## Profile and Plan Essentials

| **LEA Type** | | AUN |
|---|---|---|
| School District | | 112011603 |
| **Address 1** | | |
| 130 Berlin Rd | | |
| **Address 2** | | |
| | | |
| **City** | **State** | **Zip Code** |
| New Oxford | PA | 17350 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Dr Sharon A Perry | | perrys@cvcolonials.org |
| **Single Point of Contact Name** | | |
| Dr. Wesley T Doll | | |
| **Single Point of Contact Email** | | |
| dollw@cvcolonials.org | | |
| **Single Point of Contact Phone Number** | | |
| 7176242157 | | |

## Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|---|---|---|---|
| Melanie Sauter | Board Member | Conewago Valley School District | sauterm@cvcolonials.org |
| Sharon Perry | Administrator | Conewago Valley School District | perrys@cvcolonials.org |
| Brad Sterner | Administrator | Conewago Valley School District | sternerb@cvcolonials.org |
| Charles Trovato | Administrator | Conewago Valley School District | trovatoc@cvcolonials.org |
| Stephanie Corbin | Administrator | Conewago Valley School District | corbins@cvcolonials.org |
| Lorrie Hrycek | Administrator | Conewago Valley School District | hrycekl@cvcolonials.org |
| Matthew Muller | Administrator | Conewago Valley School District | mullerm@cvcolonials.org |
| Nicholas Zepp | Administrator | Conewago Valley School District | zeppn@cvcolonials.org |
| Joshua Lovejoy | Administrator | Conewago Valley School District | lovejoyj@cvcolonials.org |
| Lori Duncan | Administrator | Conewago Valley School District | duncanl@cvcolonials.org |
| Christopher Bowman | Administrator | New Oxford High School | bowmanc@cvcolonials.org |
| John Beeman | Administrator | New Oxford High School | beemanj@cvcolonials.org |
| Alecia Kraus | Administrator | New Oxford High School | krausa@cvcolonials.org |
| Drew Little | Administrator | Conewago Career and Technical Center | littled@cvcolonials.org |
| Joshua Schaffer | Administrator | New Oxford Middle School | schafferj@cvcolonials.org |
| Garry Himes | Administrator | New Oxford Middle School | himesg@cvcolonials.org |
| Christina McLaughlin | Administrator | Conewago Valley Intermediate School | mclaughlinc@cvcolonials.org |
| Christen Manari | Administrator | Conewago Township Elementary School | manaric@cvcolonials.org |
| Christopher Cobb | Administrator | New Oxford Elementary School | cobbc@cvcolonials.org |
| Mark Herb | Administrator | Conewago Valley Intermediate School | herbm@cvcolonials.org |
| Dwayne Smith | Staff Member | Conewago Valley School District | smithdwayne@cvcolonials.org |
| Anthony Angelini | Staff Member | Conewago Valley Education Association | angelinia@cvcolonials.org |
| Amanda Sipe | Staff Member | Conewago Valley Education Association | sipea@cvcolonials.org |
| Bonnie Little | Staff Member | Conewago Valley School District | littleb@cvcolonials.org |
| Caitlynne Edwards | Staff Member | Cheerleading Coach | edwardsc@cvcolonials.org |
| Laura Hartlaub | Staff Member | Conewago Township Elementary | hartlaubl@cvcolonials.org |
| Melissa Gantz | Staff Member | Conewago Township Elementary School | gantzm@cvcolonials.org |
| Jennifer Shearer | Staff Member | New Oxford Elementary School | shearerj@cvcolonials.org |
| Alyssa Young | Staff Member | New Oxford Elementary School | younga@cvcolonials.org |
| Ashley Robart | Staff Member | Conewago Valley Intermediate Unit | robarta@cvcolonials.org |
| Lisa Rufalo | Staff Member | Conewago Valley Intermediate Unit | rufalol@cvcolonials.org |
| Shaun Wagner | Staff Member | New Oxford Middle School | wagners@cvcolonials.org |
| Suzette Sauter | Staff Member | New Oxford High School | sauters@cvcolonials.org |
| Elizabeth Roscoe | Staff Member | New Oxford High School | roscoeb@cvcolonials.org |

| | | | |
|---|---|---|---|
| Lauren Herring | Community Member | Herring Photography | lauren@herringphotographysite.com |
| Shawn Cuffley | Community Member | Eastern Adams Regional Police Department | scuffley@earpd.org |
| Jenell Boyer | Community Member | Children's Aid Society | jenell@kevinboyer.com |
| Sami Slusser | Community Member | Center for Youth and Community Development | sami@cfygettsburg.com |
| Gary Baumgardner | Community Member | Conewago Township Police Department | gbaumgardner@conewagotwp.us |
| Melissa Lavalle | Community Member | Conewago Valley Education Foundation | lavalleem2000@yahoo.com |
| Keely Smith | Community Member | Conewago Valley Education Foundation | krsmith233@gmail.com |
| Pete Socks | Community Member | Berwick Township | petesocks@berwicktwp.org |
| David Bolton | Community Member | Abbottstown Borough | DavidWBolton.org@gmail.com |
| Julia Groft | Community Member | Manpower | julia.groft@manpower.com |
| Craig Aiello | Community Member | Leonhardt Manufactoring | caiello@leonhardtmfg.com |
| Jake Lawrence | Community Member | Riggle Wealth Group | jakelawrence@rigglewealth.com |
| Charlotte Shaffer | Community Member | Conewago Township | supervisorshaffer@conewagotwp.us |
| David Arndt | Community Member | Conewago Township | darndt@conewagotwp.us |
| Kim Cherry | Parent | Conewago Township Elementary School | kcherry05@outlook.com |
| Jessica Lawrence | Parent | Conewago Township Elementary School | jlawrence519@hotmail.com |
| Eric Bowden | Parent | New Oxford Elementary School | bowdene@cvcolonials.org |
| Amanda Marriott | Parent | New Oxford Elementary School | ajm5292@gmail.com |
| Tasha Martin | Parent | Conewago Valley Intermediate School | martint@cvcolonials.org |
| Angie Sharrer | Parent | Conewago Valley Intermediate School | mmsharrer@gmail.com |
| Kelly McGregor | Parent | New Oxford High School | macregorkelly21@gmail.com |
| Megan Fox | Parent | New Oxford High School | oneliusfox@gmail.com |
| Marsha Akinrosotu | Parent | New Oxford Middle School | makinrosotu@gmail.com |
| Dawn Smith | Parent | New Oxford Middle School | dawnsmith05@yahoo.com |
| Tyson Schuck | Student | New Oxford Middle School | tpschuck28@cvcolonials.org |
| Madison Cohee | Student | New Oxford High School | mbcohee24@cvcolonials.org |
| Lexus Isaac | Student | New Oxford High School | lmisaac25@cvcolonials.org |
| Audrey Crabill | Student | New Oxford High School | aacrabill24@cvcolonials.org |
| Hailey Tillmann | Student | New Oxford Middle School | hltillmann28@cvcolonials.org |
| Evan Guiher | Student | Conewago Valley Intermediate School | emguiher31@cvcolonials.org |
| Gabriella Golden | Student | New Oxford High School | glgolden25@cvcolonials.org |
| Tara Bolton | Community Member | Abbottstown Borough | tarawilliams1978@gmail.com |
| Hanna Carbaugh | Community Member | Abbottstown Borough | hanna.coulson@icloud.com |
| Nancy Herb | Administrator | New Oxford High School | herbn@cvcolonials.org |
| | | | |
| | | | |

## LEA Profile

Conewago Valley School District is located in south central Pennsylvania in Adams County. The District with a total of 73 square miles, is located between three major areas: Harrisburg, the state capital on the northeast; Gettysburg, to the southwest; and Maryland, a major contributor to the increase of our student population to the southeast. The major population centers of the school district are Oxford Township, a community of approximately 5,000 people and Conewago Township, a community of approximately 6,000 people. The school district is comprised of 11 municipalities. They are Abbottstown Borough, Berwick Township, Bonneauville Borough, Conewago Township, Hamilton Township, McSherrystown Borough, Mount Pleasant Township, New Oxford Borough, Oxford Township, Straban Township, and Tyrone Township. Conewago Valley School District operates five educational facilities organized on a K-3, 4-6, 7-8, and 9-12 plan. The District completed the construction of additions to both elementary buildings to accommodate Full Day Kindergarten in the fall of 2011. The enrollment in the district is gradually increasing. The completed feasibility study will be utilized to develop a five year plan for facility improvements. The five school buildings include a comprehensive high school with career and technical education programming, a middle school, an intermediate school, and two elementary schools.

The district is divided into two attendance areas for elementary enrollment. The elementary buildings are Conewago Township Elementary and New Oxford Elementary. Four of the schools are located in the New Oxford Area. Conewago Township Elementary is located in McSherrystown, approximately 12 miles from the other buildings. The current district enrollment is 3,747. The building enrollments for the 2024-2025 school year are Conewago Township Elementary - 481, New Oxford Elementary - 577, Conewago Valley Intermediate - 850, New Oxford Middle School - 574, and New Oxford High School - 1240. We also have 25 students that access outside educational programs. The school district employs 473 individuals including 24 administrators, 292 instructional staff, and 157 support staff.

The District encourages the professional staff to continue their own professional development through college courses, independent studies, book discussion groups, attendance at conferences and workshops, and professional learning communities. The majority of the professional staff has earned advanced degrees. The curriculum is comprehensive, providing students with an education in the arts, business education, computer education, English, family and consumer sciences, career and technical education, foreign languages, health, language arts, mathematics, physical education, the sciences, and social studies. A full-day kindergarten program for all students was implemented for the 2011-12 school year. Block scheduling has been in place at the high school since 2005. Advanced placement courses, internships, job shadowing, and college courses are available for high school students. Counseling services, gifted education, and a full range of special education services are available at all levels. We also have an Online Academy for grades 9-12. Alternative education programs are available to secondary students through the school-based Colonial Academy, York County High School Adams-Hanover Satellite Campus, and Lincoln Intermediate Unit. With these opportunities for more secondary students to be successful, Conewago Valley School District can report a positive graduation rate of 91.3%.

Co-Curricular offerings provide a comprehensive program of interscholastic and recreational sports for boys and girls. The athletic facilities are exemplary and are shared with many community athletic organizations. Many students participate in multiple activities, including music organizations, such as band, chorus, and orchestra; drama opportunities; school yearbook and newspaper; a variety of clubs, service organizations, and booster groups. New Oxford High School has active chapters of the National Honor Society, National Art Honor Society, SkillsUSA, FFA, and FBLA.

## Mission and Vision

**Mission**

Conewago Valley School District promotes individual and collaborative excellence enabling students to become competent, confident, and creative builders of the future.

**Vision**

Conewago Valley School District empowers students.

## Educational Values

**Students**

All students should be challenged and accept ownership of learning in order to reach their full potential. All students should learn the value of collaboration and competition. All students will be given a variety of opportunities to assist them in becoming well-rounded individuals. All students can grow academically, emotionally, physically, and socially.

**Staff**

Quality education promotes life-long learners leading to new knowledge and personal growth. Making learning relevant is the key to engagement.

**Administration**

Excellence in education depends on the continuous evaluation of curriculum, development of staff, and quality facilities. Our educational programs provide authentic opportunities to develop basic skills, life skills, critical thinking skills, conflict resolution, and problem solving skills. All students deserve a safe learning environment. All students have the greatest opportunity to learn in a safe environment.

**Parents**

All students are responsible for determining their own future with the support of family, community, and educators. Students learn best when parents and/or guardians partner with their school.

**Community**

Conewago Valley School District is a community of respect where each person has intrinsic worth, and, therefore must be accepted and treated with dignity. Our educational programs provide opportunities for students to be an asset to their school and community.

**Other (Optional)**

Omit selected.

## Future Ready PA Index

## Review of the School(s) Level Performance

### Strengths

| Indicator | Comments/Notable Observations |
|---|---|
| 2024 ELA PSSA Grades 3-6 | All 3 schools have performed above the state average. Conewago Township Elementary School earned a combined percentage of 67.6% demonstrating the number of students that earned advanced or proficient on the 3rd grade ELA PSSA with the state average being 53.9%. New Oxford Elementary School earned a combined percent of 70.4% demonstrating the number of students that earned advanced or proficient on the 3rd grade ELA PSSA with the state average being 53.9%. Conewago Valley Intermediate School earned a combined percent of 57.2% demonstrating the number of students that earned advanced or proficient on the 4th through 6th grade ELA PSSA with the state average being 53.9%. |
| 2024 Math PSSA Grades 3-6 | All 3 schools have performed above the state average. Conewago Township Elementary School earned a combined percentage of 63.9% demonstrating the number of students that earned advanced or proficient on the 3rd grade Math PSSA with the state average being 40.2%. New Oxford Elementary School earned a combined percentage of 76.1% demonstrating the number of students that earned advanced or proficient on the 3rd grade Math PSSA with the state average being 40.2%. Conewago Valley Intermediate School earned a combined percent of 52% demonstrating the number of students that earned advanced or proficient on the 4th through 6th grade Math PSSA with the state average being 40.2%. |
| 2024 Science PSSA Grade 4 | Conewago Valley Intermediate School performed above the state average. Conewago Valley Intermediate School earned a combined percent of 83.3% demonstrating the number of students that earned advanced or proficient on the 4th grade Science PSSA with the state average being 59.2%. |
| 2024 Science PSSA (PVAAS) Academic Growth Grade 6 | All student groups exceeded the standard demonstrating growth. 86% of the 6th grade students exceeded growth in science with the state average being 74.7% |
| 2024 ELA PSSA (PVAAS) Academic Growth Grades 7 and 8 | All student groups exceeded the standard demonstrating growth. 84% of the 7th and 8th grade students exceeded growth in ELA with the state average being 75.4% |
| 2024 Science PSSA (PVAAS) Academic Growth Grade 8 | All student groups exceeded the standard demonstrating growth. 84% of the 8th grade students exceeded growth in science with the state average being 74.7% |

### Challenges

| Indicator | Comments/Notable Observations |
|---|---|
| 2024 Math/Algebra Grades 7 and 8 | New Oxford Middle School students scored below the state average at 38.6% of their students scoring proficient or advanced with the state average being 40.2%. |
| 2024 Math/Algebra (PVAAS) Academic Growth Grades 7 and 8 | New Oxford Middle School students did not meet the standard demonstrating academic growth with earning an academic growth score of 55.3% while the state average is 74.9%. |
| 2024 Biology Keystone | New Oxford High School students scored below the state average at 48.5% of their students scoring proficient or |

| | |
|---|---|
| | advanced with the state average being 59.2%. |
| 2024 Literature Keystone (PVAAS) Academic Growth | New Oxford High School students did not meet the standard demonstrating academic growth with earning an academic growth score of 50% while the state average is 75.4%. |
| 2024 Algebra Keystone (PVAAS) Academic Growth | New Oxford High School students did not meet the standard demonstrating academic growth with earning an academic growth score of 63% while the state average is 74.9%. |

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

### Strengths

| | |
|---|---|
| **Indicator**<br>2024 ELA PSSA<br>**Grade Level(s) and/or Student Group(s)**<br>Economically Disadvantaged Grades 4-6 and 7-8 | **Comments/Notable Observations**<br>Above state average at 73% academic growth score with state average of 71% for grades 4-6. Above state average at 78% academic growth score with state average of 75.4% for grades 7-8. |
| **Indicator**<br>2024 Science PVAAS Growth<br>**Grade Level(s) and/or Student Group(s)**<br>Economically Disadvantaged Grades 7-8 and 9-12 | **Comments/Notable Observations**<br>Above state average at 81% academic growth score with state average of 74.7% for grades 7-8. Above state average at 79% academic growth score with state average of 74.7% for grades 9-12. |
| **Indicator**<br>2024 Science PSSA<br>**Grade Level(s) and/or Student Group(s)**<br>Hispanic Student Group in grade span 4-6 | **Comments/Notable Observations**<br>Above state average at 75.5% academic growth score with state average of 59.2% for grades 4-6. |
| **Indicator**<br>2024 Science PVAAS Growth<br>**Grade Level(s) and/or Student Group(s)**<br>Hispanic Student Group in grade spans 7-8 and 9-12 | **Comments/Notable Observations**<br>Above state average at 78% academic growth score with state average of 74.7% for grades 7-8. Above state average at 77% academic growth score with state average of 74.7% for grades 9-12. |
| **Indicator**<br>2024 ELA PVAAS Growth<br>**Grade Level(s) and/or Student Group(s)**<br>Hispanic Student Group in grade span | **Comments/Notable Observations**<br>Above state average at 76% academic growth score with state average of 75.4% for grades 7-8. |

| | |
|---|---|
| 7-8 | |
| **Indicator**<br>2024 Math PVAAS Growth<br>**Grade Level(s) and/or Student Group(s)**<br>Hispanic Student Group in grade span 7-8 | **Comments/Notable Observations**<br>Above state average at 77.3% academic growth score with state average of 74.9% for grades 7-8. |
| **Indicator**<br>2024 ELA PVAAS Growth<br>**Grade Level(s) and/or Student Group(s)**<br>Students with Disabilities Grade Span 4-6 | **Comments/Notable Observations**<br>Above state average at 86% academic growth score with state average of 75.4% for grades 4-6. |
| **Indicator**<br>2024 Math PVAAS Growth<br>**Grade Level(s) and/or Student Group(s)**<br>Students with Disabilities Grade Span 4-6, 7-8 and 9-12 | **Comments/Notable Observations**<br>Above state average at 86% academic growth score for grades 4-6, 81% for grades 7-8 and 85% for grades 9-12 with the state average being 74.9% . |

### Challenges

| | |
|---|---|
| **Indicator**<br>2024 ELA PVAAS Growth<br>**Grade Level(s) and/or Student Group(s)**<br>Students with Disabilities Grade Span 7-8 and 9-12 | **Comments/Notable Observations**<br>Students with disabilities at both New Oxford Middle School and New Oxford High School did not meet the state average of growth of 75.4%. Students in grade span 7-8 achieved 73% growth. Students in grade span 9-12 achieved 68% growth. |
| **Indicator**<br>2024 Math PVAAS Growth<br>**Grade Level(s) and/or Student Group(s)**<br>Students with Disabilities Grade Span 7-8. | **Comments/Notable Observations**<br>Students with disabilities at New Oxford Middle School did not meet the state average of growth of 74.9%. Students in grade span 7-8 achieved 60% growth. |

## 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.

| |
|---|
| 2024 ELA PSSA Grades 3-6 - All 3 schools have performed above the state average. Conewago Township Elementary School earned a combined percentage of 67.6% demonstrating the number of students that earned advanced or proficient on the 3rd grade ELA PSSA with the state average being 53.9%. New Oxford Elementary School earned a combined percent of 70.4% demonstrating the number of students that earned advanced or proficient on the 3rd grade ELA PSSA with the state average being 53.9%. Conewago Valley Intermediate School earned a combined percent of 57.2% demonstrating the number of students that earned advanced or proficient on the 4th through 6th grade ELA PSSA with the state average being 53.9%. |
| 2024 Math PSSA Grades 3-6 - All 3 schools have performed above the state average. Conewago Township Elementary School earned a combined percentage of 63.9% demonstrating the number of students that earned advanced or proficient on the 3rd grade Math PSSA with the state average being 40.2%. New Oxford Elementary School earned a combined percentage of 76.1% demonstrating the number of students that earned advanced or proficient on the 3rd grade Math PSSA with the state average being 40.2%. Conewago Valley Intermediate School earned a combined percent of 52% demonstrating the number of students that earned advanced or proficient on the 4th through 6th grade Math PSSA with the state average being 40.2%. |
| 2024 Science PSSA Grade 4 - Conewago Valley Intermediate School performed above the state average. Conewago Valley Intermediate School earned a combined percent of 83.3% demonstrating the number of students that earned advanced or proficient on the 4th grade Science PSSA with the state average being 59.2%. |
| 2024 Science PSSA (PVAAS) Academic Growth Grade 8 - All student groups exceeded the standard demonstrating growth. 84% of the 8th grade students exceeded growth in science with the state average being 74.7% |

### 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.

| |
|---|
| 2024 ELA PVAAS Growth - Students with disabilities at both New Oxford Middle School and New Oxford High School did not meet the state average of growth of 75.4%. Students in grade span 7-8 achieved 73% growth. Students in grade span 9-12 achieved 68% growth. |
| 2024 Math PVAAS Growth - Students with disabilities at New Oxford Middle School did not meet the state average of growth of 74.9%. Students in grade span 7-8 achieved 60% growth. |

## Local Assessment

### English Language Arts

| Data | Comments/Notable Observations |
|---|---|
| Acadience K-6 | Our 1-6 students are tested 3 times throughout the school year. Our K students are testing 2 times throughout the school year. |
| IXL K-8 | Our 1-6 students are tested 3 times throughout the school year. Our K students are testing 2 times throughout the school year. We started testing 7th and 8th grade during the 2024-2025 school year resulting in not having growth data for the two grade levels. |
| CDT | Students are tested 2 times a year. Our students are tested in grades 4-10 in reading, math and science. We only started the CDT for the 2024-2025 school year resulting in not having growth data. |
| District Developed Common Assessments | Summative Assessments |

### English Language Arts Summary

#### Strengths

| |
|---|
| Acadience data demonstrated that at the end of the 2023-2024 school year that the following percentages of students ended the year at or above the grade level benchmark in ELA. Kindergarten 69%, 1st Grade 54%, 2nd Grade 56%, 3rd Grade 63%, 4th Grade 43%, 5th Grade 48% and 6th Grade 66%. |
| IXL data demonstrated that at the end of the 2023-2024 school year that the following percentages of students ended the year at or above the grade level benchmark in ELA. Kindergarten 59%, 1st Grade 68%, 2nd Grade 54%, 3rd Grade 59%, 4th Grade 44%, 5th Grade 47% and 6th Grade 46%. |
| |
| |

#### Challenges

| |
|---|
| We implemented the CDTs starting the school year 2024-2025 for grades 4-10. We will not be able to demonstrate growth data. |

### Mathematics

| Data | Comments/Notable Observations |
|---|---|
| Acadience K-6 | Our 1-6 students are tested 3 times throughout the school year. Our K students are testing 2 times throughout the school year. |
| IXL K-8 | Our 1-6 students are tested 3 times throughout the school year. Our K students are testing 2 times throughout the school year. We started testing 7th and 8th grade during the 2024-2025 school year resulting in not having growth data for the two grade levels. |
| CDT | Students are tested 2 times a year. Our students are tested in grades 4-10 in reading, math and science. We only started the CDT for the 2024-2025 school year resulting in not having growth data. |
| District Developed Common Assessments | Summative Assessments |

## Mathematics Summary

### Strengths

| |
|---|
| Acadience data demonstrated that at the end of the 2023-2024 school year that the following percentages of students ended the year at or above the grade level benchmark in Math. Kindergarten 54%, 1st Grade 49%, 2nd Grade 46%, 3rd Grade 62%. |
| IXL data demonstrated that at the end of the 2023-2024 school year that the following percentages of students ended the year at or above the grade level benchmark in Math. Kindergarten 71%, 1st Grade 69%, 2nd Grade 64%, 3rd Grade 58%, 4th Grade 45%, 5th Grade 30% and 6th Grade 40%, 8th Grade 43%. |

### Challenges

| |
|---|
| 5th grade ended the year with only having 30% of the students meeting the benchmark or above in Math. This will be impacted with implementing new standards aligned curriculum and implementing new math curriculum resources for the 2024-2025 school year. |

## Science, Technology, and Engineering Education

| **Data** | **Comments/Notable Observations** |
|---|---|
| CDT | Students are tested 2 times a year. Our students are tested in grades 4-10 in reading, math and science. We only started the CDT for the 2024-2025 school year resulting in not having growth data. |
| District Developed Common Assessments | Summative assessments |
| Technology education competency checklist | Technology Education Project Based and Competency-based curriculum and assessments in grades 7-12 |

## Science, Technology, and Engineering Education Summary

### Strengths

| |
|---|
| We have developed a K-12 STEELS aligned curriculum that will be implemented during the 2025-2026 school year. |

### Challenges

| |
|---|
| We started the CDTs at the beginning of the 2024-2025 school year. We will not have growth data for Science. |

## Related Academics

### Career Readiness

| Data | Comments/Notable Observations |
|---|---|
| Future Ready Index-Career Standards Benchmark Grades 4-6 | 100% of the student met the Career Standards Benchmark with the state average being 91.4% |
| Future Ready Index-Career Standards Benchmark Grades 7-8 | 100% of the student met the Career Standards Benchmark with the state average being 91.4% |
| Future Ready Index-Career Standards Benchmark Grades 9-12 | 100% of the student met the Career Standards Benchmark with the state average being 91.4% |

### Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

| Data | Comments/Notable Observations |
|---|---|
| Accounting Technologies Agriculture | CIP Code: 01.0000 PDE Approved 2024 (2 year program) |
| Applied Horticulture/Horticultural Operations | CIP Code: 01.0601 PDE Approved 2023 (2 year program) |
| Education | CIP Code: 13.0101 PDE Approved 2023 (2 year program) |
| Engineering | CIP Code: 15.9999 PDE Approved 2020 (2 year program) |
| Family Consumer Science | CIP Code: 19.0101 and 19.9999 PDE Approved 2024 (2 year program) |
| Diversified Occupations | CIP Code: 32.0105 PDE Approved 2023 (1 year program) |
| Welding Technology | CIP Code: 48.0508 PDE Approved 2020 (2 year program) |
| Accounting Technology | CIP Code: 52.0302 PDE Approved 2022 (2 year program) |

### 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**

Delaware Valley University

**Agreement Type**

Dual Credit

**Program/Course Area**

Agriculture Business, Agriculture Science and Horticulture I & II

**Uploaded Files**

Delaware Valley University Articulation Agreement.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.

| |
|---|
| We have 100% of our students 4-12 that have met the Career Standards Benchmark. |
| Our CTE programs are all PDE approved and our programs are continuing to grow. |

### 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.

| |
|---|
| We need to continue to look at staffing so that we are able to offer the seats within our programs so that every student that is interested in a program can have the experience. |
| We need to monitor the space that we have to ensure that we can continue to offer more programs for our students. |

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

### Students Considered Economically Disadvantaged

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

### 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.

| |
|---|
| ELA PVAAS Growth - Students with Disabilities Grade Span 4-6 are above state average at 86% academic growth score with state average of 75.4% for grades 4-6. |
| ELA PVAAS Growth - Hispanic Student Group in grade span 7-8 are above state average at 76% academic growth score with state average of 75.4% for grades 7-8. |
| |
| |
| |

## 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.

| |
|---|
| ELA PVAAS Growth - Students with Disabilities at both New Oxford Middle School and New Oxford High School did not meet the state average of growth of 75.4%. Students in grade span 7-8 achieved 73% growth. Students in grade span 9-12 achieved 68% growth. |
| Math PVAAS Growth - Students with Disabilities Grade Span 7-8 at New Oxford Middle School did not meet the state average of growth of 74.9%. Students in grade span 7-8 achieved 60% growth. |
| |
| |
| |

## Designated Schools

There are no Designated Schools.

## Supplemental LEA Plans

| Programs and Plans | Comments/Notable Observations |
|---|---|
| Special Education Plan | N/A |
| Title 1 Program | N/A |
| Student Services | N/A |
| K-12 Guidance Plan (339 Plan) | N/A |
| Technology Plan | N/A |
| English Language Development Programs | N/A |

### 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 | Operational |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence | Emerging |
| 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 | Emerging |
| Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning | Emerging |

### 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 | Operational |

### 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 | Emerging |
| 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 |
| Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district |

| |
|---|
| Partner with local businesses, community organizations, and other agencies to meet the needs of the district |
| Recruit and retain fully credentialed, experienced and high-quality leaders and teachers |
| Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities |

### 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.

| |
|---|
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence |
| Ensure effective, standards-aligned curriculum and assessment |
| Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction |
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data |
| Coordinate and monitor supports aligned with students' and families' needs |

## 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 |
|---|---|
| 2024 ELA PSSA Grades 3-6 - All 3 schools have performed above the state average. Conewago Township Elementary School earned a combined percentage of 67.6% demonstrating the number of students that earned advanced or proficient on the 3rd grade ELA PSSA with the state average being 53.9%. New Oxford Elementary School earned a combined percent of 70.4% demonstrating the number of students that earned advanced or proficient on the 3rd grade ELA PSSA with the state average being 53.9%. Conewago Valley Intermediate School earned a combined percent of 57.2% demonstrating the number of students that earned advanced or proficient on the 4th through 6th grade ELA PSSA with the state average being 53.9%. | False |
| 2024 Math PSSA Grades 3-6 - All 3 schools have performed above the state average. Conewago Township Elementary School earned a combined percentage of 63.9% demonstrating the number of students that earned advanced or proficient on the 3rd grade Math PSSA with the state average being 40.2%. New Oxford Elementary School earned a combined percentage of 76.1% demonstrating the number of students that earned advanced or proficient on the 3rd grade Math PSSA with the state average being 40.2%. Conewago Valley Intermediate School earned a combined percent of 52% demonstrating the number of students that earned advanced or proficient on the 4th through 6th grade Math PSSA with the state average being 40.2%. | False |
| 2024 Science PSSA Grade 4 - Conewago Valley Intermediate School performed above the state average. Conewago Valley Intermediate School earned a combined percent of 83.3% demonstrating the number of students that earned advanced or proficient on the 4th grade Science PSSA with the state average being 59.2%. | False |
| 2024 Science PSSA (PVAAS) Academic Growth Grade 8 - All student groups exceeded the standard demonstrating growth. 84% of the 8th grade students exceeded growth in science with the state average being 74.7% | False |
| Acadience data demonstrated that at the end of the 2023-2024 school year that the following percentages of students ended the year at or above the grade level benchmark in ELA. Kindergarten 69%, 1st Grade 54%, 2nd Grade 56%, 3rd Grade 63%, 4th Grade 43%, 5th Grade 48% and 6th Grade 66%. | False |
| IXL data demonstrated that at the end of the 2023-2024 school year that the following percentages of students ended the year at or above the grade level benchmark in ELA. Kindergarten 59%, 1st Grade 68%, 2nd Grade 54%, 3rd Grade 59%, 4th Grade 44%, 5th Grade 47% and 6th Grade 46%. | False |
| | False |
| | False |
| Acadience data demonstrated that at the end of the 2023-2024 school year that the following percentages of students ended the year at or above the grade level benchmark in Math. Kindergarten 54%, 1st Grade 49%, 2nd Grade 46%, 3rd Grade 62%. | False |
| IXL data demonstrated that at the end of the 2023-2024 school year that the following percentages of students ended the year at or above the grade level benchmark in Math. Kindergarten 71%, 1st Grade 69%, 2nd Grade 64%, 3rd Grade 58%, 4th Grade | False |

| | |
|---|---|
| 45%, 5th Grade 30% and 6th Grade 40%, 8th Grade 43%. | |
| Our CTE programs are all PDE approved and our programs are continuing to grow. | False |
| ELA PVAAS Growth - Students with Disabilities Grade Span 4-6 are above state average at 86% academic growth score with state average of 75.4% for grades 4-6. | False |
| ELA PVAAS Growth - Hispanic Student Group in grade span 7-8 are above state average at 76% academic growth score with state average of 75.4% for grades 7-8. | False |
| We have developed a K-12 STEELS aligned curriculum that will be implemented during the 2025-2026 school year. | False |
| We have 100% of our students 4-12 that have met the Career Standards Benchmark. | False |
| Foster a vision and culture of high expectations for success for all students, educators, and families | True |
| Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district | True |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the district | False |
| Recruit and retain fully credentialed, experienced and high-quality leaders and teachers | False |
| Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities | True |

## 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 |
|---|---|
| 2024 ELA PVAAS Growth - Students with disabilities at both New Oxford Middle School and New Oxford High School did not meet the state average of growth of 75.4%. Students in grade span 7-8 achieved 73% growth. Students in grade span 9-12 achieved 68% growth. | False |
| 2024 Math PVAAS Growth - Students with disabilities at New Oxford Middle School did not meet the state average of growth of 74.9%. Students in grade span 7-8 achieved 60% growth. | False |
| We implemented the CDTs starting the school year 2024-2025 for grades 4-10. We will not be able to demonstrate growth data. | False |
| 5th grade ended the year with only having 30% of the students meeting the benchmark or above in Math. This will be impacted with implementing new standards aligned curriculum and implementing new math curriculum resources for the 2024-2025 school year. | False |
| We started the CDTs at the beginning of the 2024-2025 school year. We will not have growth data for Science. | False |
| We need to continue to look at staffing so that we are able to offer the seats within our programs so that every student that is interested in a program can have the experience. | False |
| We need to monitor the space that we have to ensure that we can continue to offer more programs for our students. | False |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence | False |

| | |
|---|---|
| Coordinate and monitor supports aligned with students' and families' needs | True |
| ELA PVAAS Growth - Students with Disabilities at both New Oxford Middle School and New Oxford High School did not meet the state average of growth of 75.4%. Students in grade span 7-8 achieved 73% growth. Students in grade span 9-12 achieved 68% growth. | False |
| Math PVAAS Growth - Students with Disabilities Grade Span 7-8 at New Oxford Middle School did not meet the state average of growth of 74.9%. Students in grade span 7-8 achieved 60% growth. | False |
| Ensure effective, standards-aligned curriculum and assessment | True |
| Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction | False |
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data | 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.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|---|---|---|
| Ensure effective, standards-aligned curriculum and assessment | When we don't have building leaders that are efficacious in data literacy and monitoring of curriculum implementation, we don't have a culture to support effective and equitable written and assessed curriculum that aids in focusing on student growth through teacher collaboration and communication. We identified the following as factors: Constant change could not provide adequate time to fully determine if "things" are working/not working. High turnover rate breeds gaps and inconsistencies. When we start something, how do we sustain it when someone new comes in? (onboarding, etc.) Do administrators need onboarding (similar to what teachers receive that could help them with topics like observing subject areas that they may not have experience with)? We identified the following as causes: Turnover Lack of time We identified the following data factors: Exit interviews and/or exit survey- The information is sent back to the dept. Just as students are formally assessed, it's important for 'temps' are taken for teams to prevent turnover. Exit interviews could provide the information we need to bridge a 'corporate' world and 'education' world Common assessments allow us to ensure students are receiving the same knowledge. CDT data Looking at scope and sequence is important to ensure consistency. Common walkthrough expectations/look-fors | True |
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data | When we don't have an opportunity for diverse stakeholders to provide input and feedback on resource-allocation decisions, we don't have a culture to support making decisions about scarce resources that prioritize the needs of our school community. We identified the following as factors: The budget process is both complex and interconnected. Stakeholders, especially faculty and students and families, need context and knowledge. Spending decisions need to be responsive to urgent needs and focused on long-term vision. There are scarce resources, so not all desires can be met. Compromise can help, but there are still times when cuts or changes need to be made. It can be hard to accept. Teachers need to be involved in the budgeting process as well to help them better understand the process and not have hard feelings when they are not able to receive what they want. Principles caught in the middle. We identified the following as causes: Buildings get funding but it is unclear how the amount of funding is determined. Is it equitable between buildings, per pupil, etc. Budgeting for consumables each year - which budget does it come from Budget presentations are made at the end of the process. May be good to have interim updates on the process throughout the year. Silos within our system that need to be integrated to share resources across systems/buildings. Feeling that if you advocate for yourself it is at the loss of someone else leading to people keeping secrets. We identified the following data factors: Inventory and knowing what we have on hand and available before purchasing more. Changes in allocation over recent years Could we have an idea of | True |

| | | |
|---|---|---|
| | what comes out of what budget? | |
| Coordinate and monitor supports aligned with students' and families' needs | When we don't have a district-wide data collection system and a consistent, pervasive procedure for identifying and matching student-centered supports, we don't have a culture to support the whole student. We identified the following as factors: We may only be communicating when there is a problem. We may not have the prior relationship to connect folks with support. We identified the following as causes: Students may not ALL feel connected to the personnel trying to support them. We identified the following data factors: Attendance Discipline; both consequences and rules violations SAP statistics Academic success rates | True |

## Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|---|---|
| Foster a vision and culture of high expectations for success for all students, educators, and families | We have a clear vision, mission and strategic plan |
| Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district | We continue to provide our community and family with communication to highlight what our students are doing within our district. Our Director of School Safety and Communication takes the lead on all district communication. |
| Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities | We continue to build and implement a K-12 comprehensive professional learning plan that meets the needs of all our faculty and staff. |

## Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|---|---|
| | District leaders provide professional learning opportunities to school administrators to support their ability to consistently monitor, evaluate, and improve implementation of the curriculum and assessments. |
| | We will research district-wide data collection systems and gather data on a wide variety of metrics associated with whole-student needs (e.g., behavior, attendance, mental health, health and wellness, family needs, etc.). |
| | Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data. |

## Goal Setting

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

| **Outcome Category** | | |
|---|---|---|
| Essential Practices 5: Allocate Resources Strategically and Equitably | | |
| **Measurable Goal Statement (Smart Goal)** | | |
| Education of those involved in the budgeting process for better collaboration between buildings and departments giving your purchasing power in the bid process and bulk purchasing, planning for the future. Develop subject matter experts (ex. technology) Bulk bid - receive supplies well into the school year so have to plan for that the previous year to have items to get you through the beginning of the next year Better understanding of the different budgets and how they overlap | | |
| **Measurable Goal Nickname (35 Character Max)** | | |
| Budget | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| General overview of budget with principals and all depts. who have a budget - also developing subject matter experts | Share out with teachers an overview of the budgeting process and different budgets | Education of those involved in the budgeting process for better collaboration between buildings and departments giving your purchasing power in the bid process and bulk purchasing, planning for the future. Develop subject matter experts (ex. technology) Bulk bid - receive supplies well into the school year so have to plan for that the previous year to have items to get you through the beginning of the next year Better understanding of the different budgets and how they overlap |

| **Outcome Category** | | |
|---|---|---|
| Essential Practices 5: Allocate Resources Strategically and Equitably | | |
| **Measurable Goal Statement (Smart Goal)** | | |
| Looking at bulk purchasing together across buildings and budgets when necessary | | |
| **Measurable Goal Nickname (35 Character Max)** | | |
| Building Budgeting Procedures | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| Teachers share with admin. | Admin will share with central office | Looking at bulk purchasing together across buildings and budgets when necessary |

| **Outcome Category** |
|---|
| Essential Practices 5: Allocate Resources Strategically and Equitably |
| **Measurable Goal Statement (Smart Goal)** |
| Create an inventory of current haves in each building. (Some may be addressed in building projects, but it would give us an up-to-date list at this point in time.) - could include quality rating of supplies as well. |

| Measurable Goal Nickname (35 Character Max) | | |
|---|---|---|
| Inventory | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| What is the best way to tackle Who spearheads for each department? Possibly develop a small team to take this on. | Look at ways to store internally that would allow for more bulk purchasing and district wide supplies to help limit over purchasing | Create an inventory of current haves in each building. (Some may be addressed in building projects, but it would give us an up-to-date list at this point in time.) - could include quality rating of supplies as well. |

## Priority: District leaders provide professional learning opportunities to school administrators to support their ability to consistently monitor, evaluate, and improve implementation of the curriculum and assessments.

| Outcome Category | | |
|---|---|---|
| Professional learning | | |
| **Measurable Goal Statement (Smart Goal)** | | |
| CVSD will establish a written administrative onboarding plan that includes a partner administrator (ex. mentor), district-wide procedures, and a breakdown of roles and/or responsibilities. | | |
| **Measurable Goal Nickname (35 Character Max)** | | |
| Leadership Development | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| Administrators will define scope and breadth of current roles and responsibilities. | Establish a core committee to draft a written onboarding plan with input from building administrators, directors, and human resources. | CVSD will establish a written administrative onboarding plan that includes a partner administrator (ex. mentor), district-wide procedures, and a breakdown of roles and/or responsibilities. |

| Outcome Category | | |
|---|---|---|
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | |
| **Measurable Goal Statement (Smart Goal)** | | |
| CVSD will operate quarterly instructional rounds where teachers and administrators work together to learn and grow, maintain consistency, and build community. | | |
| **Measurable Goal Nickname (35 Character Max)** | | |
| Instructional Rounds | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| Professional development for core team (how to collect data, what are you looking for, what does debrief look like, how do we share the information?). | Two instructional rounds within building per year. Ensure it is non-evaluative, communicated with a clear purpose | CVSD will operate quarterly instructional rounds where teachers and administrators work together to learn and grow, maintain consistency, and build community. |

| Outcome Category |
|---|

| Professional learning | | |
|---|---|---|
| **Measurable Goal Statement (Smart Goal)** | | |
| CVSD will implement a professional learning repository for administrators that is curated from a PD cycle that includes conferences, partnerships with local schools/universities, and other ad hoc learning opportunities. | | |
| **Measurable Goal Nickname (35 Character Max)** | | |
| Professional Learning Cycle | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| Establish professional learning cycle and the requisite procedures for sharing learning | Find and curate list of PD opportunities and cross reference with district-wide needs and comprehensive goals | CVSD will implement a professional learning repository for administrators that is curated from a PD cycle that includes conferences, partnerships with local schools/universities, and other ad hoc learning opportunities. |

## Priority: We will research district-wide data collection systems and gather data on a wide variety of metrics associated with whole-student needs (e.g., behavior, attendance, mental health, health and wellness, family needs, etc.).

| **Outcome Category** | | |
|---|---|---|
| Essential Practices 3: Provide Student-Centered Support Systems | | |
| **Measurable Goal Statement (Smart Goal)** | | |
| Research potential systems by which CVSD can coordinate and monitor supports which are aligned by student and family need. | | |
| **Measurable Goal Nickname (35 Character Max)** | | |
| Student Data Collection | | |
| **Target Year 1** | **Target Year 2** | **Target Year 3** |
| Identify the person(s) initiating this goal. Identify the team working towards this goal. Work with the IU to determine which data collection systems are currently in place in various districts within the IU. | Gain information (pros/ cons/ systematic uses) from other districts and partnering services as to which data collection is available and currently utilized. | Research potential systems by which CVSD can coordinate and monitor supports which are aligned by student and family need. |

# Action Plan

## Measurable Goals

| | |
|---|---|
| Budget | Building Budgeting Procedures |
| Inventory | Leadership Development |
| Instructional Rounds | Professional Learning Cycle |
| Student Data Collection | |

## Action Plan For: Engage instructional teams in developing standards-aligned units of instruction.

| **Measurable Goals:** |
|---|
| • CVSD will implement a professional learning repository for administrators that is curated from a PD cycle that includes conferences, partnerships with local schools/universities, and other ad hoc learning opportunities.<br>• CVSD will operate quarterly instructional rounds where teachers and administrators work together to learn and grow, maintain consistency, and build community. |

| **Action Step** | | **Anticipated Start/Completion Date** | |
|---|---|---|---|
| District leaders provide professional learning opportunities to school administrators to support their ability to consistently monitor, evaluate, and improve implementation of the curriculum and assessments. | | 2026-06-30 | 2028-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Assistant Superintendent and Director of Curriculum | Professional Learning Opportunities | Yes | Yes |

| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
|---|---|
| Building leadership will be able to take a more active role in developing and implementing curriculum. Building administration will also be able to successful monitor the implementation of new curriculum and resources within their classrooms. | Professional learning opportunities will be provided during administrative retreat time, principal meetings and during administrative team meetings. |

## Action Plan For: Focus the principal's goal on building leadership capacity, achieving learning goals, and improving instruction

| **Measurable Goals:** |
|---|
| • CVSD will implement a professional learning repository for administrators that is curated from a PD cycle that includes conferences, partnerships with local schools/universities, and other ad hoc learning opportunities.<br>• CVSD will establish a written administrative onboarding plan that includes a partner administrator (ex. mentor), district-wide procedures, and a breakdown of roles and/or responsibilities. |

- CVSD will operate quarterly instructional rounds where teachers and administrators work together to learn and grow, maintain consistency, and build community.

| **Action Step** | | **Anticipated Start/Completion Date** | |
|---|---|---|---|
| CVSD will operate quarterly instructional rounds where teachers and administrators work together to learn and grow, maintain consistency, and build community. | | 2026-08-03 | 2028-07-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Assistant Superintendent | Professional learning on instructional rounds | Yes | Yes |

| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
|---|---|
| Principals will learn the importance of instructional rounds allowing them to collaborate their observation practices with other instructional leaders within the school districts. | Two instructional rounds within building per year. Ensure it is non-evaluative, communicated with a clear purpose. |

## Action Plan For: Provide two-way school-home communication linked to learning

| **Measurable Goals:** |
|---|
| |

| **Action Step** | | **Anticipated Start/Completion Date** | |
|---|---|---|---|
| Research potential systems by which CVSD can coordinate and monitor supports which are aligned by student and family need. | | 2025-07-01 | 2028-08-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Director of School Safety and Communication | Parent needs assessment survey | No | Yes |

| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
|---|---|
| Families will have communication pathways that keep them informed of the district and how their student is doing both academically and behaviorally. | Parent needs assessment survey |

## Action Plan For: Provide a tiered system of instructional and behavioral supports and interventions

| **Measurable Goals:** |
|---|
| • Research potential systems by which CVSD can coordinate and monitor supports which are aligned by student and family need. |

| **Action Step** | | **Anticipated Start/Completion Date** | |
|---|---|---|---|
| Educate stakeholder groups on the intention of matching need and support options via data collection system to ensure we are meeting the needs of our students. | | 2026-08-26 | 2028-08-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Director of Special Education and Student Services | Vendor Presentations | No | Yes |

| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
|---|---|
| Through researching student information systems it will allow the district to compile supports for our individual students. It will also allow us to have all student data located within one system | Selecting a student information system |

## Action Plan For: Strategically target resources to demonstrate school and student need.

| **Measurable Goals:** |
|---|
| • Education of those involved in the budgeting process for better collaboration between buildings and departments giving your purchasing power in the bid process and bulk purchasing, planning for the future. Develop subject matter experts (ex. technology) Bulk bid - receive supplies well into the school year so have to plan for that the previous year to have items to get you through the beginning of the next year Better understanding of the different budgets and how they overlap<br>• Looking at bulk purchasing together across buildings and budgets when necessary<br>• Create an inventory of current haves in each building. (Some may be addressed in building projects, but it would give us an up-to-date list at this point in time.) - could include quality rating of supplies as well. |

| **Action Step** | | **Anticipated Start/Completion Date** | |
|---|---|---|---|
| Education of those involved in the budgeting process for better collaboration between buildings and departments giving your purchasing power in the bid process and bulk purchasing, planning for the future. | | 2026-10-01 | 2026-08-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| Business Manager and Building Principals | Budget Preparation Meetings | No | Yes |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| Building principals will gain a better understanding of resources and budgeting for future building and student needs. | Inventory systems |

# Professional Development

## Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|---|---|
| Engage instructional teams in developing standards-aligned units of instruction. | District leaders provide professional learning opportunities to school administrators to support their ability to consistently monitor, evaluate, and improve implementation of the curriculum and assessments. |
| Focus the principal's goal on building leadership capacity, achieving learning goals, and improving instruction | CVSD will operate quarterly instructional rounds where teachers and administrators work together to learn and grow, maintain consistency, and build community. |

## Instructional Rounds

| Action Step | | |
|---|---|---|
| • CVSD will operate quarterly instructional rounds where teachers and administrators work together to learn and grow, maintain consistency, and build community. | | |
| **Audience** | | |
| Building Administration | | |
| **Topics to be Included** | | |
| Instructional Rounds | | |
| **Evidence of Learning** | | |
| The implementation of Instructional Rounds at all buildings | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Assistant Superintendent | 2025-07-01 | 2028-07-01 |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Classroom/school visitation | Quarterly |
| **Observation and Practice Framework Met in this Plan** | |
| | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Indicator 13 Effective Practices in Transition Training | |

## Communications Activities

Determine the best way to communicate with our families regarding student success and needs.

| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|---|---|---|---|---|---|
| • Educate stakeholder groups on the intention of matching need and support options via data collection system to ensure we are meeting the needs of our students. | Families | Communication | Director of School Safety and Communication | 07/01/2026 | 07/01/2028 |

**Communications**

| Type of Communication | Frequency |
|---|---|
| Newsletter | Monthly |

## Approvals & Signatures

| Uploaded Files |
| --- |
| |

| Chief School Administrator | Date |
| --- | --- |
| | |