

Camp Hill SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type	AUN	
School District	115211003	
Address 1		
418 South 24th Street		
Address 2		
City	State	Zip Code
Camp Hill	Pennsylvania	17011
Chief School Administrator		Chief School Administrator Email
Daniel D. Serfass		dserfass@camphillsd.k12.pa.us
Single Point of Contact Name		
Daniel D. Serfass		
Single Point of Contact Email		
dserfass@camphillsd.k12.pa.us		
Single Point of Contact Phone Number		
717-901-2400		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Kelly Falck	Community Member	The Lion Foundation	kelly@thelionfoundation.org
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LEA Profile

The Camp Hill School District is located in a borough in Cumberland County, Pennsylvania, 2 miles (3.5 km) southwest of Harrisburg, Pennsylvania. Our borough is a unique, close-knit community, which contains both a school district and a municipality within the same boundaries. We are a walking school district and do not provide transportation to and from school. Students are encouraged to walk or bike to school.

Our schools and students are often recognized for their outstanding academic and artistic achievements, and athletic championships. The District has held a long-standing commitment to educational excellence, community strength and student success. We have maintained this mission through our ongoing focus on all students and continuous improvement. Camp Hill students excel academically, culturally, athletically and civically.

Approximately 1240 students are enrolled in the district. Kindergarten, first and second grade students attend Hoover Elementary School, and third through fifth grade students attend Eisenhower Elementary School. Students in grades six through eight attend the Camp Hill Middle School, located in the same building as Camp Hill High School, which serves students in grades nine through twelve.

The administrative staff consists of a Superintendent, Director of Business and Operations, Director of Special Education/Student Services, Director of Human Resources and Policy Development, four building Principals - one for each level, and an Assistant Principal serving the middle and high schools, a Technology Director, an Athletic Director, and an Assistant Director of Buildings and Operations.

The Superintendent and Principals are responsible for all matters of curriculum, instruction, and staff development. The Director of Business and Operations is responsible for all business and finance functions. The Director of Special Education/Student Services is responsible for all student support services. The Technology Director is responsible for the district network and educational technology needs. The Assistant Director of Buildings and Operations is responsible for facilities, operations, safety, and security. The Director of Human Resources is responsible for all HR functions of the school district including the hiring and induction of new employees.

The District also employs counselors, a psychologist, nurses, speech and language clinicians, special education teachers, ESL teachers, reading specialists, special subject teachers, and regular education teachers. In addition, the District has a School Resource Officer (SRO) on staff.

Class sizes are small, promoting students' high levels of achievement. Instruction occurs at students' developmental levels and opportunities for acceleration and enrichment are provided. Our elementary schools are appreciated for the small nurturing environment provided to students as they develop a strong foundation for future learning. Within the middle school, academics are also prioritized with a strong focus on the developmental needs of preadolescents. Our high school students excel in academic and leadership skills. Over 90% matriculate into higher education and most attend prestigious colleges. The number of students interested in the trades has increased significantly as indicated by the growing enrollment of Camp Hill students into the Cumberland Perry Area Career and Technical Center.

Most residents are college-educated. Parents are very interested in the schools, and many are involved as volunteers. The community is very supportive of the students and schools.

Our public school district is often compared to a small private school. Within our academic and nurturing environment, rigorous programs prevail, and the achievement of all students is prioritized.

Mission and Vision

Mission

The Camp Hill learning community is committed to providing all students with foundational skills, knowledge and opportunities for lifelong success.

Vision

Educational Excellence, Community Strength, Student Success

Educational Values

Students

Learning is a lifelong process. Learning is a collaborative process and a shared responsibility of our learning community - students, families, staff and community. Students' learning experiences will be grounded in the rigorous study of literacy skills and deep understandings applied across disciplines. Learning experiences will equip all students to become effective communicators, independent learners, critical thinkers and innovators who are capable of solving complex problems. Our learning community will foster understanding, empathy and respect for every individual. Our learning community will foster responsible and active citizenship. Our learning community will continually review the educational program to meet student needs. Our learning community will maintain high standards and expectations for all members. Our learning community will retain and recruit high quality professionals to achieve our mission. An informed and involved community strengthens the school system.

Staff

Learning is a lifelong process. Learning is a collaborative process and a shared responsibility of our learning community - students, families, staff and community. Students' learning experiences will be grounded in the rigorous study of literacy skills and deep understandings applied across disciplines. Learning experiences will equip all students to become effective communicators, independent learners, critical thinkers and innovators who are capable of solving complex problems. Our learning community will foster understanding, empathy and respect for every individual. Our learning community will foster responsible and active citizenship. Our learning community will continually review the educational program to meet student needs. Our learning community will maintain high standards and expectations for all members. Our learning community will retain and recruit high quality professionals to achieve our mission. An informed and involved community strengthens the school system.

Administration

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members. Our learning community will retain and recruit high quality professionals to achieve our mission. An informed and involved community strengthens the school system.

Parents

Learning is a lifelong process. Learning is a collaborative process and a shared responsibility of our learning community - students, families, staff and community. Students' learning experiences will be grounded in the rigorous study of literacy skills and deep understandings applied across disciplines. Learning experiences will equip all students to become effective communicators, independent learners, critical thinkers and innovators who are capable of solving complex problems. Our learning community will foster understanding, empathy and respect for every individual. Our learning community will foster responsible and active citizenship. Our learning community will continually review the educational program to meet student needs. Our learning community will maintain high standards and expectations for all members. Our learning community will retain and recruit high quality professionals to achieve our mission. An informed and involved community strengthens the school system.

Community

Learning is a lifelong process. Learning is a collaborative process and a shared responsibility of our learning community - students, families, staff and community. Students' learning experiences will be grounded in the rigorous study of literacy skills and deep understandings applied across disciplines. Learning experiences will equip all students to become effective communicators, independent learners, critical thinkers and innovators who are capable of solving complex problems. Our learning community will foster understanding, empathy and respect for every individual. Our learning community will foster responsible and active citizenship. Our learning community will continually review the educational program to meet student needs. Our learning community will maintain high standards and expectations for all members. Our learning community will retain and recruit high quality professionals to achieve our mission. An informed and involved community strengthens the school system.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Elem, MS and HS Science growth high	
MS and HS ELA percent proficient and advanced	
HS Percent Proficient and Advanced higher than state average in all subjects	
HS Percent Advanced in Math and Bio significantly higher than state average	
MS ELA growth 100%	
Elem Science at 2033 goal, significantly higher than state average	
Elem Percent advanced on ELA, Math, and Science	

Challenges

Indicator	Comments/Notable Observations
Percent Proficient and Advanced on Algebra Keystone	Non-numeric proficient contributed
Elem and HS Growth in ELA	
District-wide Growth in Math	
Percent Proficient and Advanced 10% lower in Bio than previous measured year	
MS Percent Proficient and Advanced are below interim target in math	
Elem Math is lower than the 21-22 school year; did not grow from last year	
MS Percent Proficient and Advanced are below interim target in science	
Elem ELA is lower than the 21-22 school year; did not grow from last year	

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

Strengths

Indicator ELA Grade 3 scores have increased in the last 2 years Grade Level(s) and/or Student Group(s) 3rd Grade	Comments/Notable Observations
Indicator	Comments/Notable Observations

MS Math Growth Grade Level(s) and/or Student Group(s) Economically Disadvantaged subgroup	
Indicator ELA growth and % Proficient and Advanced Grade Level(s) and/or Student Group(s) Hispanic, Students with Disabilities, Economically Disadvantaged subgroups in the MS	Comments/Notable Observations

Challenges

Indicator Percentage of proficiency on ELA state assessments Grade Level(s) and/or Student Group(s) Hispanic, Students with Disabilities, Economically Disadvantaged subgroups in the Elem	Comments/Notable Observations Attendance rate of economically disadvantaged students at the high school is 76.4% compared to 86.7% for all students.
Indicator Percentage of proficiency on math state assessments Grade Level(s) and/or Student Group(s) Hispanic, Students with Disabilities, Economically Disadvantaged subgroups in the MS	Comments/Notable Observations Economically disadvantaged students do not perform as well as all student group.

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.

Elem, MS and HS Science growth high
MS and HS ELA percent proficient and advanced
HS Percent Proficient and Advanced higher than state average in all subjects
Elem Science at 2033 goal, significantly higher than state average
Elem Percent advanced on ELA, Math, and Science

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.

District-wide Growth in Math
MS Percent Proficient and Advanced are below interim target in math
Elem Math is lower than the 21-22 school year; did not grow from last year
Percent Proficient and Advanced on Algebra Keystone

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience K-5	screening for all students to determine intervention needs.
CDT 6-9	screening for students performing at a basic or below basic level to provide interventions.
summative assessments 6-12	To inform instruction and curricular needs.
Study Island grades 6-8	To inform instruction and curricular needs.
ACT data	To inform instruction and curricular needs.
SAT data	To inform instruction and curricular needs.

English Language Arts Summary

Strengths

In grades K-5, alignment of curriculum and pacing, reading support provides interventions in tier 2 and 3 (MTSS).
In grades 6-8, CDT data in ELA is used to place students in intervention reading groups (MTSS).
Collin's Writing prompts are used grades K-12.
9th grade CDT used to form instruction and prepare for keystone literature exam.

Challenges

Growing kids who are already performing advanced on state assessments will improve our overall growth scores in grades 3-8.
As our demographics change we need to continue to focus ELA instruction and interventions for economically disadvantaged students, students with IEPs, and English language learners..
Continue to review curriculum instruction and assessment to meet all diverse learners' needs.

Mathematics

Data	Comments/Notable Observations
Acadience K-5	screening for all students to determine intervention needs.
CDT grades 6-8	Data is used to place students in groups for instruction.
Summative assessments 6-12	To inform instruction and curricular needs.
SAT data	To inform instruction and curricular needs.
AP exam data	To inform instruction and curricular needs.
ACT data	To inform instruction and curricular needs.

Mathematics Summary

Strengths

Using a variety of data sources to form instruction and enhance achievement and growth.
In grades K-5, alignment of curriculum and pacing, math support provides interventions in tier 2 and 3 (MTSS).
In grades 6-8, CDT data in math is used to place students in intervention math groups (MTSS).

Challenges

Growing kids who are already performing advanced on state assessments will improve our overall growth scores in grades 3-8.
As our demographics change we need to continue to focus instruction and interventions for economically disadvantaged students.
Continue to identify areas of learning loss/unfinished learning and provide summer instruction/interventions.
Continue to review curriculum instruction and assessment to meet all diverse learners' needs.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
AP data	To inform instruction and curricular needs.
summative assessments	To inform instruction and curricular needs.

Science, Technology, and Engineering Education Summary

Strengths

Students show continuous growth grades 4-9.
Advancing Science in grades 4-5 and bi-annual STEM days K-8.
STEM courses for all students in grades 6-12.
Internship experiences relative to STEM fields and programs at CPACTC.

Challenges

Inclusion of next gen standards in science curriculum.
Inclusion of application courses in science curriculum.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career portfolios K-12	District employs a K-12 Career Counselor to facilitate programs.
All students K-12 participate in Junior Achievement programs	
Internships, Job Shadowing, Work Experience, certification programs (EMT) 10-12	
All students participate in Career Days	
Xello	
6th, 8th, and 9th grade career development course	

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

Harrisburg University

Agreement Type

Dual Credit

Program/Course Area

STEM

Uploaded Files

Harrisburg Univ.pdf

Partnering Institution

Harrisburg Area Community College

Agreement Type

Dual Credit

Program/Course Area

ELA and Social Studies

Uploaded Files

HACC

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.

Offer many opportunities for students K-12 to explore and experience career interests.
Significant growth in number of students participating in CTC programs.
Upward trend of students entering into employment following graduation.
Continue to provide PSAT to all students.

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.

Continuing to support student determination in career pathways.
Continuing to develop employability skills.
Continuing to develop industry partners.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
ACCESS scores	Overall decline in ACCESS scores from 18-19 to 19-20 school year. Students didn't achieve expected growth.
summative assessments all content areas 6-12	Teachers collaborate on instructional strategies to improve student achievement.
Acadience K-5 in reading and math	Teachers collaborate on instructional strategies to improve student achievement.

Students with Disabilities

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

Data	Comments/Notable Observations
PVAAS	Middle School special education students met or exceeded growth expectations on the PSSA English Language Arts exam.
Progress on goals	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
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Enrollment and percentage of free and reduced lunch population	Increases K-12

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

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.

Mitigating food insecurities (Earl Besch Food Pantry)
District employs two certified English Language Development teachers.
English Language Development teachers develop strong connections with students.

Challenges

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

Enhancing social and emotional skill development for students with disabilities.
Professional development for all teachers related to English Language Learners. Building leadership capacity among ELL teachers.
Improving performance of students entering grades 6-12 with limited English proficiency.
Identifying and mitigating impediments to learning such as cultural and social challenges. English Learners group is transient population based on enrollment data.
Look at needed skills for transition for students with disabilities. Connecting skill development beginning at an early age.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title I Program	NA
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA

Strengths

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

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.

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	Exemplary
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Exemplary
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	Operational
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	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
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	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

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.

The district works hard to effectively and purposefully allocate funds and human capital to the highest impact programs.
CHSD consistently recruits and retains fully credentialed, experienced, and high-quality staff.
CHSD maintains a vision and culture of high expectations for success for all students, educators, and families.

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.

The Professional Growth Committee (PGC) was formed during the last cycle of comprehensive planning. In addition to the work done previously, the district needs to continually focus on professional learning and needs to leverage the PGC expertise more and expand its capacity.
District will continue to develop the MTSS framework in each building to further create tools, systems, and structures to ensure effective, standards-aligned instructional programs that are evidence-based, differentiated, individualized, and informed by data-based planning and reflection.
The district will continue to partner with local businesses, community organizations, and other agencies to enhance opportunities for academic success and to advance college and career readiness for all students.

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
HS Percent Proficient and Advanced higher than state average in all subjects	False
Elem, MS and HS Science growth high	False
MS and HS ELA percent proficient and advanced	False
In grades K-5, alignment of curriculum and pacing, reading support provides interventions in tier 2 and 3 (MTSS).	False
In grades 6-8, CDT data in ELA is used to place students in intervention reading groups (MTSS).	False
Collin's Writing prompts are used grades K-12.	False
9th grade CDT used to form instruction and prepare for keystone literature exam.	False
In grades K-5, alignment of curriculum and pacing, math support provides interventions in tier 2 and 3 (MTSS).	False
In grades 6-8, CDT data in math is used to place students in intervention math groups (MTSS).	False
Students show continuous growth grades 4-9.	False
Advancing Science in grades 4-5 and bi-annual STEM days K-8.	False
STEM courses for all students in grades 6-12.	False
Internship experiences relative to STEM fields and programs at CPACTC.	False
Mitigating food insecurities (Earl Besch Food Pantry)	False
Elem Science at 2033 goal, significantly higher than state average	False
Elem Percent advanced on ELA, Math, and Science	False
Using a variety of data sources to form instruction and enhance achievement and growth.	True
Offer many opportunities for students K-12 to explore and experience career interests.	False
Significant growth in number of students participating in CTC programs.	False
Upward trend of students entering into employment following graduation.	False
Continue to provide PSAT to all students.	False
District employs two certified English Language Development teachers.	False
English Language Development teachers develop strong connections with students.	False
The district works hard to effectively and purposefully allocate funds and human capital to the highest impact programs.	True
CHSD consistently recruits and retains fully credentialed, experienced, and high-quality staff.	True

CHSD maintains a vision and culture of high expectations for success for all students, educators, and families.	True
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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
District-wide Growth in Math	True
MS Percent Proficient and Advanced are below interim target in math	False
Elem Math is lower than the 21-22 school year; did not grow from last year	False
Growing kids who are already performing advanced on state assessments will improve our overall growth scores in grades 3-8.	False
As our demographics change we need to continue to focus instruction and interventions for economically disadvantaged students.	False
Growing kids who are already performing advanced on state assessments will improve our overall growth scores in grades 3-8.	False
As our demographics change we need to continue to focus ELA instruction and interventions for economically disadvantaged students, students with IEPs, and English language learners..	True
Continue to review curriculum instruction and assessment to meet all diverse learners' needs.	True
Continue to identify areas of learning loss/unfinished learning and provide summer instruction/interventions.	False
Continue to review curriculum instruction and assessment to meet all diverse learners' needs.	False
Continuing to support student determination in career pathways.	False
Continuing to develop employability skills.	False
Continuing to develop industry partners.	False
Enhancing social and emotional skill development for students with disabilities.	False
Improving performance of students entering grades 6-12 with limited English proficiency.	False
Identifying and mitigating impediments to learning such as cultural and social challenges. English Learners group is transient population based on enrollment data.	False
Percent Proficient and Advanced on Algebra Keystone	False
Professional development for all teachers related to English Language Learners. Building leadership capacity among ELL teachers.	False
Inclusion of next gen standards in science curriculum.	False
Inclusion of application courses in science curriculum.	False

Look at needed skills for transition for students with disabilities. Connecting skill development beginning at an early age.	False
The Professional Growth Committee (PGC) was formed during the last cycle of comprehensive planning. In addition to the work done previously, the district needs to continually focus on professional learning and needs to leverage the PGC expertise more and expand its capacity.	True
District will continue to develop the MTSS framework in each building to further create tools, systems, and structures to ensure effective, standards-aligned instructional programs that are evidence-based, differentiated, individualized, and informed by data-based planning and reflection.	True
The district will continue to partner with local businesses, community organizations, and other agencies to enhance opportunities for academic success and to advance college and career readiness for all students.	True

Most Notable Observations/Patterns

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

Selected challenges that are more global in nature. The items not checked fall under those selected.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
As our demographics change we need to continue to focus ELA instruction and interventions for economically disadvantaged students, students with IEPs, and English language learners..	Included in the development of the MTSS framework.	True
Continue to review curriculum instruction and assessment to meet all diverse learners' needs.	Included in the development of the MTSS framework.	False
The Professional Growth Committee (PGC) was formed during the last cycle of comprehensive planning. In addition to the work done previously, the district needs to continually focus on professional learning and needs to leverage the PGC expertise more and expand its capacity.	To include staff members to determine professional learning needs and promote shared leadership among professional staff.	True
District will continue to develop the MTSS framework in each building to further create tools, systems, and structures to ensure effective, standards-aligned instructional programs that are evidence-based, differentiated, individualized, and informed by data-based planning and reflection.	Continuous improvement K-12 in developing MTSS to best meet all students' learning needs.	True
The district will continue to partner with local businesses, community organizations, and other agencies to enhance opportunities for academic success and to advance college and career readiness for all students.	District is working to develop social and emotional learning and student leadership throughout K-12 curriculum.	False
District-wide Growth in Math	Growth scores across PSSAs and Keystones have not been consistent or within the annual benchmarks per the PA Future Ready Index.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The district works hard to effectively and purposefully allocate funds and human capital to the highest impact programs.	
CHSD consistently recruits and retains fully credentialed, experienced, and high-quality staff.	
CHSD maintains a vision and culture of high expectations for success for all students, educators, and families.	
Using a variety of data sources to form instruction and enhance achievement and growth.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district will look at reading and ELA assessment data, PVAAS data, and course selection (where applicable) to focus instruction and interventions to impact achievement and/or growth for economically disadvantaged students, students with IEPs, and English language learners.
	The district will create a professional learning committee in accordance with governing regulations and best practices.
	The district will continue to develop the MTSS framework in each building to further create tools, systems, and structures to ensure effective, standards-aligned instructional programs that are evidence-based, differentiated, individualized, and informed by data-based planning and reflection.
	The district will look at math assessment data, PVAAS data, and course selection (where applicable) to emphasize some focus in growth on Math.

Goal Setting

Priority: The district will create a professional learning committee in accordance with governing regulations and best practices.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
The district needs to continually focus on professional learning and will to leverage the PGC expertise more and expand its capacity by continuing to focus professional learning that is (1) focused on student achievement and growth, (2) comprehensive, and (3) implemented with fidelity. The PGC will gather data to identify needs and develop a yearly plan to implement professional learning.		
Measurable Goal Nickname (35 Character Max)		
Enhance Professional Learning System		
Target Year 1	Target Year 2	Target Year 3
Identify needs and work with committee to create professional learning calendar for upcoming year.	Develop professional learning based on needs to inform the professional learning calendar for upcoming year.	The district needs to continually focus on professional learning and will to leverage the PGC expertise more and expand its capacity by continuing to focus professional learning that is (1) focused on student achievement and growth, (2) comprehensive, and (3) implemented with fidelity. The PGC will gather data to identify needs and develop a yearly plan to implement professional learning.

Priority: The district will continue to develop the MTSS framework in each building to further create tools, systems, and structures to ensure effective, standards-aligned instructional programs that are evidence-based, differentiated, individualized, and informed by data-based planning and reflection.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
CHSD will enhance a system that fully ensures that all students succeed. Students who are academically and/or behaviorally at risk are identified early and supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.		
Measurable Goal Nickname (35 Character Max)		
Strengthen Student Support Systems		
Target Year 1	Target Year 2	Target Year 3
Continue to monitor tier 1 instruction and interventions.	Continue to monitor tier 1 instruction and interventions.	CHSD will enhance a system that fully ensures that all students succeed. Students who are academically and/or behaviorally at risk

Expand MTSS tier 2 and tier 3 interventions, K-12.	Expand/Refine MTSS tier 2 and tier 3 interventions, K-12.	are identified early and supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
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Priority: The district will look at math assessment data, PVAAS data, and course selection (where applicable) to emphasize some focus in growth on Math.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
All schools will meet growth targets in mathematics for the whole school group.		
Measurable Goal Nickname (35 Character Max)		
Math Growth		
Target Year 1	Target Year 2	Target Year 3
All schools will maintain or improve growth targets for the whole school group.	All schools will maintain or improve growth targets for the whole school group.	All schools will meet growth targets in mathematics for the whole school group.

Priority: The district will look at reading and ELA assessment data, PVAAS data, and course selection (where applicable) to focus instruction and interventions to impact achievement and/or growth for economically disadvantaged students, students with IEPs, and English language learners.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
Economically disadvantaged students, students with disabilities, and English Language learners subgroups in all buildings will meet the interim achievement targets for ELA.		
Measurable Goal Nickname (35 Character Max)		
ELA Achievement		
Target Year 1	Target Year 2	Target Year 3
Achievement trends will be positive for students with disabilities, economically disadvantaged, and English Language learners subgroups.	Achievement trends will be positive for students with disabilities, economically disadvantaged, and English Language learners subgroups.	Economically disadvantaged students, students with disabilities, and English Language learners subgroups in all buildings will meet the interim achievement targets for ELA.

Action Plan

Measurable Goals

Enhance Professional Learning System	Strengthen Student Support Systems
Math Growth	ELA Achievement

Action Plan For: Quality Professional Learning

Measurable Goals:
<ul style="list-style-type: none"> The district needs to continually focus on professional learning and will to leverage the PGC expertise more and expand its capacity by continuing to focus professional learning that is (1) focused on student achievement and growth, (2) comprehensive, and (3) implemented with fidelity. The PGC will gather data to identify needs and develop a yearly plan to implement professional learning.

Action Step		Anticipated Start/Completion Date	
Expand and continue to evolve professional growth committee.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Curriculum, Instruction, and Assessment	CAIU, PaTTAN, PDE workshops, conferences, and results from needs assessment for staff.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Develop a professional development plan that utilizes various resources including the CAIU, PATTAN, CHSD Faculty experts, data from the Measurable Results Assessment, and the results of faculty/staff needs assessment.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Curriculum, Instruction, and Assessment	CAIU, PaTTAN, PDE workshops, conferences, feedback from other local districts.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Quality professional learning that meets the needs of all staff.	Yearly feedback from staff through informal and formal measures.

Action Plan For: Early Warning Interventions and Monitoring

Measurable Goals:
<ul style="list-style-type: none"> CHSD will enhance a system that fully ensures that all students succeed. Students who are academically and/or behaviorally at risk are identified early and supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Action Step		Anticipated Start/Completion Date	
Review building-level data to enhance learning for all students. Continue to enhance MTSS, PBIS and LION PRIDE processes. Consider the changing student population demographics so all students succeed. Continue to find the means and methods that engage all students within the classroom and through extra-curricular activities and to ensure a culture of belonging.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Curriculum, Instruction, and Assessment	Student information system, Data Warehousing system, SWIS data, Future Ready Index, building-level data, CAIU consultants.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Refine curriculum review cycle for all content areas to continue to improve the rigor and relevancy of instruction.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Curriculum, Instruction, and Assessment	Refreshed curriculum review cycle, implementation of curriculum warehouse (Eduplanet 21) teacher input, assessment data review, resource review, feedback from steering committee.	Yes	Yes
Action Step		Anticipated Start/Completion Date	

		Date	
Research, identify and implement strong Tier 1 instruction and instructional practices. Research, identify and implement research-based interventions, remediation and enrichment for academic and behavioral needs across tiers two and three.		2024-07-01	2027-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Curriculum, Instruction, and Assessment/Building Principals	CAIU MTSS support team, PDE SAS, PaTTAN, department leaders, MTSS professional development, SWIS data, building-level data.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Strong Tier 1 instruction to support tier 2 and 3 interventions.	Continual monitoring through building-level data analysis, MTSS meetings, and yearly data review.

Action Plan For: Standards Aligned Curriculum

Measurable Goals:
<ul style="list-style-type: none"> Economically disadvantaged students, students with disabilities, and English Language learners subgroups in all buildings will meet the interim achievement targets for ELA. All schools will meet growth targets in mathematics for the whole school group.

Action Step	Anticipated Start/Completion Date		
Mapping of eligible content and standards across all grade levels.	2024-07-01 2027-06-30		
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Curriculum, Instruction, and Assessment	Curriculum documents, EduPlanet 21, PA Core Standards and PA Standards	Yes	Yes
Action Step	Anticipated Start/Completion Date		
Evaluate and redesign curriculum to ensure appropriate Standards content and alignment.	2024-07-01 2027-06-30		
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Assistant to the Superintendent for Curriculum, Instruction, and Assessment	Curriculum documents, EduPlanet 21, PA Core Standards and PA Standards	Yes	Yes
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)		
K-12 Curriculum that is standards-aligned and implemented with fidelity.	All administrators will monitor curriculum implementation through observations using PA Etep and monitoring and examination of EduPlanet 21.		

Action Plan For: Implementation of evidence-based instructional strategies.

Measurable Goals:
<ul style="list-style-type: none"> Economically disadvantage students, students with disabilities, and English Language learners subgroups in all buildings will meet the interim achievement targets for ELA. All schools will meet growth targets in mathematics for the whole school group.

Action Step	Anticipated Start/Completion Date	
Using data to differentiate professional learning needs with regard to instructional practices.	2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step? Com Step?
Assistant to the Superintendent for Curriculum, Instruction, and Assessment and the PGC	Observation data, needs assessment, PGC meetings	Yes Yes
Action Step	Anticipated Start/Completion Date	
Observe, adjust, and improve instructional practices.	2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step? Com Step?
Assistant to the Superintendent for Curriculum, Instruction, and Assessment and building principals	Observation data, PA Step, PD from CAIU	Yes Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved instruction, improved achievement and/or growth in ELA and Math	Monitor observation data in PA Etep and Assessment Data in data warehouse ongoing by Assistant to the Superintendent for Curriculum, Instruction, and Assessment and building principals

Action Plan For: MS Math Curriculum Improvements

Measurable Goals:
<ul style="list-style-type: none"> All schools will meet growth targets in mathematics for the whole school group.

Action Step		Anticipated Start/Completion Date	
Developmentally appropriate math instruction and vertical alignment K-12		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Curriculum, Instruction, and Assessment	PD from PDE, PD from CAIU, Time to write curriculum	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved alignment of math courses with student achievement	All administrators will monitor curriculum implementation through observations using PA Etep and monitoring and examination of EduPlanet 21. Continual monitoring of Math assessment data.

Action Plan For: ELA Achievement

Measurable Goals:
<ul style="list-style-type: none"> Economically disadvantage students, students with disabilities, and English Language learners subgroups in all buildings will meet the interim achievement targets for ELA.

Action Step		Anticipated Start/Completion Date	
Implement train the trainer model in order to train faculty in structured literacy.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Curriculum, Instruction, and Assessment	PD from CAIU, Time to develop training, time to train staff.	Yes	Yes

Action Step		Anticipated Start/Completion Date	
Examine current curriculum and instruction and how it aligns to structure literacy. Evaluate resources.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent for Curriculum, Instruction, and Assessment	PD from CAIU, Time to develop training, time to train staff, time to write curriculum, time to evaluate resources.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Focus on structured literacy and implementation of structured literacy.	Assistant to the Superintendent for Curriculum, Instruction, and Assessment, building principals, reading specialists will be monitoring data, meeting with staff, conducting observations - ongoing throughout the year.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Quality Professional Learning	Expand and continue to evolve professional growth committee.
Quality Professional Learning	Develop a professional development plan that utilizes various resources including the CAIU, PATTAN, CHSD Faculty experts, data from the Measurable Results Assessment, and the results of faculty/staff needs assessment.
Early Warning Interventions and Monitoring	Review building-level data to enhance learning for all students. Continue to enhance MTSS, PBIS and LION PRIDE processes. Consider the changing student population demographics so all students succeed. Continue to find the means and methods that engage all students within the classroom and through extra-curricular activities and to ensure a culture of belonging.
Early Warning Interventions and Monitoring	Refine curriculum review cycle for all content areas to continue to improve the rigor and relevancy of instruction.
Early Warning Interventions and Monitoring	Research, identify and implement strong Tier 1 instruction and instructional practices. Research, identify and implement research-based interventions, remediation and enrichment for academic and behavioral needs across tiers two and three.
Standards Aligned Curriculum	Mapping of eligible content and standards across all grade levels.
Standards Aligned Curriculum	Evaluate and redesign curriculum to ensure appropriate Standards content and alignment.
Implementation of evidence-based instructional strategies.	Using data to differentiate professional learning needs with regard to instructional practices.
Implementation of evidence-based instructional strategies.	Observe, adjust, and improve instructional practices.
MS Math Curriculum Improvements	Developmentally appropriate math instruction and vertical alignment K-12
ELA Achievement	Implement train the trainer model in order to train faculty in structured literacy.
ELA Achievement	Examine current curriculum and instruction and how it aligns to structure literacy. Evaluate resources.

Quality Professional Learning

Action Step

<ul style="list-style-type: none"> Expand and continue to evolve professional growth committee. Develop a professional development plan that utilizes various resources including the CAIU, PATTAN, CHSD Faculty experts, data from the Measurable Results Assessment, and the results of faculty/staff needs assessment. 		
Audience		
Staff		
Topics to be Included		
Instructional strategies, implementation of district initiatives like MTSS, technology, STEELS, Structured Literacy, Differentiation, Inclusion		
Evidence of Learning		
Staff will implement learning in their work with students which will be evidenced in classroom observations.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Professional Growth Committee, Leadership Team	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	up to 6 times a year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Early Warning Interventions and Monitoring

Action Step
<ul style="list-style-type: none"> Review building-level data to enhance learning for all students. Continue to enhance MTSS, PBIS and LION PRIDE processes. Consider the changing student population demographics so all students succeed. Continue to find the means and methods that engage all students within the classroom and through extra-curricular activities and to ensure a culture of belonging. Refine curriculum review cycle for all content areas to continue to improve the rigor and relevancy of instruction. Research, identify and implement strong Tier 1 instruction and instructional practices. Research, identify and implement research-based interventions, remediation and enrichment for academic and behavioral needs across tiers two and three.
Audience
Topics to be Included
Evidence of Learning

Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	monthly meetings
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Standards Aligned Curriculum

Action Step						
<ul style="list-style-type: none"> Mapping of eligible content and standards across all grade levels. Evaluate and redesign curriculum to ensure appropriate Standards content and alignment. 						
Audience						
Topics to be Included						
Evidence of Learning						
<table border="1"> <thead> <tr> <th>Lead Person/Position</th> <th>Anticipated Start</th> <th>Anticipated Completion</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Lead Person/Position	Anticipated Start	Anticipated Completion			
Lead Person/Position	Anticipated Start	Anticipated Completion				

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Ongoing
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Implementation of evidence-based instructional strategies.

Action Step

<ul style="list-style-type: none"> Using data to differentiate professional learning needs with regard to instructional practices. Observe, adjust, and improve instructional practices. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Seminar(s)	Up to 8 times per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

MS Math Curriculum Improvements

Action Step		
<ul style="list-style-type: none"> Developmentally appropriate math instruction and vertical alignment K-12 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Ongoing

Observation and Practice Framework Met in this Plan
This Step Meets the Requirements of State Required Trainings

Structured Literacy

Action Step		
<ul style="list-style-type: none"> • Implement train the trainer model in order to train faculty in structured literacy. • Examine current curriculum and instruction and how it aligns to structure literacy. Evaluate resources. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Seminar(s)	Ongoing
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Communications Activities

Quality Professional Learning					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Expand and continue to evolve professional growth committee. Develop a professional development plan that utilizes various resources including the CAIU, PATTAN, CHSD Faculty experts, data from the Measurable Results Assessment, and the results of faculty/staff needs assessment. 	Faculty	Professional Learning	Professional Growth Committee	07/01/2024	06/30/2027
Communications					
Type of Communication			Frequency		
Email			Bi-annually		

Early Warning Interventions and Monitoring

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Review building-level data to enhance learning for all students. Continue to enhance MTSS, PBIS and LION PRIDE processes. Consider the changing student population demographics so all students succeed. Continue to find the means and methods that engage all students within the classroom and through extra-curricular activities and to ensure a culture of belonging. Refine curriculum review cycle for all content areas to continue to improve the rigor and relevancy of instruction. Research, identify and implement strong Tier 1 instruction and instructional practices. Research, identify and implement research-based interventions, remediation and enrichment for academic and behavioral needs across tiers two and three. 	Staff	Purpose of Early Warning Interventions and Monitoring	Building Principals	07/01/2024	06/30/2027

Communications

Type of Communication	Frequency
Other	During faculty meetings, grade-level meetings, department chair meetings.

Standards Aligned Curriculum

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Mapping of eligible content and standards across all grade levels. Evaluate and redesign curriculum to ensure appropriate Standards content and alignment. 	Staff	Standards, Eligible Content, Curriculum, Instructional Resources	Assistant to the Superintendent for Curriculum, Instruction, and Assessment	07/01/2024	06/30/2027

Communications

Type of Communication	Frequency
Other	Ongoing meetings with staff writing curriculum

Implementation of evidence-based instructional strategies.

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Using data to differentiate professional learning needs with regard to instructional practices. Observe, adjust, and improve instructional practices. 	All staff	Implementation of evidence-based instructional strategies.	Building Principals	07/01/2024	06/30/2027
Communications					
Type of Communication			Frequency		
Other			Ongoing through discussion of supervision based on teacher observations.		

MS Math Curriculum Improvements

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Math Teachers	Process of writing, revising curriculum and selection of resources	Assistant to the Superintendent for Curriculum, Instruction, and Assessment	07/01/2024	06/30/2027

Communications

Type of Communication	Frequency
Other	Ongoing meetings.

Structured Literacy					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implement train the trainer model in order to train faculty in structured literacy. 	All required staff	Structured Literacy and Implementation	Assistant to the Superintendent for Curriculum, Instruction, and Assessment	07/01/2024	06/30/2027
Communications					
Type of Communication			Frequency		
Other			Ongoing meetings, trainings.		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Board Meeting_2024-3-11 (4) (1) (1).pdfBoard Affirmation Statement.pdf

Chief School Administrator	Date
Daniel D. Serfass	2024-07-18