalley.org/>

Mission and Vision

Mission

Mission: To educate all students to strive for personal excellence, while becoming caring and contributing citizens in a global community.

Vision

Vision: To inspire a collaborative learning community where all individuals have equal opportunities to achieve their fullest potential. We believe in the following foundations: Expecting a safe and respectful learning environment, Sustaining strong school-family relationships, Delivering a well-rounded educational program, Cultivating the diverse skills necessary for the 21st Century, Fostering an appreciation for life-long learning, Promoting the development of our core character traits, Investing in mutually beneficial community partnerships.

Educational Values

Students

- Innovative Problem-Solver
- Collaborator
- Communicator
- Global Citizen
- Life-Long Learner

Staff

Staff members will create an educational experience that sets learners on a path to realize their fullest potential in life.

Administration

Administration will lead the educational community to ensure that CV graduates are prepared for their future, not our past.

Parents

Parents will nurture their child's educational process and planning for life after high school, regardless of each individual's path.

Community

The community will share in the responsibility and accountability for student learning.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
2023 Math PVAAS	8th grade math and Keystone Algebra students were “well above” the growth standard as a group
2023 Math PVAAS	Economically Disadvantaged and EL Subgroups - Growth was the same or better than the ALL student group in 6/7 grade levels.
2023 Math PSSA (Grades 3-5)	(Grades 3-5) - Math proficiency levels have increased steadily post COVID from a low of 38% in 2021 to 43% in 2023.
2023 ELA PVAAS (Elementary)	4/4 Elementary Schools met or exceeded the PVAAS growth standard.
2023 Math PVAAS (Secondary)	Both the middle school and high school met or exceeded the growth standard in mathematics.

Challenges

Indicator	Comments/Notable Observations
ELA PVAAS (Grades 6-8)	Inconsistency in growth data by levels - Met or exceeded the growth standard in elementary and high school. Did not meet the growth standard at middle school (grades 6-8).
ELA PVAAS (Grades 4-8)	Across grades 4-8, “well below” the growth standard as a cohort
Math PVAAS	Inconsistency in growth data by levels - 5th & 8th grades met or exceeded the growth standard. All other grades did not meet the standard. Across grades (4-8), “below” the growth standards as a cohort.
Science PVAAS	Inconsistency across levels - 4th grade (meets), 8th grade (below), Biology Keystone (well below)
ELA & Math PVAAS	Data indicates growth in 6th and 7th grade ELA and Math cohorts was well below in 4/4 areas.
TSI Designation (GHMS)	GHMS has received additional designation categories for the 23-24 school year (ESL, Hispanic, Economically Disadvantaged).
ELA PSSA (Elementary)	Elementary ELA proficiency has been declining since 2017 from a high of 72% to 56.6% in 2023. (-15.4%)
ELA PSSA (Elementary)	0/4 Elementary Schools met the interim goal/improvement target.

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

Strengths

<p>Indicator PVAAS Math & ELA (2023) Grade Level(s) and/or Student Group(s) English as a Second Language (ESL)</p>	<p>Comments/Notable Observations Met or exceeded the growth standard in 5/6 grade levels in math and in ELA</p>
<p>Indicator PVAAS Math (2023) Grade Level(s) and/or Student Group(s) ESL</p>	<p>Comments/Notable Observations The ESL subgroup tripled the growth rate as compared to the All Student Group on Keystone Algebra.</p>
<p>Indicator Math PVAAS (2023) Grade Level(s) and/or Student Group(s) Economically Disadvantaged and ESL Subgroups</p>	<p>Comments/Notable Observations Growth in these two subgroups was the same or better than the All Student Group in 6/7 grade levels.</p>

Challenges

<p>Indicator ELA & Math PVAAS (2023) Grade Level(s) and/or Student Group(s) English Learner - 7th Grade</p>	<p>Comments/Notable Observations Did not meet the growth standard in ELA or Math presenting a discrepancy from the other grade levels</p>
<p>Indicator ELA PVAAS (2023) Grade Level(s) and/or Student Group(s) Student with Disabilities, Economically Disadvantaged</p>	<p>Comments/Notable Observations PVAAS growth was the same or better than the All Student Group in just 3/7 grade levels. A gap exists between these two subgroups and the All Group.</p>

Summary

Strengths

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

<p>Math PVAAS - 8th grade math and Keystone Algebra students were “well above” the growth standard as a group</p>
<p>Math PSSA (3-5) - Math proficiency levels have increased steadily post COVID from a low of 38% in 2021 to 43% in 2023.</p>

2023 Math PVAAS (Secondary): Both the middle school and high school met or exceeded the growth standard in mathematics.

Challenges

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

TSI Designation (GHMS): GHMS has received additional designation categories for the 23-24 school year (ESL, Hispanic, Economically Disadvantaged).

ELA PSSA (Elementary) - Elementary ELA proficiency has been declining since 2017 from a high of 72% to 56.6% in 2023. (-15.4%)

2023 ELA PSSA (Elementary): 0/4 Elementary Schools met the interim goal/improvement target.

ELA and Math PVAAS - Data indicates growth in 6th and 7th grade ELA and Math cohorts was well below in 4/4 areas.

Science PVAAS - Inconsistency across levels - 4th grade (meets), 8th grade (below), Biology Keystone (well below)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS 2023 (Elementary Reading)	The number of K-3 students meeting benchmark is on a 3 year positive trend post-COVID.
DIBELS 2023 (Elementary Reading)	Kindergarten data shows 80% of students districtwide met the benchmark. This is our district's highest percentage since implementing Foundations and Science of Reading principles.

English Language Arts Summary

Strengths

Kindergarten DIBELS Data from 2023 shows the highest percentage (80%) of students meeting core/benchmark requirements.
Elementary DIBELS data shows positive increases in the 3 years of data post-COVID

Challenges

Students in the intensive category for DIBELS in grades 3-5 actually increased from the BOY testing to EOY testing in 2023.

Mathematics

Data	Comments/Notable Observations
Acadience 2023 (Elementary Math)	From BOY 2022 to EOY 2023, 14% more students met benchmarks.

Mathematics Summary

Strengths

Local assessment data shows elementary students are making gains on core basic math skills.

Challenges

At the elementary level, 2nd grade showed the least amount of gains on local math assessments.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Alignment to PA STEELS work has begun in this department	This is a considerable focus for the next comprehensive plan.

Science, Technology, and Engineering Education Summary

Strengths

Strongest data for PSSA

Challenges

Work to align our curriculum and assessments to the PA STEELS Standards is a critical focus of the comprehensive plan

Related Academics

Career Readiness

Data	Comments/Notable Observations
Industry Recognized Credentials	In 2022-2023, 165 students earned an Industry Recognized credential or participated in a WBL experience: 74 students earned the American Heart Association Heartsaver CPR credential 91 students participated in a work-based learning experience
Industry Recognized Credentials	Credential offerings increased: CVHS currently offers CPR certification Offer the following IRC within academic programming EverFI (Business Department) OSHA 10 (Tech Ed or Business Department) Step Ladder, Single and Extension Ladder, Mobile Ladder, and Articulated Ladder (Tech Ed Department) ServSafe (Family & Consumer Science Department)
Internships	Profile of a CV Learner skills development, internships, job shadowing, career mentoring, and industry tours Career Shadowing events (A Day in the Life–Penn LGH; Live Event Industry–Rock Lititz, etc.) Junior Achievement events Educator and student industry tours
Future Ready PA Index: Career Standards Benchmark	All Conestoga Valley schools met the performance standard: Brownstown Elementary (100%), Leola Elementary (100%), Smoketown Elementary (86.3%), Fritz Elementary (98.9%), GHMS (93.1%), CVHS (94.9%)

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Messiah University

Agreement Type

Dual Credit

Program/Course Area

Various courses

Uploaded Files

Messiah University - Dual Enrollment.pdf

Partnering Institution

PA College of Art & Design

Agreement Type

Dual Credit

Program/Course Area

General Education & Foundations Studio

Uploaded Files

PA College of Art & Design Dual Enrollment.pdf

Partnering Institution

PA College of Health Sciences

Agreement Type

Dual Credit

Program/Course Area

Various

Uploaded Files

PA College of Health Sciences Dual Enrollment.pdf

Partnering Institution

University of Pittsburgh

Agreement Type

Dual Credit

Program/Course Area

Argument

Uploaded Files

Univ. of Pitt Dual Enrollment .pdf

Summary

Strengths

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

All CV schools met the benchmark for Career Readiness on the Future Ready PA Index
Internship opportunities increased substantially in the past year
The number of industry-based credentials offered to students increased in the past 2 years.

Challenges

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

CVHS students would benefit from expanded College in High School (CHS) courses.

Equity Considerations

English Learners

Data	Comments/Notable Observations
EL Subgroup - PVAAS 2023	met or exceeded growth standard in 5/6 grade levels in Math and ELA
EL Subgroup - PVAAS 2023	triple the growth rate as compared to the All Subgroup on Keystone Algebra
EL Subgroup - PSSA 2023 (ELA & Math)	GHMS EL Achievement is the focus of a TSI designation for 2023-2024
EL Subgroup- English Language Growth and Attainment (WIDA/ACCESS 2023)	Fritz exceeded the statewide average, but did not meet their interim goal (39.3%). GHMS did not meet their interim goal and significantly underperformed the statewide average (3.7% growth and attainment). CVHS did not meet the interim goal and was slightly under the statewide average (21.7%). All other schools had insufficient sample size to calculate the score.

Students with Disabilities

Data	Comments/Notable Observations
SwD Subgroup - PVAAS 2023	Economically Disadvantaged and Students with IEP subgroups - Growth was the same or better than the ALL student group in 3/7 grade levels.
SwD Subgroup- ELA PSSA/Keystone 2023	Proficiency declined in 4/6 CV schools according to the 2023 FR PA Index
SwD Subgroup - Math PSSA/Keystone 2023	Proficiency increased in 5/6 CV schools according to the 2023 FR PA Index. The high school/Keystone scores were the only ones that declined for this subgroup in 2023.

Students Considered Economically Disadvantaged

Data	Comments/Notable Observations
ED Subgroup - ELA PVAAS 2023	Growth was the same or better than the ALL student group in 3/7 grade levels.
ED Subgroup - Math PVAAS 2023	Growth increased or stayed the same from 2022 in 5/6 CV schools.
ED Subgroup - ELA PSSA/Keystone 2023	Subgroup shows opportunity gap between the All Student Group in 5/6 schools. Proficiency in ELA for the ED subgroup declined in 4/6 schools in 2023.
ED Subgroup - Math PSSA/Keystone 2023	Subgroup showed proficiency gains overall, but there continues to be a significant discrepancy between the scores of the ED subgroup and the All Student Group.

Student Groups by Race/Ethnicity

Student Groups	Comments/Notable Observations
Hispanic	In both ELA and Math achievement, an opportunity gap exists between the Hispanic student group and the All student group. In ELA and Math, the gap across all district schools averages to be approximately 16% between the All Student group and the Hispanic student group.
Black	In both ELA and Math achievement, an opportunity gap exists between the Black student group (3 schools have a large enough population to calculate on the FRPA Index) and the All student group. The gap in ELA is 15% and the gap in Math is 14%.

Summary

Strengths

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

The EL subgroup demonstrated outstanding growth in ELA and Math in 2023 across the majority of our grade levels.
Students in the Economically Disadvantaged subgroup increased their academic growth in mathematics in 5/6 schools in 2023.

Challenges

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

EL Subgroup: 0/3 CV schools where there was sufficient sample size met the interim target for the WIDA/ACCESS English Language Growth & Attainments targets.
EL Subgroup: Proficiency levels remain a high area of concern at the middle school level. TSI designation for performance and growth with this subgroup.
Opportunity gaps exist in ELA and Math for the following subgroups: Black, Hispanic, EL, Economically Disadvantaged, and Students with Disabilities.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The Special Education Plan was finalized in May 2020. The primary focus of the plan will be to improve the continuum of services located within district.
Title I Program	Four of the six schools in CV are considered schoolwide Title I programs: Fritz Elementary, Leola Elementary, Smoketown Elementary, and Gerald G Huesken Middle School. GHMS is a designated TSI school for their EL, Economically Disadvantaged, and Hispanic subgroups (2023-2024).
Student Services	The district centralized student services through one administrator last year. The focus will be to coordinate services between various student service groups and continue to build consistency and remove barriers in programming and support.
K-12 Guidance Plan (339 Plan)	The district transitioned to Xello beginning in the 2020 school year. The team continues to review programming, artifact options, and data management.
Technology Plan	The district's technology plan continues to be reviewed annually for adjustments that need to be made.
English Language Development Programs	The district's ELD program is well-established and well-staffed. CVSD is now the 3rd highest EL population in Lancaster County. The main goals of the EL program are to increase the continuum of services offered to students in the program and expand the use of highly effective, evidence-based practices to instruction in the core classrooms.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Title I funds, staffing, and processes have had a strong impact on student successes.
Special education programs includes range of services and supports in the district. Partnering with IU13 and neighboring districts has made a strong impact on services we are able to provide for our students with IEPs. We continue to discuss offering options within our district buildings.
Student services provide a robust level of support for students and families to improve achievement.

Challenges

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

ELD programming will require more data-based decision-making and more frequent progress-monitoring.
K-8 MTSS practices need strengthened as we move away from an RtII model to a full continuum of intervention and enrichment programming.
Offering a more robust continuum of services within district buildings will keep students closer to home and community.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Foster a vision and culture of high expectations for success for all students, educators, and families
--

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction
--

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers
--

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Coordinate and monitor supports aligned with students' and families' needs
--

Ensure effective, standards-aligned curriculum and assessment

Partner with local businesses, community organizations, and other agencies to meet the needs of the district
--

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Math PVAAS - 8th grade math and Keystone Algebra students were “well above” the growth standard as a group	False
Math PSSA (3-5) - Math proficiency levels have increased steadily post COVID from a low of 38% in 2021 to 43% in 2023.	True
Local assessment data shows elementary students are making gains on core basic math skills.	False
2023 Math PVAAS (Secondary): Both the middle school and high school met or exceeded the growth standard in mathematics.	True
Strongest data for PSSA	False
All CV schools met the benchmark for Career Readiness on the Future Ready PA Index	True
Title I funds, staffing, and processes have had a strong impact on student successes.	False
Special education programs includes range of services and supports in the district. Partnering with IU13 and neighboring districts has made a strong impact on services we are able to provide for our students with IEPs. We continue to discuss offering options within our district buildings.	False
Kindergarten DIBELS Data from 2023 shows the highest percentage (80%) of students meeting core/benchmark requirements.	False
Elementary DIBELS data shows positive increases in the 3 years of data post-COVID	True
Internship opportunities increased substantially in the past year	True
The number of industry-based credentials offered to students increased in the past 2 years.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	True
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	False
Student services provide a robust level of support for students and families to improve achievement.	False
The EL subgroup demonstrated outstanding growth in ELA and Math in 2023 across the majority of our grade levels.	True
Students in the Economically Disadvantaged subgroup increased their academic growth in mathematics in 5/6 schools in 2023.	True
Foster a vision and culture of high expectations for success for all students, educators, and families	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	False

Challenges

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

Strength	Check for Consideration in Plan
TSI Designation (GHMS): GHMS has received additional designation categories for the 23-24 school year (ESL, Hispanic, Economically Disadvantaged).	True
ELA PSSA (Elementary) - Elementary ELA proficiency has been declining since 2017 from a high of 72% to 56.6% in 2023. (-15.4%)	True
Students in the intensive category for DIBELS in grades 3-5 actually increased from the BOY testing to EOY testing in 2023.	False
2023 ELA PSSA (Elementary): 0/4 Elementary Schools met the interim goal/improvement target.	True
CVHS students would benefit from expanded College in High School (CHS) courses.	False
EL Subgroup: 0/3 CV schools where there was sufficient sample size met the interim target for the WIDA/ACCESS English Language Growth & Attainments targets.	True
EL Subgroup: Proficiency levels remain a high area of concern at the middle school level. TSI designation for performance and growth with this subgroup.	True
Opportunity gaps exist in ELA and Math for the following subgroups: Black, Hispanic, EL, Economically Disadvantaged, and Students with Disabilities.	True
ELD programming will require more data-based decision-making and more frequent progress-monitoring.	False
K-8 MTSS practices need strengthened as we move away from an RtII model to a full continuum of intervention and enrichment programming.	True
ELA and Math PVAAS - Data indicates growth in 6th and 7th grade ELA and Math cohorts was well below in 4/4 areas.	True
Science PVAAS - Inconsistency across levels - 4th grade (meets), 8th grade (below), Biology Keystone (well below)	True
Work to align our curriculum and assessments to the PA STEELS Standards is a critical focus of the comprehensive plan	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	True
Offering a more robust continuum of services within district buildings will keep students closer to home and community.	False
At the elementary level, 2nd grade showed the least amount of gains on local math assessments.	False
Coordinate and monitor supports aligned with students' and families' needs	True
Ensure effective, standards-aligned curriculum and assessment	False

Most Notable Observations/Patterns

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

Ensuring a standards-based and rigorous curriculum and assessment system is in place across the K-12 continuum is a high priority. In addition, continuing to focus on much of the work CVSD started in the 2021-2024 Comprehensive Plan will be critical.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
K-8 MTSS practices need strengthened as we move away from an RtII model to a full continuum of intervention and enrichment programming.	MTSS framework is in development; however, CVSD would benefit from extending this priority area into the new Comprehensive Plan.	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	One of the Strategic Focus Areas included in the district goals is Community Partnerships. For decades, the annual district goals include strategies to enhance community partnerships.	True
EL Subgroup: 0/3 CV schools where there was sufficient sample size met the interim target for the WIDA/ACCESS English Language Growth & Attainments targets.	Meeting the needs of ALL students is still a concern.	False
EL Subgroup: Proficiency levels remain a high area of concern at the middle school level. TSI designation for performance and growth with this subgroup.	Meeting the needs of ALL students is still a concern.	False
Opportunity gaps exist in ELA and Math for the following subgroups: Black, Hispanic, EL, Economically Disadvantaged, and Students with Disabilities.	CVSD would benefit from continuing with the focus started in the 2021-2024 plan on equitable practices, culturally responsive instruction, and creating a sense of belonging for all student groups.	False
Coordinate and monitor supports aligned with students' and families' needs		False
TSI Designation (GHMS): GHMS has received additional designation categories for the 23-24 school year (ESL, Hispanic, Economically Disadvantaged).	A targeted focus on identifying the root causes of low academic achievement and growth at the middle school level is needed. In addition, continuing the work started in the 2021-2024 plan focusing on equitable access and opportunities for all students is critical.	True
ELA PSSA (Elementary) - Elementary ELA proficiency has been declining since 2017 from a high of 72% to 56.6% in 2023. (-15.4%)	CVSD has started to address this decline through the development of standards-based curriculum through the Modern Learning UbD framework.	False
2023 ELA PSSA (Elementary): 0/4 Elementary Schools met the interim goal/improvement target.		False
ELA and Math PVAAS - Data indicates growth in 6th and 7th grade ELA and Math cohorts was well below in 4/4 areas.		False

Science PVAAS - Inconsistency across levels - 4th grade (meets), 8th grade (below), Biology Keystone (well below)	Transition to the PA STEELS and related instructional practices is a critical need for CVSD across the Pre-K - 12 levels.	False
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Analyzing Strengths

Analyzing Strengths	Discussion Points
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Academic growth and meeting the needs of ALL students are high priorities.
All CV schools met the benchmark for Career Readiness on the Future Ready PA Index	
Math PSSA (3-5) - Math proficiency levels have increased steadily post COVID from a low of 38% in 2021 to 43% in 2023.	
2023 Math PVAAS (Secondary): Both the middle school and high school met or exceeded the growth standard in mathematics.	
Elementary DIBELS data shows positive increases in the 3 years of data post-COVID	
Internship opportunities increased substantially in the past year	
The EL subgroup demonstrated outstanding growth in ELA and Math in 2023 across the majority of our grade levels.	
Students in the Economically Disadvantaged subgroup increased their academic growth in mathematics in 5/6 schools in 2023.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Learner Personalization and Growth: Coordinate and monitor supports aligned with students' and families' needs.
	Learner Innovations and Community Partnerships: Partner with local businesses, community organizations, and other agencies to meet the needs of the district
	Learning Wellbeing, Achievement, and Belonging: Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

Goal Setting

Priority: Learner Personalization and Growth: Coordinate and monitor supports aligned with students' and families' needs.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Learner Personalization and Growth: By 2027, CVSD Elementary Schools and GGHMS will demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strengths-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the CVSD's shift to prevention (Tier 1) and monitoring of student growth.		
Measurable Goal Nickname (35 Character Max)		
Learner Personalization & Growth: MTSS		
Target Year 1	Target Year 2	Target Year 3
(24-25) Develop and introduce stakeholders to the GHMS MTSS Dashboard.	(25-26) Develop and introduce stakeholders to the Elementary MTSS Dashboard.	Learner Personalization and Growth: By 2027, CVSD Elementary Schools and GGHMS will demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strengths-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the CVSD's shift to prevention (Tier 1) and monitoring of student growth.

Priority: Learning Wellbeing, Achievement, and Belonging: Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By 2027, CVSD will reduce the 3-8 opportunity gap between the ALL student group and our three identified subgroups (English Learners, Economically Disadvantaged, and Hispanic) by 10 percentage points in ELA and Mathematics as measured by the PSSA. Combined Average Opportunity Gaps (ELA+Math 3-8): - Economically Disadvantaged: From 12.6% to 2.6% - Hispanic: From 18% to 8% - English Learner: From 27.8% to 17.8%		
Measurable Goal Nickname (35 Character Max)		
Learner Wellbeing, Achievement, and Belonging: CV Instructional Model (PBIS, SEL, Curriculum, Inclusive Environments)		
Target Year 1	Target Year 2	Target Year 3
2025 PSSA Data (3-8) will show a 3 percentage point reduction in the opportunity gaps for the Hispanic, EL,	2026 PSSA Data (3-8) will show an additional 3 percentage point reduction in the opportunity gaps for the Hispanic, EL, and	By 2027, CVSD will reduce the 3-8 opportunity gap between the ALL student group and our three identified subgroups (English Learners, Economically

and Economically Disadvantaged subgroups. (ELA+Math Combined Average)	Economically Disadvantaged subgroups. (ELA+Math Combined Average - 6 percentage points total reduction by year 2)	Disadvantaged, and Hispanic) by 10 percentage points in ELA and Mathematics as measured by the PSSA. Combined Average Opportunity Gaps (ELA+Math 3-8): - Economically Disadvantaged: From 12.6% to 2.6% - Hispanic: From 18% to 8% - English Learner: From 27.8% to 17.8%
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Priority: Learner Innovations and Community Partnerships: Partner with local businesses, community organizations, and other agencies to meet the needs of the district

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
Learner Innovation & Community Partnerships: CVSD will empower the next generation for success in the dynamic global marketplace by increasing strategic partnerships and innovative initiatives that bolster the skills outlined in the Profile of a CV Learner and provide authentic experiences for life after high school.		
Measurable Goal Nickname (35 Character Max)		
Learner Innovation & Community Partnerships		
Target Year 1	Target Year 2	Target Year 3
2025: CVSD will add a minimum of 5 new community partnerships in the following areas: Higher education opportunities, Work-based learning, industry credentials, and business partners.	2026: CVSD will add an additional 5 new community partnerships in the following areas: Higher education opportunities, Work-based learning, industry credentials, and business partners. (2026: Total of 10 new new partners minimum)	Learner Innovation & Community Partnerships: CVSD will empower the next generation for success in the dynamic global marketplace by increasing strategic partnerships and innovative initiatives that bolster the skills outlined in the Profile of a CV Learner and provide authentic experiences for life after high school.

Action Plan

Measurable Goals

Learner Personalization & Growth: MTSS	Learner Wellbeing, Achievement, and Belonging: CV Instructional Model (PBIS, SEL, Curriculum, Inclusive Environments)
Learner Innovation & Community Partnerships	

Action Plan For: Personalization & Growth - MTSS

Measurable Goals:
<ul style="list-style-type: none"> Learner Personalization and Growth: By 2027, CVSD Elementary Schools and GGHMS will demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strengths-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the CVSD's shift to prevention (Tier 1) and monitoring of student growth.

Action Step		Anticipated Start/Completion Date	
6-8: GHMS will develop and implement an MTSS Dashboard which is inclusive of our literacy, math, SEL, and behavioral core frameworks and curriculum guides. Decision trees will also be developed and utilized to support intentional and personalized interventions based on the identified needs and progress of students.		2024-07-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent - Secondary* Assistant to the Superintendent - Pupil Personnel Services GHMS Principal	IU13 Training & Technical Assistance MTSS Coordinator (GHMS) Intervention Staff Intervention Resources	Yes	No
Action Step		Anticipated Start/Completion Date	
K-5: CV Elementary Schools will develop and implement an MTSS Dashboard which is inclusive of our literacy, math, SEL, and behavioral core frameworks and curriculum guides. Decision trees will also be developed and utilized to support intentional and personalized interventions based on identified needs and progress of students.		2024-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Assistant to the Superintendent - Elementary* Assistant to the Superintendent - Pupil Personnel Services Elementary Principals	Assistance Reading Specialists Math Specialists Instructional Support Teachers School Psychologists Intervention Resources	Yes	No
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
K-8 Teachers, Staff, and Students will operate within clear guidelines for providing curriculum support, evidence-based instructional practices, and aligned assessments to students at the Tier 1, 2, and 3 levels.	Academics: The CV MTSS District Data Team will evaluate the progress toward completion of the dashboard 3x per year at our established data review meetings. Behavior: The PBIS District Leadership Team will evaluate progress toward this work during monthly meetings drawing on district data systems.

Action Plan For: Learner Innovations & Community Partnerships - Profile of a CV Learner

Measurable Goals:
<ul style="list-style-type: none"> Learner Innovation & Community Partnerships: CVSD will empower the next generation for success in the dynamic global marketplace by increasing strategic partnerships and innovative initiatives that bolster the skills outlined in the Profile of a CV Learner and provide authentic experiences for life after high school.

Action Step		Anticipated Start/Completion Date	
Profile of a CV Learner: By 2027, CVSD will integrate PCVL competencies as transdisciplinary skills within curriculum, instruction, and assessment, with the goal of revising grading practices and the CV Report Card to measure the PCVL competencies.		2024-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent* Administrator for Non-Traditional Learning	Completed Modern Learning Curriculum PCVL Stakeholder Committee Curriculum & Assessment Consultants Department Chairs	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Higher Education Opportunities: CVSD will foster post-secondary relationships with higher education to provide dual-enrollment and College in the High School courses for credit attainment. CVSD will educate students, teachers, and families on the options available for post-secondary credit in high school and beyond.		2024-07-01	2027-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
High School Principal*	MOUs with community partners Staffing Scheduling	No	No
Action Step		Anticipated Start/Completion Date	
Work-Based Learning (WBL), Internships & Industry Credentials: CVSD will incorporate credentialing into high school courses. CVSD will increase partnerships with business and industry professionals to expand internship, job shadowing, classroom speaker, industry tour, and career mentoring opportunities. CVSD will educate students, teachers, and families on the importance of career exploration and the work-based learning options available in high school and beyond. CVSD will participate in local workforce development efforts.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrator for Non-Traditional Learning* High School Principal	Community partnerships Scheduling Staff Support	No	No
Action Step		Anticipated Start/Completion Date	
Community Partnership Coalition: CVSD will convene the Community Partnerships Coalition 3-4 times per year to set goals, review progress, and provide opportunities for authentic career-ready experiences in the classroom and community.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrator for Non-Traditional Learning* Superintendent	Partnerships	No	Yes
Action Step		Anticipated Start/Completion Date	
Artificial Intelligence (AI): CVSD will convene an AI Task Force to investigate best practices for use, identify professional learning needs, and develop policies and procedures to ensure appropriate and ethical use of this critical tool for learning.		2024-07-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent*	District Task Force Technology Department Support Access to local, regional, and national leaders in AI	No	No

Action Step		Anticipated Start/Completion Date	
Learner Engagement: CVSD will solicit input from learners and families regarding innovation and partnerships to inform programming.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrator for Non-Traditional Learning* Assist to the Supt - Secondary Assist to the Supt - Elementary	Family/Caregiver stakeholder group Survey software	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
CVSD will become a local/regional leader in 21st Century education practices and programming.	The Strategic Plan Team will evaluate progress toward the goals 4/x year at quarterly meetings.

Action Plan For: Learner Well-Being Achievement & Belonging: CV Instructional Model

Measurable Goals:
<ul style="list-style-type: none"> By 2027, CVSD will reduce the 3-8 opportunity gap between the ALL student group and our three identified subgroups (English Learners, Economically Disadvantaged, and Hispanic) by 10 percentage points in ELA and Mathematics as measured by the PSSA. Combined Average Opportunity Gaps (ELA+Math 3-8): - Economically Disadvantaged: From 12.6% to 2.6% - Hispanic: From 18% to 8% - English Learner: From 27.8% to 17.8%

Action Step		Anticipated Start/Completion Date	
Curriculum, Instruction & Assessment (CIA): CVSD will update K-12 English, Math, Science, and Social Studies curriculum to align to the current state standards and the Profile of a CV Learner competencies. Through the curriculum revisions, the district will ensure all students have access to strong Tier 1 instruction through a guaranteed and viable curriculum. Tier 1 learning is differentiated and scaffolded to ensure access for all students, including students with disabilities and English Language Learners.		2023-07-17	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Asst to the Supt - Elementary* Asst to the Supt - Secondary	Principal Support Department Chairs/Team Leaders Consultants - IU13, Devopar, McTighe & Associates Teacher Leader Design Teams Core Instructional Resources Districtwide Assessment Systems	Yes	Yes
Action Step		Anticipated Start/Completion Date	
PBIS: CVSD will develop a comprehensive Positive Behavior Intervention & Supports (PBIS) model to include completion of Tier 1-3 of supports for behavior.		2022-01-02	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Asst to the Supt - Pupil Personnel Services* PBIS District Coaches	Supporting Positive Environments for Children (SPEC) Consultants District PBIS Leadership Team (DLT) Building PBIS Teams PBIS Incentives Resources for Advanced Tiers Supports	Yes	No
Action Step		Anticipated Start/Completion Date	
SEL: CVSD will develop a comprehensive K-12 Social Emotional Learning (SEL) program with 100% fidelity to implementation.		2021-08-17	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Asst to the Supt - Pupil Personnel Services*	District SEL Committee Character Strong Resources Building Teams/Representatives	No	No
Action Step		Anticipated Start/Completion Date	
Inclusive Learning Environments: By 2027, CVSD will identify and address key priority areas needed to increase access and opportunity for all students based on the findings of the 2023 Equity Audit.		2023-02-02	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Asst to the Supt - Elementary* Superintendent Asst to the Supt - Secondary	Equity Audit Final Report (Spring 2024) Additional resources to be identified upon analysis of final report	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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CVSD's learning system will be aligned, coherent, and address the needs of ALL learners.

Comprehensive Plan Committee - Evaluation 4x/year

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Personalization & Growth - MTSS	6-8: GHMS will develop and implement an MTSS Dashboard which is inclusive of our literacy, math, SEL, and behavioral core frameworks and curriculum guides. Decision trees will also be developed and utilized to support intentional and personalized interventions based on the identified needs and progress of students.
Personalization & Growth - MTSS	K-5: CV Elementary Schools will develop and implement an MTSS Dashboard which is inclusive of our literacy, math, SEL, and behavioral core frameworks and curriculum guides. Decision trees will also be developed and utilized to support intentional and personalized interventions based on identified needs and progress of students.
Learner Innovations & Community Partnerships - Profile of a CV Learner	Profile of a CV Learner: By 2027, CVSD will integrate PCVL competencies as transdisciplinary skills within curriculum, instruction, and assessment, with the goal of revising grading practices and the CV Report Card to measure the PCVL competencies.
Learner Well-Being Achievement & Belonging: CV Instructional Model	Curriculum, Instruction & Assessment (CIA): CVSD will update K-12 English, Math, Science, and Social Studies curriculum to align to the current state standards and the Profile of a CV Learner competencies. Through the curriculum revisions, the district will ensure all students have access to strong Tier 1 instruction through a guaranteed and viable curriculum. Tier 1 learning is differentiated and scaffolded to ensure access for all students, including students with disabilities and English Language Learners.
Learner Well-Being Achievement & Belonging: CV Instructional Model	PBIS: CVSD will develop a comprehensive Positive Behavior Intervention & Supports (PBIS) model to include completion of Tier 1-3 of supports for behavior.
Learner Well-Being Achievement & Belonging: CV Instructional Model	Inclusive Learning Environments: By 2027, CVSD will identify and address key priority areas needed to increase access and opportunity for all students based on the findings of the 2023 Equity Audit.

Personalization & Growth: Multi-Tiered Systems of Support (MTSS)

Action Step
<ul style="list-style-type: none"> 6-8: GHMS will develop and implement an MTSS Dashboard which is inclusive of our literacy, math, SEL, and behavioral core frameworks and curriculum guides. Decision trees will also be developed and utilized to support intentional and personalized interventions based on the identified needs and progress of students. K-5: CV Elementary Schools will develop and implement an MTSS Dashboard which is inclusive of our literacy, math, SEL, and behavioral core frameworks and curriculum guides. Decision trees will also be developed and utilized to support intentional and personalized interventions based on identified needs and progress of students.
Audience

K-8 Teachers, Pupil Personnel Services Staff, Instructional Paraeducators		
Topics to be Included		
MTSS - 3 Tiers, Tier 1 Evidence-Based Instructional Strategies, Formative Assessment Practices, Data-Driven Instruction, Advanced Tiers Support		
Evidence of Learning		
Implementation of the MTSS Indicators across all the 3 tiers in academics and behavior/SEL		
Lead Person/Position	Anticipated Start	Anticipated Completion
6-8 Asst to the Supt - Secondary K-5 Asst to the Supt - Elementary	2025-01-06	2027-06-30

Learning Format

Type of Activities	Frequency
Other	Grade Level Team Meetings
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1f: Designing Student Assessments • 1e: Designing Coherent Instruction • 1d: Demonstrating Knowledge of Resources • 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learner Innovation & Community Partnerships

Action Step		
<ul style="list-style-type: none"> • Profile of a CV Learner: By 2027, CVSD will integrate PCVL competencies as transdisciplinary skills within curriculum, instruction, and assessment, with the goal of revising grading practices and the CV Report Card to measure the PCVL competencies. 		
Audience		
Teaching Staff and Students		
Topics to be Included		
PCVL Competencies, PCVL Rubrics and Assessments, Integrating PCVL Competencies authentically into lessons and units, Project-based learning and assessment		
Evidence of Learning		
Curriculum-Instruction-Assessment system is completely aligned between Profile Competencies, instructional resources, curriculum, assessment, and reporting		
Lead Person/Position	Anticipated Start	Anticipated Completion
Superintendent Administrator for Non-Traditional Learning	2021-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	PCVL Committee meets 3-4x/year Faculty Meetings and school-based sessions regularly throughout the school year Summer Individualized Professional Learning Sessions annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	

Learner Well-Being Achievement & Belonging: CV Instructional Model

Action Step		
<ul style="list-style-type: none"> Curriculum, Instruction & Assessment (CIA): CVSD will update K-12 English, Math, Science, and Social Studies curriculum to align to the current state standards and the Profile of a CV Learner competencies. Through the curriculum revisions, the district will ensure all students have access to strong Tier 1 instruction through a guaranteed and viable curriculum. Tier 1 learning is differentiated and scaffolded to ensure access for all students, including students with disabilities and English Language Learners. 		
Audience		
Teachers & Professional Staff		
Topics to be Included		
Modern Learning curriculum development and implementation, Grading and reporting systems, Deepening use of instructional resources, Using assessments to drive instruction		
Evidence of Learning		
Increased student achievement and growth based on implementation of an aligned C-I-A system		
Lead Person/Position	Anticipated Start	Anticipated Completion
Asst to the Supt - Elem* Asst to the Supt - Secondary	2023-07-17	2027-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	As school-based meeting schedules specify - weekly or monthly depending on the level
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1f: Designing Student Assessments 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 1e: Designing Coherent Instruction 	

This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Learner Well-Being Achievement & Belonging: CV Instructional Model

Action Step		
<ul style="list-style-type: none"> PBIS: CVSD will develop a comprehensive Positive Behavior Intervention & Supports (PBIS) model to include completion of Tier 1-3 of supports for behavior. 		
Audience		
Teachers, Pupil Personnel Services Staff		
Topics to be Included		
Effective strategies for promoting positive behaviors, PBIS fidelity of implementation, Addressing challenging behaviors, PBIS systems for data analysis		
Evidence of Learning		
Teachers and school staff will increase their knowledge base (toolkit of strategies) for supporting positive behavior with their students		
Lead Person/Position	Anticipated Start	Anticipated Completion
Asst to the Supt - Pupil Personnel Services	2022-02-02	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Early Dismissals - Staff Development
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2e: Organizing Physical Space 2c: Managing Classroom Procedures 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 2a: Creating an Environment of Respect and Rapport 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Learner Well-Being Achievement & Belonging: CV Instructional Model

Action Step
<ul style="list-style-type: none"> Inclusive Learning Environments: By 2027, CVSD will identify and address key priority areas needed to increase access and opportunity for all students based on the findings of the 2023 Equity Audit.
Audience
CV Teachers & Staff (K-12)

Topics to be Included		
Topics TBD based on Equity Audit Final Report, PDE Culturally Relevant and Sustaining Education Framework		
Evidence of Learning		
Inclusive learning environments across CV schools and classrooms		
Lead Person/Position	Anticipated Start	Anticipated Completion
Asst to the Supt - Elem	2024-08-20	2027-06-30

Learning Format

Type of Activities	Frequency
Conference	At minimum - 1 conference per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 4c: Communicating with Families • 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Learner Innovations & Community Partnerships - Profile of a CV Learner	Profile of a CV Learner: By 2027, CVSD will integrate PCVL competencies as transdisciplinary skills within curriculum, instruction, and assessment, with the goal of revising grading practices and the CV Report Card to measure the PCVL competencies.
Learner Innovations & Community Partnerships - Profile of a CV Learner	Community Partnership Coalition: CVSD will convene the Community Partnerships Coalition 3-4 times per year to set goals, review progress, and provide opportunities for authentic career-ready experiences in the classroom and community.
Learner Innovations & Community Partnerships - Profile of a CV Learner	Learner Engagement: CVSD will solicit input from learners and families regarding innovation and partnerships to inform programming.
Learner Well-Being Achievement & Belonging: CV Instructional Model	Curriculum, Instruction & Assessment (CIA): CVSD will update K-12 English, Math, Science, and Social Studies curriculum to align to the current state standards and the Profile of a CV Learner competencies. Through the curriculum revisions, the district will ensure all students have access to strong Tier 1 instruction through a guaranteed and viable curriculum. Tier 1 learning is differentiated and scaffolded to ensure access for all students, including students with disabilities and English Language Learners.

Learner Innovations & Community Partnerships - Profile of a CV Learner

Action Step		
Audience		
CV Parents & Caregivers, Community Partners		
Topics to be Included		
PCVL Competencies, connections to curriculum,		
Lead Person/Position	Anticipated Start	Anticipated Completion
Superintendent* Public Relations Director Administrator for Non-Traditional Learning	2025-07-01	2027-06-30

Communication

Type of Communication	Frequency
Newsletter	CV Annual Report

Communication

Type of Communication	Frequency
Newsletter	CV Annual Report

Communication

Type of Communication	Frequency
Newsletter	CV Annual Report

Communication

Type of Communication	Frequency
Email	Weekly Buckskin Blast

Communication

Type of Communication	Frequency
Email	Weekly Buckskin Blast

Communication

Type of Communication	Frequency
Email	Weekly Buckskin Blast

Communication

Type of Communication	Frequency
Presentation	Board Meetings & Community Forums

Communication

Type of Communication	Frequency
Presentation	Board Meetings & Community Forums

Learner Innovation & Partnerships: Family and Student Engagement

Action Step		
Audience		
CVSD Teachers, Families, Students, School Board		
Topics to be Included		
Overview of Stage 1 of Curriculum in focus areas, Instructional shifts required to meet Modern Learning/PCVL competencies		
Lead Person/Position	Anticipated Start	Anticipated Completion
Asst to the Supt - Elementary Asst to the Supt - Secondary	2024-07-15	2027-06-30

Communication

Type of Communication	Frequency
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Newsletter	CV Annual Report
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Communication

Type of Communication	Frequency
Newsletter	CV Annual Report

Communication

Type of Communication	Frequency
Newsletter	CV Annual Report

Communication

Type of Communication	Frequency
Email	Weekly Buckskin Blast

Communication

Type of Communication	Frequency
Email	Weekly Buckskin Blast

Communication

Type of Communication	Frequency
Email	Weekly Buckskin Blast

Communication

Type of Communication	Frequency
Presentation	Board Meetings & Community Forums

Communication

Type of Communication	Frequency
Presentation	Board Meetings & Community Forums

Learner Wellbeing, Achievement, & Belonging: Modern Learning Curriculum

Action Step
Audience
CVSD Teachers, Families, Students, School Board
Topics to be Included
Overview of Stage 1 of Curriculum in focus areas, Instructional shifts required to meet Modern Learning/PCVL competencies

Lead Person/Position	Anticipated Start	Anticipated Completion
Asst to the Supt - Elementary Asst to the Supt - Secondary	2024-07-15	2027-06-30

Communication

Type of Communication	Frequency
Newsletter	CV Annual Report

Communication

Type of Communication	Frequency
Newsletter	CV Annual Report

Communication

Type of Communication	Frequency
Newsletter	CV Annual Report

Communication

Type of Communication	Frequency
Email	Weekly Buckskin Blast

Communication

Type of Communication	Frequency
Email	Weekly Buckskin Blast

Communication

Type of Communication	Frequency
Email	Weekly Buckskin Blast

Communication

Type of Communication	Frequency
Presentation	Board Meetings & Community Forums

Communication

Type of Communication	Frequency
Presentation	Board Meetings & Community Forums

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date