



ACADEMIC EXCELLENCE



DEVELOPMENTAL RESPONSIVENESS

CUMBERLAND VALLEY SCHOOL DISTRICT STRATEGIC PLAN



CULTURE AND TRADITION



DECISIVE POLITICS



ORGANIZATIONAL STRUCTURES



LEADERSHIP

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GOALS FOR STRATEGIC PLANNING:

Cumberland Valley School District invested in a process to develop a Strategic Plan that:

- is informed by the shared understandings and core values of the Board of School Directors.
- communicates the school district's intentions for students, parents, staff and the community.
- takes into account the dynamic environment in which planning and implementation occurs.
- represents a data driven, problem solving process that generates specific, measurable solutions from which sound decisions can be made.
- allows for the well-organized flow of information to all decision makers.
- functions well within the committee structure of the Board, for the Board as a whole, central office, administrative team, faculty and staff.
- serves as a means to make on-going organizational decisions, maximizes the efficient and effective use of resources and works as a tool for annual planning and evaluation.
- meets all requirements of the Pennsylvania Department of Education.
- is sustainable.

The purpose of this initiative is to gain an understanding where we are and what we need to do as a district to ensure that we are academically excellent, developmentally responsive, maintain organizational structures that are effective and efficient, recognize the meaningful contributions of all stakeholders, provide direction to our educational leaders, and to sustain a culture that is serving students with distinction.

VISION, MISSION, BELIEFS, AND OUR PHILOSOPHY OF EDUCATION:

Our Vision:

"Soaring to Greatness, Committed to Excellence"

Our Mission:

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

District Shared Values

Often collectively referred to as the "Cumberland Valley Way" our shared values represent a culture that draws and binds citizenry together. They foster a strong sense of commitment, pride, and accomplishment and create feelings of connectedness and loyalty. They are outwardly demonstrated by a strong desire to serve all students with distinction and are sustained in well-maintained buildings and on grounds that serve as the hub of our communities.

Our shared values represent who we are, what we believe, how we act. They are reinforced by the well-noted success of our students and the Cumberland Valley School District as a whole. They help attract and retain families who believe in the value of an outstanding public education for their children to CV, they add to the quality of life in Central Pennsylvania, and they are what makes us unique. Our shared values are best represented in our belief statements.

District Belief Statements:

In the Cumberland Valley School District we believe that every school should be a place where:

- all students have equitable access to a rigorous curriculum, educational experiences, and opportunities to learn.
- all students feel physically and emotionally safe.
- all students are excited to get to school each day.
- all students are intellectually curious and actively engaged.
- all students are willing to ask for help and support.
- every student expects to succeed and every adult expects them to do so.
- all teachers, staff, and most of all students are finding learning to be meaningful, challenging, and joyous.
- every adult is wanting to connect with and positively impact the life of every student.
- individual differences among students are regularly celebrated and all students being recognized for their unique strengths, assets and contributions.
- all academic, developmental, artistic, agricultural, military, athletic, and extra-curricular programs serve students with distinction.
- technology is leveraged to make teaching and learning personal and relevant.
- like a village green, the community proudly gathers (physically and digitally) to interact, share resources, celebrate, play, learn, and feel part of something larger.
- mutual trust and respect is abundant.
- race/class, gender, (dis)ability, or address do not define students' destinies.
- knowing how to learn is as important as what you know.

Philosophy of Education

For more than 60 years, Cumberland Valley School District has committed to serving all students with distinction. This commitment is shared among educators, parents, students, and the community and fosters feelings of pride, connectedness and loyalty. These feelings are sustained by schools that nurture a spirit of inclusion and tolerance, embrace diversity and serve as the hub of our communities. It is outwardly demonstrated by a clear desire to help all students succeed in academic, artistic, agricultural, military, extra-curricular, and athletic programs that are recognized as consistently being among the best in the state and nation. Further it is demonstrated through pride in well maintained buildings, grounds, and classrooms, and most importantly measured by the well-noted success of our students. As a result Cumberland Valley School District attracts and retains families who believe in the value of an outstanding public education. Beyond families who have invested in the district for generations, parents come with their children from around the region, across the state and nation, and all over the world in order to work, play, grow, share, bond, and learn in Cumberland Valley School District. This is our legacy and this is our future.

In meeting its commitment to serving all students with distinction Cumberland Valley School District recognizes that as both an educational and a governmental entity its success is not only measured by

the accomplishments of its students, but also by how well it manages millions of dollars of public assets, how efficiently it consumes public resources, and effectively it improves the quality of life for all citizens it serves. As one of the largest employers in the region, as a catalyst that draws together a diverse population that is skilled and educated, and as one of the main contributors to the development of a highly skilled work force, Cumberland Valley School District recognizes that it is a critical component of the economic engine of Cumberland County and Central Pennsylvania.

With these understandings the Cumberland Valley School District Board of School Directors established ten strategic goals that communicate and provide the foundation to operationalize CV's philosophy of education. The ten strategic goals represent our core values and beliefs in action, communicate the school district's broad intentions for students, parents, staff, and the community, provide direction for the school district as a whole, and inform data collection and on-going analysis for Strategic Planning. In short, they frame who we are, what we do, and how we desire to act.

STRATEGIC GOALS

Cumberland Valley School District Strategic Goals

With a core mission of enriching children's lives and futures, as a steward of public assets, with facilities that serve as the hub of communities, as a vital component of the local economic engine, and as an investment in our collective futures Cumberland Valley School District recognizes the full breadth and depth of academic, economic, and social roles it plays in the health, welfare, and future of the families, neighborhoods, townships, region, and most importantly the children we serve. To this end, Cumberland Valley School District shall:

1. articulate curriculum, instruction, assessment, and professional development to best assure that every child has the opportunity to reach their potential.
2. maintain the excellence for which Cumberland Valley School District is known.
3. define educational programs for elementary students that place emphasis on the development of a solid foundation of academic and social skills and a love of learning, middle school programs that focus on the unique academic, social, and emotional needs of young adolescents, and high school programs that serve as a platform from which our students can excel in post-secondary education, the military, the workforce, and as citizens of the United States of America.
4. articulate special education and support services which meet the unique needs of Cumberland Valley students and are well-articulated with regular education.
5. demonstrate respect for all stakeholders, embrace diversity, and maintain long-standing Cumberland Valley traditions.
6. develop policies, programs, and procedures that allow Cumberland Valley School District to become more efficient and effective in all that we do.
7. recognize that all stakeholders have something valuable to contribute to the educational process.
8. promote programs and opportunities that create a feeling of connectedness among stakeholders and shared responsibility for student learning.
9. embrace forward thinking and continual improvement.
10. be transparent.

STRATEGIC PLANNING PROCESS:

Cumberland Valley School District has dedicated itself to developing and implementing a strategic plan that represents a data-driven, problem-solving process that allows for the well-organized flow of information to all decision makers. The Strategic Plan will result in measurable responses that address:

- curriculum, instruction, and assessment focused on improving all student achievement.
- academic, agriculture, arts, athletics, and military programs whose excellence will continue to be recognized on the state and national level.
- articulated academic goals that culminate in proficiency on required state assessments and serve as a foundation for the transition to work through post-secondary education.
- comprehensive special education and student support services.
- the use of technology for teaching and learning.
- early childhood (K-3) education.
- building leadership and managerial capacity in faculty, staff, and the administration.
- educational facilities.
- school district finances and resources.
- district communications.
- all components of Pennsylvania Department of Education's Comprehensive Plan.

Further the strategic planning process is designed to create a foundation from which Cumberland Valley School District can continue to build and sustain a culture that focuses on effective teaching and meaningful learning for all students, foster better communication systems within the organization, and strengthen the capacity of formal and informal leaders to utilize data to inform decision-making.

After the Board established strategic goals to frame and inform the strategic planning process, sixteen months' of data collection and analysis ensued. Information was collected in six distinct attributes of public schools; (1) Culture, (2) Academic Excellence (3) Developmental Responsiveness (4) Organizational Structures (5) Politics and (6) Leadership.



Culture

The values, beliefs, attitudes, traditions, customs and shared history among residents that Cumberland Valley School District unique.



Academic Excellence

The alignment of curriculum, instruction, assessment, and professional development to promote students measured acquisition of academic standards and the development of essential life skills necessary to become healthy, productive, and well-rounded citizens.



Developmental Responsiveness

Instructional programs and support services which are dedicated to meeting the unique academic, physical, social and emotional needs of learners to assure that all students have equal opportunity to be exposed to the same rich curriculum, learning experiences and educational opportunities.



Organizational Structures

Policies, procedures, guidelines, practices and contracts that support and sustain the efficient and effective operation of the school district as it moves to fulfill its educational vision.



Politics

Politics are the competing interests of formal and informal stakeholders, both inside and outside a school district, that desire to move the education system in the direction believed most appropriate. Politics are a natural part of democracy to be respected and appreciated. Decisive politics seeks to find that common ground among competing interests from which consensus can be built. The two keys to decisive politics are shared information and genuine communication.



Leadership

The degree to which the collective actions of formal and informal leaders within a school district transform the educational vision into a measured educational reality. This includes the art and science of managing variables related to teaching and learning, developmental responsiveness, organizational structures, culture and politics.

Data was gathered and organized in the above categories from focus groups, parent/teacher organizations, student, parent, and teacher surveys and blogs, committees of the Board, administrative cabinet and council, document reviews, analysis of historical trends, and through a community-wide strategic planning committee.

All of the data from these efforts was analyzed and synthesized and shared with the Board of School Directors, educators, and parents and utilized as a means to set Strategic Objectives.

Strategic Objectives provide direction based on core values and common beliefs regarding culture, academic excellence, developmental responsiveness, organizational structures, politics and leadership. Strategic Objectives operationalize strategic goals. While they do not provide specific tasks, they provide the foundation from which specific tasks, action plans, are built and rebuilt.

In the end strategic planning simply comes down to consistently asking six questions. These questions address the critical functions of Cumberland Valley School District. They define who we are, what we believe and how we operate. The answers must guide us at every level of the organization.

1. What do we need to do to maintain academic excellence?
2. How do we assure that all students have equal opportunity to be exposed to the same rich curriculum, learning experiences and educational opportunities?
3. How do we preserve what makes us unique?
4. What common beliefs do we all share?
5. How do we best use available resources to maintain academic excellence, be developmentally responsive and stay true to what makes us unique?
6. How do we work together to provide our children the best possible opportunity to become healthy, productive and well-rounded citizens?



The values, beliefs, attitudes, traditions, customs, and shared history among residents that make Cumberland Valley School District unique.

Strategic Goals Related to Culture:

The Cumberland Valley School District Strategic Plan shall:

- maintain the excellence for which Cumberland Valley School District is known.
- demonstrate respect for all stakeholders, embrace diversity, and maintain long-standing Cumberland Valley traditions.
- recognize that all stakeholders have something valuable to contribute to the educational process.
- promote programs and opportunities that create a feeling of connectedness among stakeholders and shared responsibility for student learning.

Executive Findings Related to Culture

There is a strong sense of pride and accomplishment that defines all aspects of the culture of Cumberland Valley School District. From its inception in 1956, carved from surrounding school districts, there has been an undeniable sense of a commitment for Cumberland Valley School District to serve its students with distinction. This belief, established by the first generation of school leaders and graduates, has not changed even though academic programming, instructional practices, student support services, the economy of the region, and the demographics of the townships that the district serves have all varied greatly.

This strong sense of commitment, pride, and accomplishment is shared among educators, parents, students, and the communities that the district serves. They create feelings of connectedness and loyalty that cross social, economic, governmental, and generational boundaries, and enrich the culture. 90% of all educators report that they feel a sense of pride working in Cumberland Valley School District while 88% of parents indicated they have a sense of pride that their children attend Cumberland Valley schools. The greater CV community recognizes the value and strength of that connectedness and report making conscious family, career, and educational decisions that allow them to be part of this culture.

Connectedness and loyalty are also reflected in the long-standing belief that it is a fundamental obligation of our school community to care for all students. Well-established networks of community organizations, the Eagle Foundation, and individuals work in partnership with teachers, counselors, educational specialists, and administrators to provide students with food, clothing, school supplies, and

transportation, and to address medical, dental, and vision issues, provide social and emotional support, and physical shelter when needed.

Beyond a sense of commitment, pride, and accomplishment, and feelings of connectedness and loyalty, Cumberland Valley's schools physically draw people together. Over the past 60 years these building have become the hub of the communities and neighborhoods that each serves. More than 89% over 1,000 thousand educators and parents polled report that, "Our schools, classrooms, and grounds reflect pride and an environment conducive to learning." Only 1.3% of the parents polled report never feeling welcome in their child's school. Across the 102 square miles and four townships that comprise the district, people, programs and organizations affiliated with the schools contribute to a feeling of connectedness.

Academically, the phrase "A Culture of Excellence", was repeated during committee discussions, on PTO and strategic planning blogs, and through focus group activities. This excellence is measured by the variety and quality of programs offered, the successes of our students - both during and beyond their high school careers - and by local, state and national recognitions highlighting Cumberland Valley as a leader in public education. These successes are core to the district's public identity and are an internal affirmation that the core values, beliefs, attitudes, traditions, and customs are serving our students well.

Cumberland Valley School District and the culture it sustains, attracts and retains families who believe in the value of an outstanding public education for their children.

The desire to be part of Cumberland Valley School District, coupled with an improving economy, the lowest tax rate in Cumberland County, proximity to social services, a strong housing market, and low mortgage rates, have resulted in families steadily relocating to CV from other localities near and far. 72% of the families surveyed indicate that they have lived in Cumberland Valley School District for less than 15 years.

How many years have you lived in Cumberland Valley School District?	
Years	% of Parents
Less than one year	4.63%
1 to 5 Years	18.02%
6 to 10 Years	27.44%
11 to 15 Years	21.49%
16 to 20 Years	8.93%
More than 20 Years	19.50%

When more than 600 parents responded to the question, “What brought you to Cumberland Valley School District?,” more than 49% responded that it was the overall quality of the school district and specific curricular, co-curricular, and extra-curricular programs. Several parents also cited lower property/school taxes combined with specific programs as their rationale for selecting CV.

What brought you to Cumberland Valley School District? (Participants could select more than one choice.)	
The over-all quality of the school system.	49.1%
The quality of my township and proximity to amenities and conveniences.	34.7%
A property I/we fell in love with.	26.2%
Quality of life in Central PA.	20.1%
Athletic and/or extra-curricular programs.	8.0%
Specific academic programs.	6.5%
Specific special education programs.	3.1%

While 53% of students report entering Cumberland Valley School District in kindergarten and another 11% in first grade, more than one-third of the students report beginning after first grade and more than 28% report beginning after the third-grade, which is an academically critical year. This is an important statistic to note as educational research indicates students who are not performing at grade level by the end of the third grade year require increased remediation, sometimes with less successful outcomes. The grades that students most report entering CV, are first, sixth and seventh, followed by the remaining elementary grades. Only 3% report entering Cumberland Valley High School with the primary year being as a freshman. The overall pattern reported by students is consistent with actual attendance rates.

It may not seem logical that blogs, focus groups, and committee discussions that start with conversations about Cumberland Valley's culture turn to a discussion on enrollment trends, but inevitably each did.

Of the hundreds of educators, parents, students, citizens, elected officials, and community leaders who participated in discussions regarding what makes Cumberland Valley School District and Central Pennsylvania unique, there was a clear understanding that we have to redefine the culture of our educational community and that, in turn, will redefine aspects of our operational mission. However, in needing to do so, there was an equally clear expectation that we cannot change our vision as defined by what we collectively want for our children and for our school district.

Commitment, pride, accomplishment, feelings of connectedness and loyalty, well-maintained facilities that are the hub of our community, and the successes of our students and district as a whole represent who we are, what we believe, and how we act. Often referred to as the “Cumberland Valley Way,” our culture is a substantial part of what draws and binds our citizenry together, and adds to the quality of life throughout our community. Together this is what makes Cumberland Valley unique. More than

any other single measure, it is our culture that is attracting and retaining families who believe in the value of an outstanding public education for their children.

Strategic goals targeting Cumberland Valley's culture must continue to sustain the commitment for Cumberland Valley School District to serve its students with distinction even though academic programming, instructional practices, student support services, regional economics and the demographics of the townships that Cumberland Valley School District serves will all continue to vary greatly. In doing, so they must address consistency and change, tradition and reinvention, and the value of the past and our hopes for the future.

Strategic Objectives Related to Culture

The best of our school district's ideals, beliefs, and values being passed to new generations of citizens at our elementary schools, middle schools, and high schools are best served by:

1. maintaining a culture of excellence that attracts families who believe in the value of an outstanding public education for their children.
2. emphasizing programs that connect students, faculty, and parents with citizens and community organizations.
3. promoting our schools as the hub of our communities.
4. respecting and embracing diversity while maintaining long-standing traditions.
5. fostering commitment and understanding through a sense of community.
6. placing emphasis on traditions and customs that help our students foster a sense of community and citizenship while being open to developing new ones.
7. focusing on programs, policies, and procedures that emphasize respect for self, others, and the community that we share.
8. actively pursuing policies, programs, and procedures that promote acceptance.
9. placing emphasis on positive relationships between faculty, staff, students, families, and the community for which the district has come to be known.
10. helping students develop self-respect and empathy through community service opportunities.
11. promoting programs and opportunities that bond the school district with the community.

ACADEMIC EXCELLENCE: STRATEGIC GOALS, EXECUTIVE FINDINGS, AND STRATEGIC OBJECTIVES



The alignment of curriculum, instruction, assessment, and professional development to promote students measured acquisition of academic standards and the development of essential life skills necessary to become healthy, productive, and well-rounded citizens.

Strategic Goals Related to Academic Excellence

The Cumberland Valley School District Strategic Plan shall:

- articulate curriculum, instruction, assessment, and professional development to best assure that every child has the opportunity to achieve to their fullest potential.
- maintain the standard of excellence for which Cumberland Valley School District is known.
- define educational programs for elementary students that place an emphasis on the development of a solid foundation of academic and social skills and a love of learning; middle school programs that focus on the unique academic, social, and emotional needs of young adolescents; and high school programs that serve as a platform from which our students can excel in post-secondary education, the military, the workforce, and as citizens of the United States of America.
- promote programs and opportunities that create a feeling of connectedness among stakeholders and embrace shared responsibility for student learning.
- embrace forward thinking and continual improvement.

Academic Excellence: Executive Findings Related to Our Curriculum

As evidenced by Cumberland Valley School District's School Performance Profile, standardized test scores, state and national rankings, the district has a relevant, rigorous, and successful academic curriculum.

The development and adoption of a newly formatted, digitized, standards-aligned curriculum at the elementary level was a monumental effort on the part of administrators and faculty. While their efforts to adjust and refine the curriculum are ongoing, it can already exemplify a model curriculum both statewide and nationally.

At the secondary level, students begin foreign language and advanced math courses in the middle school, which is earlier than in many surrounding districts. Students are demonstrating success across a variety of measures, including Algebra I Keystone Exams and school district common assessments. The secondary curriculum culminates at Cumberland Valley High School with wide variety of robust curricular, co-curricular, and extracurricular, programs.

Concerns shared by parents, students, educators, and business leaders are that the curriculum needs more diversity to ensure the district meets the needs of all students. Curriculum delivered through the affiliated vocational-technical school, specialized elementary and secondary academic programs, and special education and gifted supports, address the pathways traveled by students who are high achieving, who have vocational aspirations, or are in need of academic support. While there is a strong desire to develop and implement rigorous academic pathways and instructional practices, particular in the STEM field (science, technology, engineering, and math), that does not simply culminate in a high school diploma. Rather, the objective is to offer programs that both provides a seamless transition directly into the workforce, two- or four-year college, or advanced technical school, and includes advanced college credits, an associated degree, or competency-based credentials and certifications that represent employable skills in the local and global market.

Sentiment was very clear that all curricula must be engaging, relevant, responsive, market-driven, and infused with the use of technology. Curricula must also empower all students with the knowledge and skills necessary to transition to the workforce through colleges and universities, advanced technical and vocational schools, or directly from our high school. Further it is recognized that technology coupled with new instructional practices are essential to engaging and motivating students by providing a means to personalize and customize each student's educational experiences.

Finally, there was a call that curriculum be designed to instill a life-long love of learning, uphold democratic ideals, and teach our children civility and professional etiquette expected in post-secondary classrooms, the workplace, and throughout society.

Academic Excellence: Executive Findings Related to our Instructional Practices:

According to the Pennsylvania Department of Education, in 2014 Cumberland Valley School District demonstrated significant evidence that CV students exceeded the Standard for Pennsylvania Academic Growth in eight of the nine areas tested by the Pennsylvania State System Assessments and the Keystone Exams.

As measured by the Pennsylvania Value Added Assessment System, all 10 schools in Cumberland Valley School District met or exceeded the expected standard for PA Academic Growth. One of the seven elementary schools demonstrated that it met the standard, five of the elementary schools demonstrated moderate evidence that they exceeded the standard for PA Academic Growth, and one elementary school and all three secondary schools demonstrated significant evidence that they exceeded the standard for PA Academic Growth. One measure of significance is the SAT/ACT College Ready Benchmark. Cumberland Valley High School scored a 100% on this measure which is representative of the percentage of 12th-grade students scoring 1550 or higher on the SAT and/or 22 or higher on the ACT, when taken at any time over the course of their educational experience.

Much of this success is attributed to the introduction of instructional programs such as WIN (What I Need) in the elementary schools and SOAR in the middle schools. These programs, as well as a continued emphasis on research-based instructional practices at the high school level, evidence a distinct shift from calendar-driven and teacher-centered instructional practices to data-driven and student-centered, research-based instructional practices in Cumberland Valley School District.

Four strong themes emerged through focus groups, committee work, surveys, and community blogs that relate to instructional practices:

1. We cannot retreat from the academic offerings, scope and sequence, rigor, and instructional practices that have resulted in significant academic growth and student as demonstrated on state and national standardized tests and educational measures of accountability.

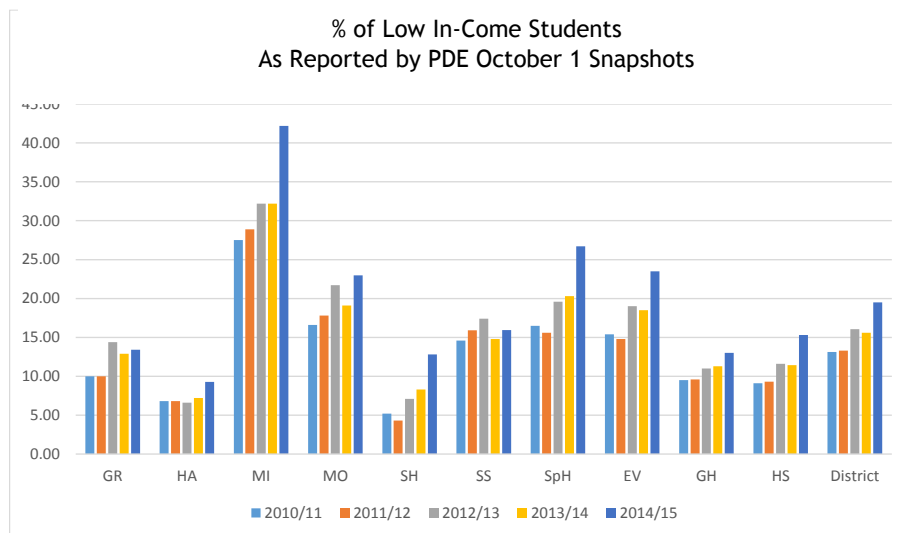
2. We must to infuse back into our students' and our teachers' educational experience the simple joy of learning and teaching.
3. Increasing enrollment, changing, and the broadening diversity of educational needs between elementary attendance areas require faculty and administrators to employ a wider range of instructional practices than ever before.
4. Technology has presented an increasing divide in the way teachers prefer to teach and the way students prefer to learn. This is a gap that needs to be closed.

There are two seemingly opposing goals being voiced across all stakeholder groups in regards to the first two themes. The first goal emphasizes the importance for our children, schools, and school district as a whole to demonstrate outstanding levels of accomplishment on state and national standardized tests and educational measures of accountability. This is especially true for tests and measures that sit at the gateway to academic placement, beginning with tests administered at kindergarten registration and following through each student's educational pathway to the tests that impact post-secondary opportunities.

The second goal emphasizes the importance of improving the educational experience for students, parents, and teachers by finding ways to better infuse the simple joy of teaching and learning back into our classrooms. Clearly voiced through face-to-face and electronic communication, much of the dissatisfaction with the educational experience as it pertains to instruction is the result of undesirable pressure being placed on stakeholders as the result of state and national standardized tests and educational measures of accountability. 62% of the Cumberland Valley School District faculty considers high-stakes testing to be one of the greatest challenges for their students while 34% consider it to be one of their own greatest professional challenges. 76% of teachers, 58% of students, and 44% of parents indicate that there is an unhealthy amount of pressure being placed on children to be successful in school and in extra-curricular activities. More than 50% of students report they like school always or most of the time while 45% responded they "like school" half of the time, only some of the time, or never."

While these two goals may seemingly be diametrically opposed to one another, they do not have to be. Strategic Objectives for instructional practices must reflect the implementation of strategies that promote outstanding levels of academic accomplishment in an environment where teaching and learning is both meaningful and joyful.

Growing enrollments, changing demographics of the student body, and increasing diversity of educational needs between the elementary attendance units require faculty and administrators to employ a wider range of instructional practices than ever before. Increased number of students requiring individualized special education and gifted supports, students from low-income families and those living in poverty, students who are transient or homeless, students of are immigrant families, students who do not speak English or come from homes where little English is spoken, and students who are disenfranchised and/or at risk for a plethora of family, educational, or societal reasons, all require not only educational specialists but also your typical classroom teacher. Strategic Objectives for instructional practices must reflect the changing needs of our student body.



Technology has brought an increasing divide in the way teachers prefer to teach and the way students prefer to learn. 39% of educators polled strongly agree and 85% strongly and somewhat agree that students are being exposed to different methods of instruction, which keeps them engaged and motivated. Yet, only 23% of parents polled strongly agree and 70% strongly and somewhat agree that their children are being exposed to different methods of instruction to keep them engaged and motivated. Strikingly, only 12% of students report that they strongly agree and only 55% strongly and somewhat agree that they like the way their teachers are teaching. This is not indicative of a teacher's effectiveness; test scores obviously show the opposite. Nor does it indicate that students do not want to do well. 95% of our students polled indicated that they want to do well in school most of the time or always. Strategic Objectives for instructional practices must close the gap between the way teachers prefer to teach and the way students prefer to learn.

Academic Excellence: Executive Findings Related to our Assessment Practices

Student assessment practices can be broken into three categories:

1. Standardized Assessments utilized for broad screenings, academic placement, to determine level of proficiency, and as indicators of academic growth and achievement.
2. Curriculum-based assessments used to determine the acquisition of the knowledge and skills as identified in CV curriculum
3. Assessments – standardized or teacher generated – selected or designed to determine strengths, challenges, needs, and/or social, emotional, or academic growth of an individual student.

Standardized Assessments as outlined in the first category above begin with tests administered at kindergarten registration and are utilized at nearly every grade level. These assessments include the Pennsylvania State System Assessments in English Language Arts, Math, and Science in grades 3-8, and Keystone Exams in Algebra, Biology and Literature. Also included are a variety of assessments used by Cumberland Valley School District to internally benchmark the academic progress of students and determine appropriate academic placements. These tests include, but are not limited to Fountas & Pinnell Literacy Benchmarks, the Developmental Reading Assessment II (DRA II), Otis-Lennon School Ability Test (OLSAT), Orleans Hanna Test for Algebra Readiness and the Iowa Algebra Aptitude Tests and Study Island Benchmarks. In addition, standardized assessments are administered that impact opportunity for post-secondary pursuits including the Preliminary and Scholastic Aptitude Tests (PSAT

CUMBERLAND VALLEY SCHOOL DISTRICT ANNUAL ASSESSMENTS			
Assessment	Content Area	Level	Grades
DRA2	Reading	Elementary	Grades K-5 (Students new to district)
Writing Benchmark	writing	Elementary	Grades K-5 (All Students)
AIMSweb Benchmark 1, 2 and 3	Reading and Math	Elementary	Grades K-5 (All Students)
DRA2	Reading	Elementary	Grades K-5 (All Students)
Orleans-Hanna	Math	Elementary	Grade 5
Iowa Algebra Aptitude Test	Math	Elementary	Qualifying 5th graders
OLA Benchmark 1 and 2	Math	Elementary	Grade 2
OLSAT Testing	Ability and Achievement	Elementary	3, 4, 5 (Students new to the district)
OLSAT/Stanford Testing	Ability and Achievement	Elementary	Grade 2
Study Island Benchmark 1, 2, and 3	Math	Elementary	Grades 3-5 (All Students)
PSSA Testing	English Language Arts and Math	Elementary and Secondary	Grades 3,4,5,6,7,8
PSSA Testing	Science	Elementary and Secondary	Grades 4 & 8
AP Testing	Multiple	Secondary	Grades 9-12
Gates	English/Reading	Secondary	Grades 6-8 (All Students)
Math PSSA Benchmark 1, 2, and 3	Math	Secondary	Grades 6-8 - Algebra I
ACT Testing	Multiple	Secondary	Grades 10-12 Grades
Advanced Placement (AP)	Multiple	Secondary	Grades 10-12 at Related Course Completion
ASVAB	ROTC and Military Bound	Secondary	12 at Related Curriculum Completion
CDT ELA, Math, Science	ELA/Math/Science	Secondary	Grades 6-10
DRA2	Reading	Secondary	Proficiency Reading Grades 9-12
DRA2	Reading	Secondary	Strategies and ESL Grades 6-8
International Baccalaureate (IB)	Multiple	Secondary	Grades 9-12 Grades At Related Course Completion
Keystone Exams	Algebra 1, Biology, Literature	Secondary	Grades 6-12 (All Students Completing Those Courses)
NOCTI	Vocational, Business, and Ag.	Secondary	Grades 11-12 at Related Curriculum Completion
PSAT Testing	Multiple	Secondary	Grade 10 (Students who have completed Algebra I)
SAT Testing	Multiple	Secondary	Grades 10-12

and SAT), American College Testing (ACT), Advanced Placement (AP), International Baccalaureate (IB), the National Occupational Competency Testing Institute (NOCTI), and the Armed Services Vocational Aptitude Battery (ASVAB).

Curriculum based assessments – category number two – are being used to determine the acquisition of the knowledge and skills as students' progress through CV curriculum. At both the elementary and secondary levels, faculty and administration have developed assessments aligned to the curriculum and anchored to units of study. These common assessments are utilized to better ensure continuity of both instruction and skill acquisition across grade levels, between buildings, and amongst teachers who are instructing the same curriculum.

Increased number of students requiring individualized special education and gifted supports, students challenged by issues related to poverty, students who are transient or homeless, students who do not speak English or come from homes where little English is spoken, and students who are disenfranchised and/or at risk for a plethora of family, educational, or societal reasons are requiring a wider variety of specialized standardized assessments. These assessments are used to determine a student's individual academic, social, emotional, and behavioral strengths, challenges, needs, and growth. These assessments include, but are not limited to, Stanford-Binet, Wechsler Intelligence Scale for Children (WISC), Wechsler Individual Achievement Test (WIAT), Autism Diagnostic Observation Schedule (ADOS), Conners Comprehensive Behavior Rating Scales (CBRS), Vineland Adaptive Behavior Scales (VINE II), Delis-

Kaplan Executive Function System (D-KEFS), the Conners Continuous Performance Test for ADHD, the Woodcock-Munoz Language Survey, and literally dozens of other specialized assessments. In addition, changes in reporting practices toward a student's attainment of goals in an Individualized Education or 504 Plan increasingly require teacher-generated assessments to ensure adequate documentation of growth.

All three categories of assessment practices have been used over the past five years to generate timely data to allow for informed decisions on the strengths and needs of the curriculum, programming, instructional practices, and professional development. Teachers and administrators have greatly

increased their capacity for collecting, organizing, and evaluating system-wide data. Data is effectively being used to evaluate the needs of teams, departments, individual grade levels, schools, and the district as a whole.

Increasingly, all three categories of assessment practices are being utilized to effectively identify and address individual student needs for the purpose of the earliest possible academic, physical, social, and/or emotional intervention. This is evidenced by the implementation of the software package Mastery Connect, which provides a means to digitally build and organize the curriculum and curriculum-based assessments, which are aligned directly to PA standards and Cumberland Valley School District expectations. As students move through the curriculum and demonstrate their levels of proficiency in attaining standards, that progress is reported in real time to teachers, parents, and students. While this is a very different challenge at the middle school and secondary levels to achieve similar goals, a pilot program with Classroom Diagnostic Tests (CDT) and continued use of common assessments is moving the district as a whole in the same direction.

Critical to the effort at both the elementary and secondary level has been the reorganization of District Office positions. The newly created Assistant Superintendent for Instruction, Assessment, and Professional Development position together with the close alignment of the duties of that position with the Assistant Superintendents for Elementary and Secondary Education, the Director of Student Services and Special Education, places new and articulated focus on this area. In addition, the two district-wide Supervisor of Curriculum, Instruction and Technology positions, as well as several support positions to include the Assessment Coordinator – who is tasked with the collection, organization, analysis, and reporting of assessment and student data – have also been realigned and placed under the direction of the Assistant Superintendent for Instruction, Assessment, and Professional Development.

Feedback from faculty and administrators, and data from the Pennsylvania School Performance Profile (SPP), both document the increasing effectiveness in the use of data to guide teaching and learning. However, the overall feedback from both of those sources, and as a result of the Montgomery County IU Technology Audit, all indicate that efficiency in the processes and procedures related to assessment practices represent a critical area for improvement.

Academic Excellence: Executive Findings Related to our Professional Development Model:

Professional development has been limited recently as a result of budgetary constraints over the past eight years and as a result of the Commonwealth's moratorium on the need to complete continuing professional development hours for licensure over the past two years. In addition, the central office functions related to professional development, graduate work, and maintaining educator certification were decentralized. As a result, a systematic and comprehensive approach to professional development was limited. While this was manageable in the short-term, rapidly changing student and family demographics, the tremendous expansion of the use of digital technology in all aspects of teaching and learning, state and federal mandates, the movement toward student-centered, research-based, and data-driven educational strategies, and Cumberland Valley School District initiatives such as *Bring Your Own Device* has created the need for the district to provide focused and systematic professional development. This is necessary to assure that educators can develop, implement, and maintain curricula, utilize research based instructional strategies, enhance teaching and learning through the use of technology, effectively assess students and make informed instructional decisions, and to manage their classrooms.

Separate from the professional development needs associated with the science of teaching and learning, there is a clear need for professional development that focuses on managing the rapidly changing requirements of public education, the teaching profession, and the professional stress that

has resulted from that rate of change. 77% of all Cumberland Valley School District educators surveyed agree that, "school and school work create a great deal of professional stress."

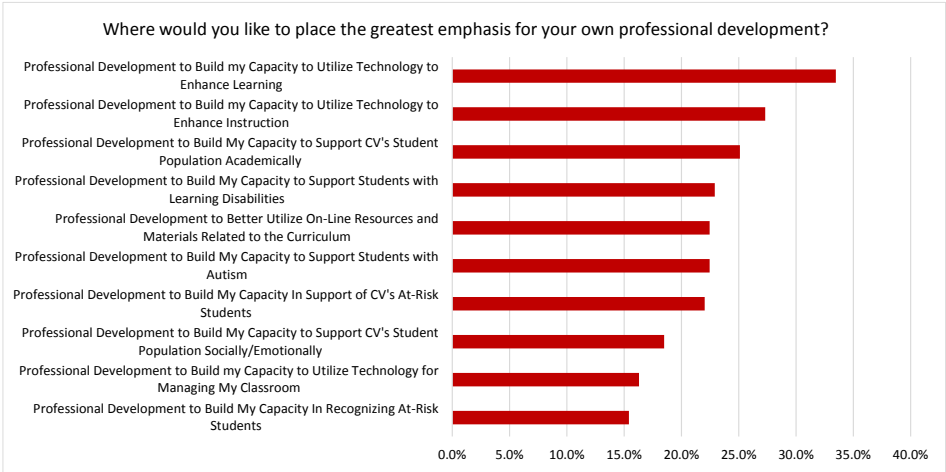
The need for focused and systematic professional development to assure that educators can utilize research-based, data driven instructional practices, implement changing curricula, effectively utilize technology and manage rapidly changing requirements has begun.

Central to this effort has been the newly created Assistant Superintendent's position for Instruction, Assessment, and Professional Development, the reorganization of the Professional Education Committee, efforts to develop better lines of communication for educators to address their needs, and the implementation of more flexible forms of professional development through the use of trade time and on-line offerings. In addition, the Google suite of applications is being introduced as a way for teachers to collaborate online while discussions have begun to redesign the workday to allow for more collaboration. Finally, an investigation is underway with local universities regarding the possibility of bringing graduate courses to our campus to make it more convenient for our faculty to take Master's level coursework.

In order to better understand the professional development needs of educators, our staff completed a survey that included the opportunity to indicate where they would place the greatest emphasis for their own professional development. A comprehensive list of 30 choices was provided as well as an opportunity to list others. The top 10 needs reported regarding teaching and learning were:

- 1. Professional development to build my capacity to utilize technology to enhance learning.
- 2. Professional development to build my capacity to utilize technology to enhance instruction.
- 3. Professional development to build my capacity to support CV's student population academically.
- 4. Professional development to build my capacity to support students with learning disabilities.
- 5. Professional development to build my capacity to support students with autism.
- 6. Professional development to better utilize on-line resources and materials related to the curriculum.
- 7. Professional development to build my capacity in support of CV's at-risk students.
- 8. Professional development to build my capacity to support CV's student population socially/emotionally.
- 9. Professional development to build my capacity to utilize technology for managing my classroom.
- 10. Professional development to build my capacity in recognizing at-risk students.

The top 10 professional development needs regarding teaching and learning and the percentage of each response is shown in the table below.



The top needs reported regarding helping educators maintain their certification were as follows:

1. Professional development to maintain my certification(s) - ACT 48 or PIL.
2. Professional development for my wellness and combating professional stress.
3. Graduate courses in the content area that I am teaching.
4. Professional development to better utilize trade time and professional experiences to meet my unique needs.
5. Graduate courses that lead to additional teaching certification(s).
6. Graduate courses in curriculum and instruction (curriculum, instruction, and/or technology).
7. Graduate courses in educational leadership (supervision, principal or central office certifications).
8. Graduate courses in student support services (counseling, special education, ESL, alternative ed.).

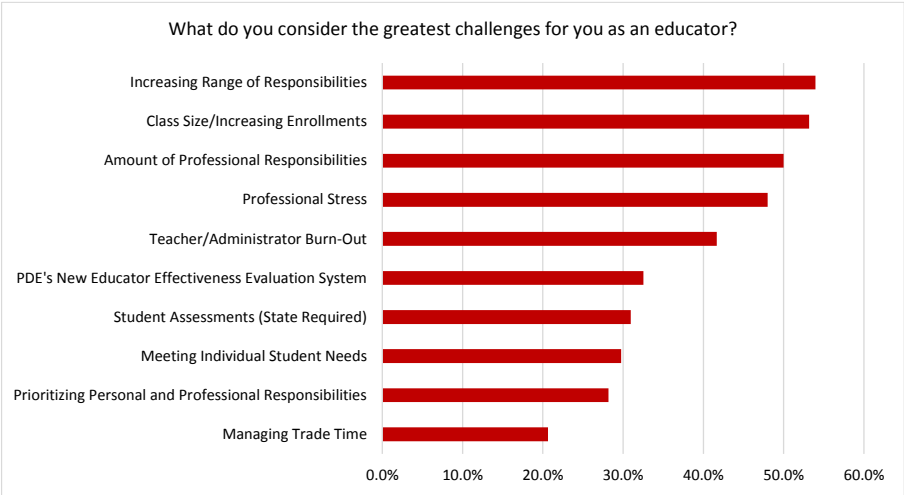
The top five professional development needs regarding educators maintaining their certification and the percentage of each response is shown in the table below.



As indicated, there is a clear need for professional development that focuses on managing the rapidly changing requirements of public education, the teaching profession, and the professional stress that has resulted from that rate of change. When asked, "What do you consider the greatest challenges for you as an educator?," CV educators' top 10 selections were:

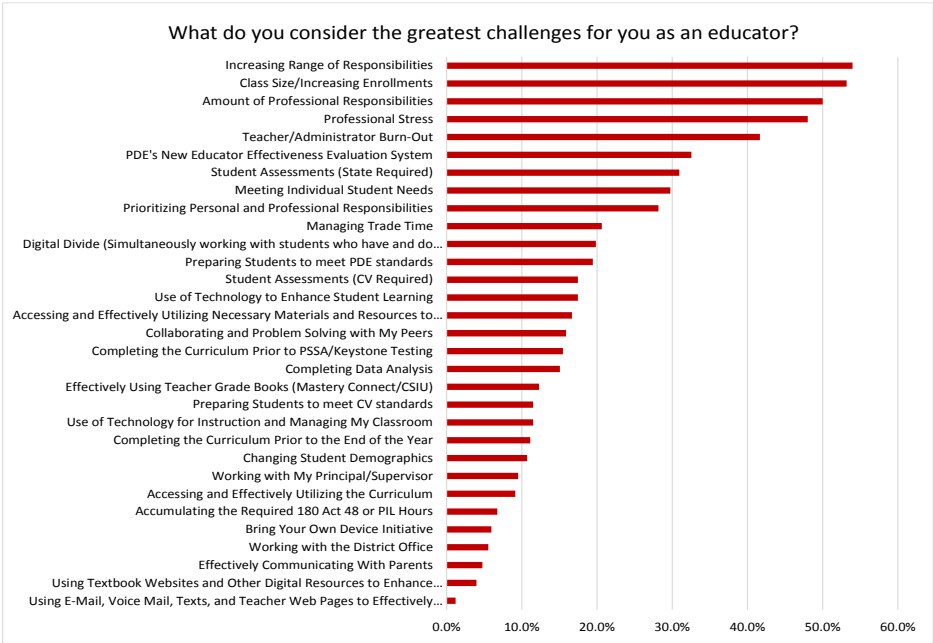
1. Increasing range of responsibilities
2. Class size/increasing enrollments
3. Amount of professional responsibilities
4. Professional stress
5. Teacher/administrator burn-out
6. PDE's new educator effectiveness evaluation system
7. Student assessments (state required)
8. Meeting individual student needs
9. Prioritizing personal and professional responsibilities
10. Managing trade time

The top 10 professional development needs related to assisting educators to manage the rapidly changing requirements of public education, the teaching profession, and the professional stress that has resulted from that rate of change and the percentage of each is shown in the table below.



Even when you consider the total list of more than 30 choices that educators could select as among their greatest challenges, the choices related to teaching and learning fell lower on the list than the choices related to changing requirements of public education, the teaching profession, and the professional stress that has resulted from that rate of change. The total list of responses and the percentage of each response is shown in the table below.

Strategic Objectives for professional development must address the need for focused and systematic professional development to assure that educators can utilize research-based, data-driven instructional practices, implement changing curricula, effectively utilize technology, and manage rapidly changing requirements.



Academic Excellence: Strategic Objectives Related to Our Curriculum

Cumberland Valley School District shall offer curricular, co-curricular, and extracurricular programs whose excellence is recognized on state and national levels by developing and maintaining rigorous curricula that:

1. has the ultimate goal of creating lifelong learners.
2. communicates clear expectations for students, teachers, and parents.
3. reflects mastery learning, cooperative teaming, and exploration of varied curriculum at the elementary and middle levels and culminates in both a high school diploma and vocational or technical skills/certifications, college credits, an associate's degree, and/or experiential learning through cooperative education, apprenticeships, career shadowing, community service, and/or travel.
4. emphasizes the life skills necessary for all students to be successful in school, at home, in the community, and at work.
5. prepares all students for success on state and national standardized tests.
6. allows every child to explore academic, scientific, technical, artistic, entrepreneurial, and social interests.
7. provides all students with opportunities to use technology for learning, problem solving, creativity, and productivity.
8. enables all students to become independent digital learners and safe digital citizens.
9. fosters standards of excellence that afford our students a competitive edge in the local and global economies.
10. empowers students with the knowledge and skills necessary to transition to the workforce through colleges, universities, and advanced technical and vocational schools, or directly from our high schools.
11. instills an understanding of the need to be a life-long learner and the capacity to manage time and change.
12. develops traditional and digital communication and social skills and professional etiquette expected in post-secondary classrooms, the workplace, and society.

Academic Excellence: Strategic Objectives Related to Instructional Practices

In order to effectively deliver curricula, Cumberland Valley School District educators shall utilize research based instructional strategies that:

1. focus on the needs of each student.
2. result from consultation among educators, parents, business and industry, colleges and universities, and the community.
3. allow for differentiation and customization of learning.
4. provide opportunities for all students to learn through collaboration, creative and critical thinking, and authentic problem-solving.
5. promote authentic, student-centered learning experiences and utilize technology in a manner that effectively enhances well-designed instruction.
6. utilize our libraries as a hub for learning, a center for creating, communicating, and collaborating, and as a portal to a world of information in both electronic and traditional print formats
7. seamlessly integrate technology into daily lessons as a catalyst for learning.
8. enhance learning through developmentally appropriate real world experiences.
9. promote flexibility in educational programming through a blend of traditional, digital, and community-based learning opportunities.
10. produce digital and blended alternatives to traditional "brick and mortar" educational programs.

11. offer students the opportunity to digitally enrich and/or accelerate the completion of curriculum in order to schedule AP classes, take credited college course work, receive more intensive vocational or technical training, participate in internships or cooperative experiences with local business or industry, and/or be involved in meaningful community service.
12. foster the sharing of resources through collaboration with other accredited high schools, colleges, universities, and technical schools.
13. support digital alternatives for high school credit recovery, homebound instruction, and summer school.
14. assure that digital learning opportunities are consistent with – or exceed – the standards, requirements, and expectations that lead to a Cumberland Valley High School diploma.

Academic Excellence: Strategic Objectives Related to Assessment

Strategic Objectives for assessment practices must collectively represent an effort to continue to improve effectiveness in the use of data to guide instruction while greatly improving efficiency in the processes to do so. In order to meet these objectives the Cumberland Valley School District must:

1. develop the most effective and efficient data collection, analysis, and reporting systems possible as a means to reduce the undesirable impact of high-stakes testing.
2. utilize data to make the earliest possible academic, social, emotional, and physical interventions.
3. continue to build capacity, especially at the secondary level, for the effective utilization of data to focus on the instructional needs of each student.
4. maintain and reporting an individualized record of academic growth toward the attainment of minimum state standards for all students.
5. complete a critical analysis of the type of data necessary to inform teaching and learning for the purposes of:
 - a. identifying and collecting only the data that is necessary for effective teaching and learning.
 - b. eliminating any unnecessary or redundant data collection.
 - c. actively seeking replacements for assessment packages, equal in quality, which do not keep the pace with changes in technology that the district is making.
 - d. streamlining data collection procedures to make the most efficient and effective use of teacher and student time
 - e. leveraging technology to provide real-time data to all involved in making educational decisions for each child.
6. assure that when assessment packages are selected, there is an alignment between the hardware and software that the district has set as a standard.
7. develop organizational structures so the Business and Support Services Department has all the necessary information to develop an annual budget related to assessment.
8. develop organizational structures so the IT Department has all the information necessary to develop an annual budget and work plan necessary to complete assessment practices.

9. streamline data collection by assuring the district has the network capacity to be collecting data from thousands of student's simultaneously.
10. reduce the assessment data warehousing, management, analysis to the absolute minimum number of software packages required.

Academic Excellence: Strategic Objectives Related to Professional Development

In order for educators to develop, implement, and maintain curricula, utilize research based instructional strategies, effectively assess students and make informed instructional decisions, and to manage their classrooms Cumberland Valley School District shall provide high quality professional development opportunities that:

1. promote academic excellence and developmental responsiveness for all students by providing opportunities for meaningful dialogue, collaboration, and problem solving among Cumberland Valley faculty and staff.
2. target the specific needs of Cumberland Valley educators and support staff.
3. tie directly to Strategic Planning and to district, building, and grade level initiatives.
4. assist educators and support staff in the development of the knowledge and skills necessary to serve the unique needs of our children, parents, schools, and community.
5. better equip faculty and staff to meet the needs of students challenged by poverty, homelessness, dysfunctional families, issues of mental health, drugs and alcohol, neglect and abuse.
6. embrace forward thinking and continual improvement by providing flexible 21st century professional development opportunities through a variety of traditional and digital delivery methods.
7. serve as a tool to attract and retain the highly qualified and effective professional staff.

DEVELOPMENTAL RESPONSIVENESS: STRATEGIC GOALS, EXECUTIVE FINDINGS, AND STRATEGIC OBJECTIVES



Instructional programs and support services which are dedicated to meeting the unique academic, physical, social, and emotional needs of learners to assure that all students have equal opportunity to be exposed to the same rich curriculum, learning experiences, and educational opportunities.

Strategic Goals Related to Developmental Responsiveness

The Cumberland Valley School District Strategic Plan shall:

- articulate curriculum, instruction, assessment, and professional development to best assure that every child has the opportunity to achieve to their potential.
- define educational programs for elementary students that place emphasis on the development of a solid foundation of academic and social skills and a love of learning, middle school programs that focus on the unique academic, social, and emotional needs of young adolescents, and high school programs that serve as platform from which our students can excel in post-secondary education, the military, the workforce, and as citizens of the United States of America.
- articulate special education and support services which meet the unique needs of Cumberland Valley students and are well-articulated with regular education.
- demonstrate respect for all stakeholders, embrace diversity, and maintain long-standing Cumberland Valley traditions.
- embrace forward thinking and continual improvement.

Executive Findings Related to Developmental Responsiveness

The population of students requiring individualized special education, gifted supports, and 504 supports, students from low-income families and those living in poverty, students who are transient or homeless, students of immigrant families, students who do not speak English or come from homes where little English is spoken, and students who are disenfranchised and/or at risk for a plethora of family, educational, or societal reasons are all on the rise in Cumberland Valley School District. Fortunately, so are the efforts of dedicated educators, parents, school and community organizations, charitable organizations, government agencies, and individual community members.

At the heart of many of these efforts are our educational specialists including, but not limited, to counselors, psychologists, behavioral specialists, reading specialists, special education teachers, ESL teachers, nurses, and administrators. These dedicated professionals have built an academic, social emotional, and physical safety net for students by working:

- both individually collaboratively as departments and through a variety of school programs.
- with educational services provided by the Intermediate Unit, a consortium of local school districts, private educational providers like Yellow Breeches Alternative School, and River Rock Academy.

- with local and county government agencies including Juvenile Probation, the local police departments, the prison system, Child and Adolescent Service System Program (CASP) Children and Youth Services, and Cumberland Perry Drug and Alcohol Commission.
- through private health care providers like Holy Spirit Hospital and Laurel Life Behavioral Health Services.
- in conjunction with community organizations including but not limited to the Eagle Foundation, Kick in For Kids, Project Share, Project Big Love, and New Hope Ministries.

When Cumberland Valley School District educators were asked, "What do you consider the greatest challenges to your student's success in school?," the top 10 issues identified are:

1. Poverty
2. Access to Technology
3. Lack of Family Emphasis on Education
4. Lack of Academic Support Services
5. Lack of Quality Day Care/Pre-School Experiences
6. Bullying in School and/or On-Line
7. Pre-School Intervention Services (Pre-K)
8. Academic Support Services Not Aligned with Need
9. Nutrition
10. Early Intervention Services (K-3)

The need has grown so great and the complexity of services so dynamic that Cumberland Valley School District has created a Director of Student Services position. This cabinet level position, which is closely aligned with the duties of the Assistant Superintendents, oversees the Director of Special Education, psychologists, behavior specialists, counselors, and nurses. Over the course of the 2014-15 school year the newly appointed administrator has been charged with:

1. developing, implementing, and evaluating organizational structures for the newly formed department that result in responsive and focused academic, social, emotional, and physical supports for all students.
2. evaluating the utilization of existing staff as well as the need for additional staff to better meet the needs of students challenged by poverty, homelessness, dysfunctional families, issues of mental health, drugs and alcohol, neglect, and abuse.
3. developing, implementing, and evaluating – in conjunction with the assistant superintendents – a systemic model of professional development that better equips faculty and staff to meet the needs of students challenged by poverty, homelessness, dysfunctional families, issues of mental health, drugs and alcohol, neglect, and abuse.

Strategic Objectives Related to Developmental Responsiveness

In order to meet the unique academic, physical, social, and emotional needs of Cumberland Valley School District students, instructional programs and support services shall:

1. target the unique needs of diverse learners to ensure all students receive equitable services.
2. recognize the importance of social, emotional, mental, and physical health to a child's ability to reach their potential.
3. identify students in need of support services and provide interventions as early as possible, including during preschool.
4. target the unique needs of historically underperforming students (ESL, Special Education and Economically Disadvantaged) and high achieving students (Gifted).
5. provide special education services utilizing modifications and accommodations to instruction, including for the gifted and talented, which are well-articulated with regular education.

6. provide support to both students and families to assist in the identification and management of developmental, emotional, physical, and educational barriers.
7. play an important role in maintaining a safe school environment free from violence, drugs, hazing, and prejudice.
8. consistently evaluate student academic, social, emotional, and physical risk factors as well as school and community protective factors to ensure the effective and efficient allocation of resources.
9. improve partnerships with families through traditional and digital means to support student learning.
10. actively and openly address issues of substance abuse and destructive decisions made by students and adults in school and in the community.
11. actively address issues of bullying and harassment and/or child abuse in school and in the community.
12. ensure that counselors, psychologists, nurses, and those who provide social, emotional, and mental health services to our students have the tools, resources and professional development necessary for early and effective interventions.
13. ensure that classroom teachers have the tools, resources, and professional development necessary to address individual student needs through RtII best practices that inform differentiation, remediation, and enrichment.
14. create a safe and positive school environment through school-wide programs that provide opportunities for all students to demonstrate good citizenship, respect, and feelings of connectedness with school and the community through service, leadership and character development.

ORGANIZATIONAL STRUCTURES: STRATEGIC GOALS, EXECUTIVE FINDINGS, AND STRATEGIC OBJECTIVES



Policies, procedures, guidelines, practices, and contracts that support and sustain the efficient and effective operation of the school district as it moves to fulfill its educational vision.

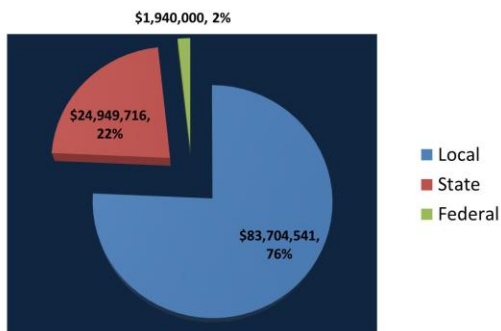
Strategic Goals Related to Organizational Structures

The Cumberland Valley School District Strategic Plan shall:

- articulate special education and support services which meet the unique needs of Cumberland Valley students and are well-articulated with regular education.
- develop policies, programs, and procedures that allow Cumberland Valley School District to become more efficient and effective in all that we do.
- embrace forward thinking and continual improvement.

Organizational Structures: Executive Findings Related to Revenue, Expenditure, and Asset Management

2014/15 % of Budget Snapshot



Over the past five years the Cumberland Valley School District had an annual operating budget over \$110,000,000. On average, 76% of that budget is supported by local revenue, 22% was supported by revenue from the state, and 2% came from the federal government. 66% of annual expenditures are dedicated to contractual salary and benefit obligations, 10% for debt service and 5.5% for student transportation. The remaining expenditures in any other budgetary single category do not exceed 2.1%.

Cumberland Valley School District has maintained an undesignated fund balance of approximately 8%. The district has also maintained designated fund balances for immediate and long-term capital improvements totaling, funds to stabilize the impact of rapidly increasing in pension and health care costs and to manage debt service. In addition funds totaling approximately \$700,000 have been designated to support food services. In 2015/16 with a new four year contract, an anticipated leveling of pension costs, and an immediate need to update aging infrastructure and for additional facilities due to increased enrollment, the designated fund balances are being pooled and used to offset the issuance of new debt required for the renovation and construction.

As both an educational and a governmental entity, the success of Cumberland Valley School District is not only measured by the accomplishments of its students, but also by how well it manages millions

of dollars of public assets, how efficiently it consumes public resources, and effectively it improves the quality of life for the citizens it serves.

As an indicator of Cumberland Valley School District's success as both an educational and a governmental entity, the Center for American Progress awarded CV the highest possible score based on academic achievement relative to each dollar spent and relative to other districts in Pennsylvania. To avoid penalizing districts where education costs are higher, the Return on Investment Index (ROI) was adjusted for a variety of factors, including cost-of-living differences and higher concentrations of low-income, non-English-speaking, and special education students.

Represented by the dark black dot on the following graph, and knowing that the best possible place to be is as high on the achievement axis (vertical) as possible and as far to the left on per-pupil expenditure axis (horizontal) as possible, it is easy to see that Cumberland Valley School District is an excellent investment for parents, students, and the community as compared to the other 500 school districts in the commonwealth of Pennsylvania.

CUMBERLAND VALLEY SD

6746 Carlisle Pk, Mechanicsburg, Pennsylvania 17050

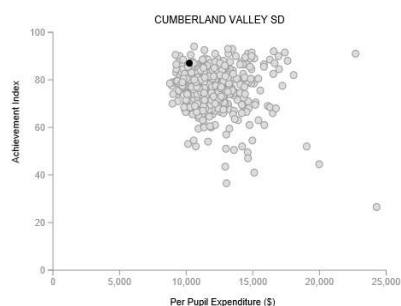
State Achievement Index: 87 Per Pupil Expenditure: \$10,235 Locale: Rural: Fringe Enrollment: 7,743 Schools within the district: 10

Productivity

- Basic Return on Investment Index +
- Adjusted Return on Investment Index +
- Predicted Efficiency Index +

Basic Return on Investment Index

This measure rates school districts on how much academic achievement they get for each dollar spent, relative to other districts in their state. To avoid penalizing districts where education costs are higher, we adjusted for a variety of factors including cost-of-living differences as well as districts with higher concentrations of low-income, non-English-speaking, and special education students. We used a green-to-red color coding system, with green indicating "highest productivity" and red meaning "lowest productivity."



To further support this data, locally Cumberland Valley School District has the lowest tax rates in the surrounding three counties and among the highest, if not the highest, scores on every academic measure reported on the Pennsylvania School Performance Profile.

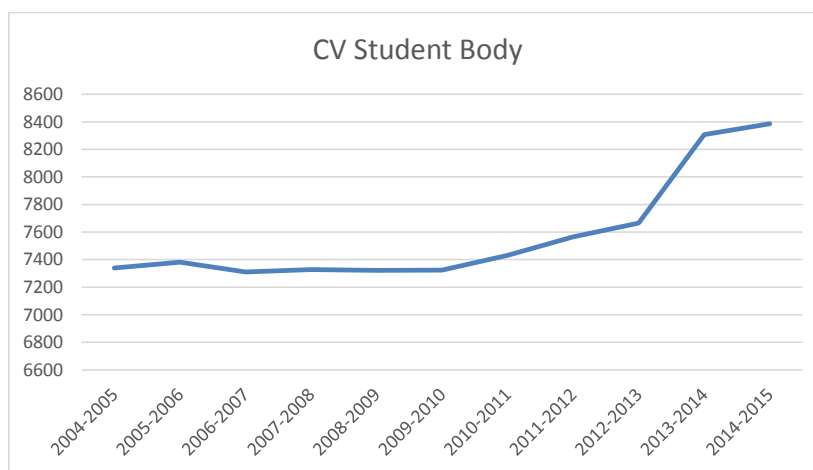
Financially since 2007, like every other school district in Pennsylvania, Cumberland Valley School District has had to decrease expenditures due to the poor economy, ongoing state pension crisis, increasing health care costs, and contractual obligations. Throughout this difficult period, CV has managed costs by reducing staff through attrition, program reductions, curtailing curriculum and professional development, suspending technology purchases, limiting capital improvements, managing debt, and increasing class size. It should be noted that managing debt has been critical to Cumberland Valley School District's financial stability. Repeated systematic strategies to reduce and manage debt have resulted in long-term savings and, possibly more than anything else, have positioned the district for managing the challenges ahead.

The tight management of resources during the 2007-2009 recession has created a pent-up demand for the "educational goods and services" associated with running a state and nationally recognized school district. Just as buildings and building systems age, so does the curriculum and materials, the expertise of the faculty and staff, and the technology that we use for teaching, learning, and managing our classrooms. This has creating an increased demand for associated resources. Even so, the district positioned itself well to have weathered the longest recession since World War II.

If all things had remained constant, Cumberland Valley School District – with discipline – could have begun a strategic reinvest in the aging infrastructure and educational goods and services necessary to maintain programs as the economic recovery continues. Unfortunately, paralleling the growth in the economy, enrollments have risen sharply creating a stress on the system that would be a challenge even if the district were not emerging from one of the most difficult economic periods since its founding in 1956. Addressing these challenges will require determination, discipline, best practices in school finance, and constant consideration of student need.

Organizational Structures: Executive Findings Related to Enrollments and Facility Capacity

After declining enrollments from 2005-2007, the Cumberland Valley School District student body demonstrated no growth throughout the recession. However, the 2010-2011 school year marked the beginning of a sustained five-year period of growth, particularly at the elementary level. By January of 2015 enrollment climbed to more than 8,300 students.



Fueled by well-respected academic, special education, and extra-curricular programs, well-maintained facilities, low mortgage rates, and a large inventory of existing homes, the student body has grown by 1,058 students since the 2007-08 school year with more than 700 of those students enrolling since 2011-12. The greatest concentration of the student body is now located within the Hampden and Silver Spring Township attendance areas on the eastern side of the district and growing toward the district's western edge. This growth is challenging the physical capacity of schools, the quality of the educational programming, and the financial resources of the school district. As a result, Cumberland Valley School District's elementary buildings are currently 151 students above the district's instructional threshold, which was both raised and exceeded following redistricting in 2007-08, 2010-11, and 2012-13. CV now has some of the largest class sizes in Cumberland County.

While the current rate of growth cannot be sustained indefinitely and will slow as housing inventories are reduced and mortgage rates rise, it is anticipated that, barring any significant unforeseeable events, that enrollment will continue to increase for the next three to five years, with an impact on educational program and facilities for the five to 10 years to follow. This anticipated growth is attributed to the number of existing homes on the market, current mortgage rates, residential housing development that is again starting in earnest, and the desirability of residing in Cumberland Valley School District.

To address these challenges, the Board of School Directors both reached consensus on and adopted 10 statements of function for the purposes of guiding and benchmarking a district-wide facilities master

plan. It is important to note that these statements were adopted as targets for planning and not as requirements.

1. Cumberland Valley School District believes that elementary schools that do not exceed 750 students and are anchored to the neighborhoods and communities that they serve are the best investment for our students and families.
2. Cumberland Valley School District believes that as long as they are cost effective to operate, the seven current elementary schools should be considered a critical part of any long-term master plan.
3. Cumberland Valley School District believes that two middle schools, both operating with instructional teams and designed to meet the unique needs of 1,100-1,300 young adolescents, is the best way to serve middle level students.
4. Cumberland Valley School District believes that a single high school in the geographic center of the community with a capacity to serve no more 2,500-3,000 at any point in the day/year is educationally sound.
5. Cumberland Valley School District believes that the class size thresholds are at a maximum and should be reduced for both educational reasons and to allow for future growth. That reduction should be to approximately 90% of threshold.
6. Cumberland Valley School District believes in the educational value of providing space for full day kindergarten as part of facilities master planning, but not implementing until financially viable.
7. Cumberland Valley School District believes that any short-term economic advantages from immediate whole-district redistricting followed by a second redistricting as part of a long-term solution in three to five years does not outweigh the disruption to students and families.
8. Cumberland Valley School District believes that any redistricting as part of a long-term solution should impact the fewest number of students possible and keep those redistricted as close to their neighborhoods as possible.
9. Cumberland Valley School District believes it is important to establish an emergency entrance/egress from the main campus.
10. Cumberland Valley School District believes that changes to traditional instructional practices are critical to improving the quality of educational programs while reducing the need to increase future instructional space.

Since first discussed in 2013, the district has seen 18 months of unprecedented growth that has already challenged the viability of some of these targets, including the:

- need to increase the capacity of the middle schools from 1100-1300 to 1200-1400 students.
- targeted size of a new elementary school to be under 750 students.
- ability to fully reduce class sizes by 10%.
- development of the necessary funding stream to staff the required educational programs, most notably full-day kindergarten.

The current targeted thresholds in Cumberland Valley School District are as follows:

K	1	2	3	4	5-12
22	22	22	28	30	30

Given these thresholds together with current enrollment, CV would remain 151 seats short of targeted capacity even if students were redistricted to the two elementary schools with open seats.

School	Current CV Capacity	Enrollment	Difference
Green Ridge	495	542	-47
Hampden	616	751	-135
Middlesex	492	399	93
Monroe	467	345	122
Silver Spring	495	509	-14
Shaul	577	660	-83
Sporting Hill	577	664	-87
Total	3719	3870	-151

Educators in Cumberland Valley School District rank class size as their greatest educational challenge, second only to increasing responsibilities related to their positions. In response to the enrollment stress on educational programming and to again allow physical room for continued growth, the Board of School Directors has targeted a 10% reduction in class size for planning purposes. The smaller class sizes would address the stress on educational programming and provide a small modicum of room to continue to monitor enrollment projections. Reducing the thresholds to 90% of current threshold would result in targeted class sizes as follows:

K	1	2	3	4	5
18	18	20	25	27	27

Given current enrollment figures, CV would be 523 seats short if it were to meet the goal of reducing class sizes by 10%.

School	90% of Current CV Capacity	Enrollment	Difference
Green Ridge	446	542	-97
Hampden	554	751	-197
Middlesex	443	399	44
Monroe	420	345	75
Silver Spring	446	509	-64
Shaul	519	660	-141
Sporting Hill	519	664	-145
Total	3347	3870	-523
Average Capacity of CV Elementary School:			532
Average Size of Elementary Student Body:			553

Original considerations were that of a facilities master plan that increases elementary capacity throughout the district by placing additions onto three existing elementary schools and, ultimately, prolonging the need for construction of an eighth elementary school. However, sustained growth in elementary enrollments has resulted in the district instead considering a facilities master plan to build an eighth elementary school prior to construction of additions. Plans are currently ongoing for location and design of the new building.

Even though the largest concentration of students is enrolling at the elementary level, Good Hope Middle School presents the most immediate facility challenge. With its 1966 educational design, building systems reaching the end of their useful life, and aging modular classrooms, the building can no longer sustain the required educational programming, accommodate the size of the current or anticipated student body, and meet the needs of students, teachers, and the community it serves.

As a result of increasing enrollments, the introduction of required special education programs, and a reduction in staff through attrition, class sizes over the past eight years have been increasing at the middle level, particularly at Good Hope Middle School.

Over the past three years, some of Good Hope's academic class sizes have continually reached the mid-30s. At the same time, elective time has been reduced and the building's "team concept" – which served as a model for Pennsylvania's best practices in serving young adolescents – has been compromised. Current building schedules represent a blended middle school and junior high schedule, which is a repeated concern voiced by educators in the middle schools. Without the aging modulars, Good Hope and Eagle View Middle schools have a current combined shortage of 370 seats.

School	Current CV Capacity	Enrollment	Difference
Eagle View	783	936	-153
Good Hope	783	1000	-217
Total	1566	1936	-370
Eagle View with Modulars	945	936	9
Good Hope with Modulars	945	1000	-55
Total	1890	1936	-46

With the capacity of the modular classrooms included, the two middle schools are currently short 46 seats. However, over the next six years, the middle schools are facing increasing enrollment numbers from the respective elementary feeder schools. Additionally, the facilities master plan targets a 10% reduction in class size thresholds as a means of reducing the stress on academic programming and to allow a modicum of time to continue to monitor enrollment. This new threshold would mean that, combined, the middle schools are short a total of 527 seats without modular classrooms and 235 seats short with modular classrooms.

School	90% of Current Capacity	Enrollment	Difference
Eagle View	705	936	-231
Good Hope	705	1000	-295
Total	1409	1936	-527
Eagle View w/Modulars	851	936	-86
Good Hope w/Modulars	851	1000	-150
Total	1701	1936	-235

Filling a 945-seat Eagle View Middle School – including its current modular classrooms – and new 1,200-student Good Hope Middle School to 90% capacity would represent a shortage of six seats based on current numbers. Filling a 945-student Eagle View – including its current modular classrooms – and a new 1,400-student Good Hope to 90% capacity would provide approximately 175 remaining seats, based on current enrollment. If approximately half of the available seats (88) were distributed to Eagle View as a result of redistricting and numbers would be allowed to grow back to current thresholds, this would likely allow for the necessary space at the middle level for the foreseeable future (3-5 years) prior to the need for renovations and an additions at Eagle View. Plans to replace Good Hope Middle

School with a new 1,400-student capacity middle school are underway with an anticipated opening for the 2017-18 school year.

It needs to be noted that given the fact that Eagle View Middle School is now 20 years old, planning for renovations over the next 3-5 years may become more of a function of age than capacity. Eagle View will begin to require renovations of its core building systems (other than the roof) as well as the refurbishing of its interiors and replacement of much of its original furniture and fixtures. While, hopefully, this will come as part of a larger, well-planned project to provide the space to accommodate the continued growth of the student body and changes in educational programming, a balance between the age of Eagle View, enrollment growth, the need to staff educational programs, and the ability of Cumberland Valley School District to issue bonds after the construction of a new elementary and middle schools requires constant and careful on-going evaluation. Building the financial capacity for this project will require vigilance.

Cumberland Valley High School, originally built in 1956, replaced in 1972 and entirely renovated in 2003, is the center and showcase of the school district. With intent and design, the large single high school serves the purpose of bringing together students from all four municipalities and supports local, state, and nationally recognized academic, artistic, agricultural, athletic, and military programs. Its well-maintained spaces, athletic facilities, and surrounding grounds serve the faculty and students well during the school day and athletic, extra-curricular, and community activities beyond the school day and year round. The school is a true physical representation of the educational vision of the school district. While some areas of the high school need to be refurbished as a result of changes to educational programming, capacity to accommodate the student body and furniture and fixtures are all in very good condition. Its building systems are also in good condition. However, upgrades will need to be considered to take advantage of more efficient energy systems and to reduce energy costs.

Throughout the next three to five years, high school enrollment is not anticipated to exceed the capacity of the building. Over the past five years, the average rate of high school enrollment growth has been 1.48%. With a large graduation class in 2014, this number dropped to a three-year average of 1.20%. In the past three years, the single year-to-year high of 8.0% occurred during 2012-13. During that same time, elementary attendance grew at an average rate 3.50% over the past five years and 4.72% over the past three years. Single attendance units reached a single year-to-year high rate of growth of 7.0% to 11.5%. Over the past four full school years, the elementary student population grew by 665 students and the middle school body grew by 494 students. During the same time period, the high school population grew by only 149 students. While it is recognized that during this four-year period a student may count for increased enrollment at the elementary level and then at the middle level, or the middle level and then at the high school, it clearly illustrates the wave of students rolling through the district and heading for the high school.

To prepare for the anticipated growth of the student body at the high school, to delay and defray the cost of future additions to that facility as the large elementary classes begin arriving, and to maintain academic rigor while expanding offerings and providing students with 21st century opportunities to customize learning once they have met state graduation requirements, Cumberland Valley School District is striving to:

- develop digital alternatives to traditional "brick and mortar" educational programs.
- offer students the opportunity to digitally enrich and/or accelerate the completion of curriculum in order to take credited college course work, receive more intensive vocational or technical training, participate in internships or cooperative experiences with local business or industry, and/or be involved in meaningful community service.
- promote flexibility in educational programming through a blending of traditional, digital, and community based learning opportunities.

- develop new academic calendars, schedules, and opportunities to offer interested students an expanded academic curriculum year round.
- provide students with the opportunity to fulfil their requirements and graduate in January of their senior year.
- foster the sharing of resources through collaboration with other accredited high schools, colleges, universities, and technical schools.

These goals are not designed with the intent to reduce current course offerings or deny any student the opportunity to experience a traditional four year high school experience. Rather, they are designed to provide a continuum of educational opportunities that maintain the rigor and increase the quality of the high school program while reducing the reliance on a single facility only being utilized eight hours per day, 183 student days per year to deliver the curriculum.

Organizational Structures: Executive Findings Related to Technology

Cumberland Valley School District recognizes the importance of maintaining a high quality, innovative, and cost effective digital framework designed to integrate the use of computer hardware and software, websites, web-based applications, services and resources, and communications technologies for the purposes of:

1. providing digital learning experiences for all students;
2. supporting digital tools for instruction, assessment, and professional development; and
3. sustaining the digital operation of classrooms, schools, and the school district.

Over the past decade Cumberland Valley School District has provided teachers and students with computers and tablets; invested in a district-wide wireless network; implemented a Bring Your Own Device policy for students; promoted digital initiatives and professional development for faculty to leverage the power of technology for teaching, learning, and managing classrooms; and embraced technology as a means of communicating with stakeholders in real-time.

In 2014, as part of the Strategic Planning process, an audit of technology was completed by the Montgomery County Intermediate Unit. The audit examined technology through the lenses of (1) Organizational Structure, Vision, Staffing, (2) Infrastructure, Hardware, Software, (3) Policies/Procedures, and (4) Integration/Instruction and Professional Development. In its commendations the study noted Cumberland Valley School District has the resources available to be a leader in technology. Hardware and software resources are available and consistent in every school. The network infrastructure and tools are in place." Further, they noted that the district does have "a clear vision for technology to support teaching and learning." Highlights of commendations noted in the audit include, but are not limited to, the items listed below.

Cumberland Valley School District:

- is very fortunate with great resources available. 95% of teachers have access to a computer for their own use all the time at school. 64% of teachers report a typical student to computer ratio of 2:1 or 1:1. According to the Brightbytes survey, 98% of teachers and students have access to internet at home, with 96% having devices at home.
- has many available resources for a strong infrastructure, including all the tools necessary to support servers, storage, wireless, and management appliances.
- the Board and community are very supportive of technology in the district.
- teachers seem excited about technology and try to use it on a daily basis. Every teacher has a website.
- appears to have good team dynamics among IT staff.
- is aware of critical IT issues and have planned for several system upgrades.

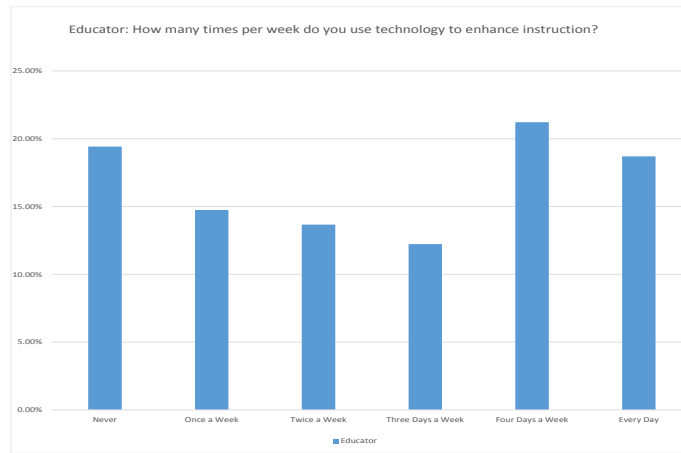
- employs good communication strategies exist for notifying users when the network is down. Updates and maintenance are performed after hours as to not interfere with classroom instruction.
- utilizes leasing which is a great model for budgeting technology resources.
- has a good cell phone policy in place.
- Implemented the use of Technology Specialist model, which is a good and effective way to link technology and instruction.
- technology resources are consistent at each school.
- superintendent has a clear vision for technology needs to support instruction and learning as outlined in his "Developing a Digital Framework" document.

Highlights of needs and recommendations noted in the audit include, but are not limited to, the items listed below.

Cumberland Valley School District:

- needs to develop a means to constantly monitor the metrics of the network in order to make decisions on its effectiveness and efficiency during any given point in time.
- develop strategies, including through outsourcing, to reduce the "busy work" of technicians.
- develop methods to utilize IT staff more effectively including the implementation of a work order system.
- take the necessary steps to increase the coverage and speed of wireless access to the network.
- explore creation of Educational Technology Director to provide technology vision and leadership with stronger connection to instructional needs. This position should be cabinet level reporting directly to the superintendent.
- address the limited collaboration between instruction and technology.
- consider developing a "Technology Task Force" to review critically all aspects of technology with a critical eye.
- define a process for teacher concerns to be brought forward for consideration.
- must clearly define the role of the CITs, assistant superintendents, supervisors, and principals to provide coaching and training support for the use of technology.
- consider centralizing technology purchasing through the IT department so that they are aware of all of the technology that is coming into the district.
- implement process for reviewing software purchasing requests, purchasing and evaluating technology.
- needs greater effort into an effective implementation of BYOD.
- must provide additional professional development is needed to build teachers capacities in leveraging these devices.
- explore the use of old iPhones to be used on Wi-Fi only (no cellular service) that students without their own device can use, although equity is not a widespread concern.
- determine the minimum device standards acceptable for the BYOD initiative. They should also develop a plan on how to support students who do not bring a device.
- must provide a clear understanding for who is accountable for implementing the vision. The district needs to define the roles and responsibilities more clearly in this area.

From an educational perspective, there are clear pockets of success with technology throughout the district that are easily documented. However, the use of digital technologies are inconsistent. When asked during the strategic planning survey, "How many times per week do you use technology to enhance instruction?," nearly 1 in 5 educators responded they use technology to enhance instruction "every day." On the other end of the spectrum, nearly 1 in 5 educators responded they "never" use technology to enhance instruction. This is a clearly voiced frustration of parents and students.

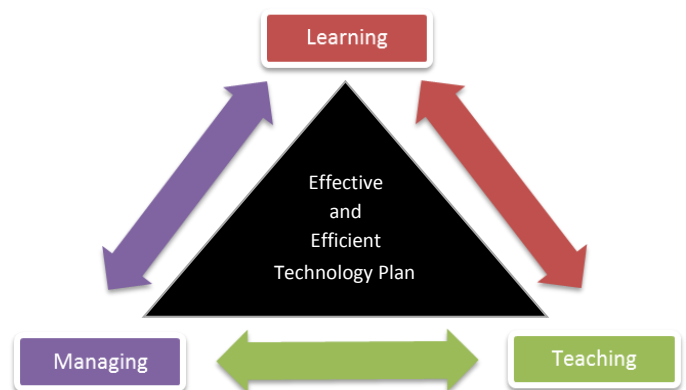


When parents, students, and teachers were asked how often students bring a laptop or tablet to school, approximately 70% of all groups indicated never. However, when parents were asked, "How many times a week do your children use your laptop, tablet, smart phone, or school computer for school work at home?," 57% responded three or more times per week and 33% responded five times per week. When students were asked, "How many times a day do you use your laptop, tablet, smart phone, or school computer for school work?," 41% responded at least three times a day or more and 13% of the students polled indicated they did so more than 5 times a day.

Technology has brought an increasing divide in the way teachers prefer to teach and the way students prefer to learn. 39% of the educators polled strongly agree and 82% strongly and somewhat agree that students are being exposed to different methods of instruction, which keep them engaged and motivated. Yet, only 23% of parents polled strongly agree while 70% strongly and somewhat agree that their children are being exposed to different methods of instruction, which keeps them engaged and motivated. Strikingly, only 12% of students report they strongly agree and only 55% strongly and somewhat agree that they like the way their teachers teach.

This is not to indicate that teachers are not effective, test scores obviously show the opposite. Nor does it indicate that students do not want to do well. 95% of our students polled indicated that they want to do well in school most of the time or always. Strategic Objectives for instructional practices must close the gap between the way teachers prefer to teach and the way students prefer to learn.

It was hoped that a combination of teacher leaders serving as technology specialists in each school coupled with the "Bring Your Own Device to School Initiative" would result in fundamental changes to teaching and learning envisioned through the infusion of technology. Unfortunately, there are no consistent measures that support these initiatives and therefore, BYOD has not resulted in the desired changes. The Montgomery County IU technology audit reported that the "BYOD initiative received mixed reactions from teachers and administrators. It seems to be working better at the high school than at the middle and elementary levels. Some teachers believe that it was implemented to satisfy the board, but more thought needs to be put into an effective implementation."



In discussion groups and committee meetings educators agree that BYOD has been a social revolution for CV students with some academic benefits, rather than an academic revolution with some social benefits.

These concerns cannot simply be attributed to a lack of desire or effort on the part of educators, parents, students, or the Board. Like every other school district in Pennsylvania, Cumberland Valley School District has had to decrease expenditures due to the poor economy, ongoing state pension crisis, increasing health care costs, and contractual obligations. In part, Cumberland Valley School District has managed costs by reducing staff through attrition, program reductions, curtailing curriculum and professional development, and suspending technology purchases. This has all impacted the district's vision and mission surrounding technology.

Technology has undeniably revolutionized the way our children are choosing to learn while educators and parents, for the most part, have remained passive observers. It is clear that we can no longer afford to educate children using an industrial model that is built on an agrarian calendar and uses 19th and 20th century technologies, all the while expecting 21st century results.

To these ends, Cumberland Valley School District has begun to make a series of changes to organizational structures to attain the goals recognized by the Technology Committee and reviewed and endorsed by the Montgomery County Intermediate Unit technology audit. These goals address the development of a high quality, innovative, and cost effective digital framework for the purposes of enhancing teaching and learning and managing classrooms, schools, and the district as a whole.

The most important of these and the one that is paramount to the future success of our students in college and the work force is the use of technology to enhance learning, especially independent learning.

With student learning being paramount to this effort, the district recognizes the importance of a high quality, innovative, and cost effective digital framework to provide digital learning experiences for all students. Therefore, Cumberland Valley School District will build capacity in a digital framework that:

- enables all students to become independent digital learners and safe digital citizens.
- enables students to seamlessly utilize technology in school, at home, and in the community.
- offers more instructional choices and educational opportunities for all students.
- provides opportunities for differentiated and customized learning.
- provides students the opportunity to digitally enrich and/or accelerate the completion of curriculum in order to schedule AP classes, take credited college course work, receive more intensive vocational or technical training, participate in internships or cooperative experiences with local business or industry, and/or be involved in meaningful community service.
- produces digital and blended alternatives to traditional "brick and mortar" educational programs.
- allows students with recognized talents in the performing arts, highly specialized career interests, unique travel opportunities, and situations of the like the ability to pursue these interests while digitally demonstrating that they are mastering the academic standards, requirements, and expectations necessary to earn a Cumberland Valley High School diploma.
- promotes digital learning, research, and the sharing of resources through collaboration with other accredited high schools, colleges, universities, and technical schools.
- allows for the development of necessary skills for students who desire a two- or four-year degree in computer science or related careers.
- implements cost effective digital alternatives for high school credit recovery, homebound instruction, and summer school and cost effective digital and blended alternatives for at-risk and disruptive youth.

- assures that digital learning opportunities are consistent with or exceed the standards, requirements, and expectations that lead to a Cumberland Valley High School diploma.

Further, Cumberland Valley School District recognizes the importance of a high quality, innovative, and cost effective digital framework for the purpose of supporting digital tools for instruction, assessment, and professional development. To this end, Cumberland Valley School District will build capacity in a digital framework that:

- provides for the seamless integration of technology into daily lessons as a catalyst for learning.
- allows teachers greater time to focus on the individual needs of students.
- provides parents with specific information necessary to focus on the individual needs of their children.
- seamlessly links critical information and resources relating to curriculum, instruction, and assessment.
- provides teachers, parents, students, and administrators with real-time information from which they can make academic decisions for individual students, classrooms, schools, or the district as a whole.
- provides an individualized record of academic growth toward the attainment of minimum state standards for all students.
- organizes and provides data for analysis leading to early, consistent, and on-going screening practices to identify students with unique learning needs.
- establishes a system of record keeping and reporting of student progress that is comprehensive, efficient, and demonstrates teachers' and the district's systematic attempts to address and measure interventions for students with unique learning needs.
- identifies, develops, and implements high quality digital professional development opportunities that target the specific needs of our professionals and support staff, are cost effective, sustainable, and have the potential for generating revenue.

Finally, Cumberland Valley School District recognizes the importance of a high quality, innovative, and cost effective digital framework for the purpose of sustaining the digital operation of classrooms, schools, and the school district. To this end, Cumberland Valley School District will build capacity in a digital framework that:

- structurally reflects the core understanding that student learning is paramount.
- selects, utilizes, and manages computer hardware and software, websites, web-based applications, services and resources, and communications technologies that enhance teaching and learning and do not require conforming to either the limitations of the technology or its management.
- promotes the well-organized flow of information to all decision makers and stakeholders through a variety of digital technologies.
- identifies, develops, and implements programs for students that are academically excellent, sustainable, and generate revenue and/or reduce reoccurring costs.
- successfully competes with cyber and charter schools for resources.

In order to provide an organizational foundation to meet these goals Cumberland Valley School District is moving to articulate board policies, curriculum, contracts, job descriptions, professional development, academic practices, accountability, integrity, and equity to best guarantee success for our teachers and for our students in traditional, fully-digital, or blended learning environments. CV's desire is to do so in partnership with families, teachers, administrators, and, most importantly, students while maintaining rigor, high expectations, and providing a sense of place and purpose for learning.

Organizational Structures: Executive Findings Related to Human Resources

An examination of the Human Resources Department provides a clearly documented effort in the form of policies, standards, guidelines, practices, and procedures to ensure that Cumberland Valley School District is an equal opportunity employer that does not discriminate. Further it has demonstrated that the district will consistently take affirmative action measures to ensure against discrimination in employment, recruitment, advertisements for employment, compensation, discipline, termination, promotions, and other conditions of employment against any employee or job applicant on the bases of race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression. Examples of these measures include, but are not limited to:

- Application procedures
- Consistent objective and non-biased review of applicants
- Consistent practices for the review of complaints
- Standards for documentation
- Integrity of evaluations
- Implementation of the collective bargaining agreements
- Assurance of compliance with state and federal regulations
- Integrity to hold all employees accountable, regardless of their position or level of influence
- Ensuring employees have/maintain certification/professional license

One of the repeated concerns voiced about the HR Department is actually the result of some of their greatest strengths. Often due to their depth of understanding of contracts, precedents, procedures, labor relations, and the law, the Human Resource Department is brought in by building level principals and supervisors to deal with low level violations of the professional and support staff contracts. This has resulted in a lack of practical experience and professional knowledge on contract issues and conditions of work that front-line supervisors need to have the capacity to address without support from the central office. Continued involvement in low-level issues greatly slows the larger work of the department, especially when it comes to the administration of benefits. In addition, it impacts the department's ability to quickly and appropriately address violations of contracts and working conditions that are so egregious they must be immediately addressed.

The link between the Human Resources Department and the quality of the faculty and staff together with student achievement should not be underestimated. During times of transitions in leadership, including through five different acting or full superintendents over the last decade, the human resources department assured consistency in hiring practices that resulted in one of the strongest professional staffs in the region.

Cumberland Valley School District PDE PROFILE

TOTAL STAFF

Professional Staff	584
Support Staff	360

FACULTY DEMOGRAPHICS

Average Years of Educational Experience (Total)	13.30
Average Years of Educational Experience (In District)	11.52
Percent of Classes Taught by Highly Qualified Teachers	99.13

Organizational Structures: Executive Findings Related to Policy Development and Maintenance

The Cumberland Valley School Board maintains an active Policy Committee. Over the past two years the committee, comprised of experienced Board members, has been systematically reviewing policies in order to ensure all policies comply with state and federal regulations, case law, current CV practices, and to ensure that Cumberland Valley is efficiently and effectively fulfilling its vision and mission.

As the Board and administration continue to review and update policies that impact the operations of the school district, especially in the 100 policy series, the budgetary impact related to policy revisions must be provided for Board analysis. In addition, with the passage of new or revised policy there needs to be systematic notifications and professional development necessary to ensure that employees understand and work in a manner consistent with the expectations of policy.

Organizational Structures: Strategic Objectives Related to Revenue, Expenditure, and Asset Management

We best use available resources to maintain academic excellence, be developmentally responsive, and stay true to what makes us unique by:

1. balancing the economic challenges that the district faces with the need to provide our children with the best possible academic and support programs.
2. developing and implementing a budgeting framework that:
 - represents best practices for school finance.
 - reflects a budgeting philosophy that is agreed upon and supported by the Board and the administration.
 - all involved spend time to fully understand.
 - allows for the consistent flow of information to all decision makers.
 - defines benchmarks and reporting standards over the 18-24 months from budget development through final audit findings.
 - provides the basis for both year-to-year and multi-year financial planning.
 - provides for the consistent use of methodologies in order to evaluate trends and decisions over time.
 - builds capacity in the Board and administration to work as a team in managing the dynamic and complex processes required to maintain the economic health of a public organization with close to a half a billion dollars of public assets and revenue and expenditures exceeding one hundred and fifteen million dollars annually.
3. developing single year budgets as part of multi-year financial plan that directly address:
 - the Strategic Plan.
 - the need to balance debt, revenue, expenditures, and the desire to maintain and expand programs.
 - the need to systematically reduce pent-up demand for the “educational goods and services”
 - staffing.
 - responsive and focused supports for all teachers.
 - student services that result in responsive and focused academic, social, emotional, and physical supports for all students.
 - challenges due to increased enrollment and an aging educational infrastructure.
 - a metered approach to balancing educational spaces with projected growth.
 - rapidly changing student demographics.

- a mechanism to level fund, as much as possible, technology, curriculum and materials, the replacement of fixed assets, maintenance, and regularly needed capital improvements.
- the increasing investment being made by taxpayers.

Organizational Structures: Strategic Objectives Related to Enrollments and Facility Capacity

We best use available resources to maintain academic excellence, be developmentally responsive, and stay true to what makes us unique by:

1. developing and maintaining a Facilities Master Plan that:
 - provides physical space that represents the educational vision and mission of the district.
 - emphasizes the educational needs of our children and Cumberland Valley's commitment to excellence.
 - demonstrates CV's commitment to the safety of all stakeholders.
 - adequately supports all programs, student services, and organizational structures at CV.
 - must be communicated clearly and in its entirety to the public.
2. developing and maintaining a 5-year maintenance/capital improvement plan which allows our buildings and grounds to meet the physical, academic, and social/emotional needs of our students.
3. utilizing the school district calendar and daily schedules for teaching and learning.
4. maintaining buildings and grounds for school and community use.
5. developing building schedules that provide new and alternative avenues for teaching and learning.

Organizational Structures: Strategic Objectives Related to Technology

We best use available resources to maintain academic excellence, be developmentally responsive, and stay true to what makes us unique by:

1. utilizing technology to streamline procedures and maximize efficiency.
2. developing and maintaining a technology plan that emphasizes a consistent digital experience for students, the appropriate skill level of all faculty, and the efficient and effective use of technology resources for teaching, learning, and managing classrooms and schools. The technology plan will:
 - reflect the core understanding that student learning is paramount.
 - select, utilize, and manage computer hardware and software, websites, web-based applications, services and resources, and communications technologies that enhance teaching and learning.
 - clearly defines the roles and responsibilities for educators expected to maintain a leadership role in selection, implementation, and consistent use of technology.
 - promotes the well-organized flow of information to all stakeholders through a variety of digital technologies.
 - brings blended and fully online learning to Cumberland Valley School District.
 - identifies, develops, and implements programs for students that are academically excellent, sustainable, and generate revenue and/or reduce reoccurring costs
 - successfully competes with cyber and charter schools for resources.

Organizational Structures: Strategic Objectives Related to Human Resources

We best use available resources to maintain academic excellence, be developmentally responsive, and stay true to what makes us unique by:

1. refining the recruitment, hiring, and retention process, procedures, and programs so that the candidate pool is maximized, the process from job posting to job offer is as efficient as possible, and turn-over is low.
2. developing an equitable system to determine professional and support staffing needs among our schools based on the student body size and need.
3. constantly evaluating changing student demographics to determine how to most effectively utilize both existing staff and the need for additional staff to better meet the needs of students challenged by poverty, homelessness, dysfunctional families, issues of mental health, drugs and alcohol, neglect, and abuse.
4. identifying and establishing career paths within the organization as a means to retain valued employees and build capacity in the organization.
5. utilizing an evaluation system for professionals that reflects growth and performance.
6. developing new and alternative methods for the delivery of professional development.

Organizational Structures: Strategic Objectives Related to Policy Development and Maintenance

We best use available resources to maintain academic excellence, be developmentally responsive, and stay true to what makes us unique by:

1. developing and maintaining policies, programs, and procedures that allow Cumberland Valley School District to constantly become more efficient and effective in all that we do.
2. ensuring consistency of guidelines and protocols between buildings and across levels as appropriate.
3. developing programs, policies and procedures that place emphasis on positive relationships and partnerships with local business and industry.



Politics are the competing interests of formal and informal stakeholders, both inside and outside a school district, that desire to move the education system in the direction believed most appropriate. Politics are a natural part of democracy to be respected and appreciated. Decisive politics seeks to find that common ground among competing interests from which consensus can be built. The two keys to decisive politics are shared information and genuine communication.

Strategic Goals Related to Decisive Politics

Cumberland Valley School District Strategic Plan shall:

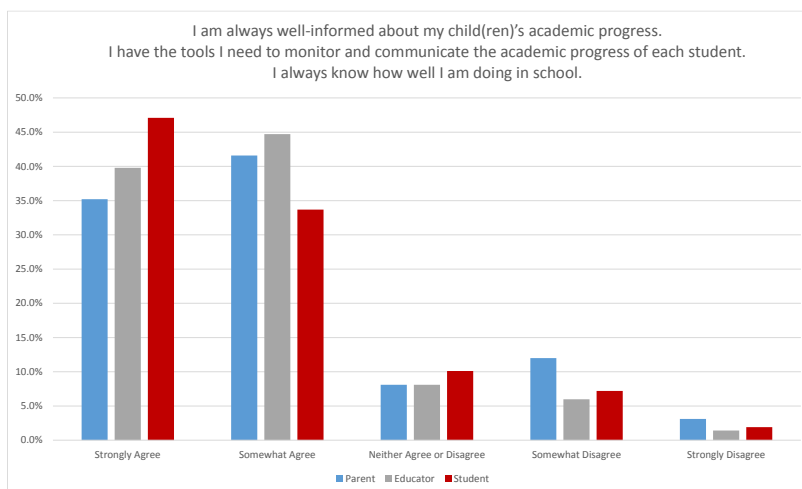
- demonstrate respect for all stakeholders, embrace diversity, and maintain long-standing Cumberland Valley traditions.
- be transparent.

Executive Findings Related to Politics

The Board of School Directors, administrators, and faculty and staff of Cumberland Valley School District have provided greater access into the daily workings, decision making, and operations of the school district than any other time in the history of public education.

77% of parents report they strongly or somewhat agree that they are well-informed about their children's academic progress. 85% of teachers report they strongly or somewhat agree they have the tools they need to monitor and communicate the academic progress of each student, and 81% of students report that they consistently know how well they are doing in school.

The District uses a variety of mediums to report critical information to stakeholders including printed newsletters, calendars, mailings, websites, email, calling systems, social media, and most recently the



CV App for smart phones. Increasingly, the district is moving to the availability of real-time academic data for parents and students.

The variety of communication methods and organizational tools for parents and families is varied and, at times, inconsistent. These methods and tools range from assigned books, to websites, Tweets, texts, emails and QR codes. Establishment of a standard method of housing and delivering information about school to students, parents and teachers district wide is needed. All teachers and administrators are

expected to utilize technology to enhance communication. It is clear from educators, parents, and

students that this must be viewed as a new condition of employment and not an experimental program of choice.

As a public organization, there is greater access into the daily workings, decision making, and operations of the school district than any other time in the history of public education. That access is available through traditional and digital mediums. Despite the fact increasingly critical information is available in real time, stakeholders still raise concerns about transparency and having the information they need to make informed decisions as part of the electorate.

Balancing the resources expended to assure that organization information is available through a variety of methods and those methods are utilized appropriately is paramount. Critical information is consistently released, yet the amount of information that is actually being accessed must be considered. Further investigation into whether stakeholders possess the technology and technological skills necessary to access information or whether they are choosing not to access information should be further examined as goals are established.

School Board meetings are conducted within the realm of the Sunshine Law. The district's solicitor monitors executive session discussions to ensure the Board understands and is compliant with both the statutes and intents of laws. All meetings of the Board and Board Committee are published, their agendas are available on-line a minimum of 48 hours prior to the meeting, and all Board minutes are posted on the same site.

The Board and administration are striving to consistently and effectively build relationships with stakeholders. Cumberland Valley School District is committed to building partnerships with business and industry, service organizations, and institutions of higher and advanced education throughout Central Pennsylvania. These partnerships are exemplification of our dedication to the success of our students. Said partnerships will focus on development and implementation of programs, policies, and procedures, within the District and in the public and private sectors. Students will reap benefits from the partnerships that create a competitive edge through:

1. identifying standards of excellence that afford our students a competitive edge in the local and global economies.
2. promoting rigorous and relevant academic curricula that empower students with the knowledge and skills necessary to transition to the workforce through colleges and universities, advanced technical and vocational schools, or directly from high school.
3. instilling an understanding of the need to be a life-long learner and the capacity to manage change.
4. requiring team work, critical and creative thinking, and problem solving skills necessary for success in post-secondary classrooms and the work environment.
5. allowing middle and high school students to identify and focus on career paths based on their individual strengths and needs.
6. fostering traditional and digital communication and social skills and professional etiquette expected in post-secondary classrooms and the work environment.
7. assisting in keeping our young talent grounded to the region.
8. developing a 21st Century workforce in Central Pennsylvania that further attracts business, industry, and service organizations to our region.
9. encouraging the sharing of opportunities and resources for the benefit of students.
10. fostering commitment and understanding through a sense of community.

In addition, Cumberland Valley School District is coordinating efforts and building a strong foundation of collaboration with neighboring districts. This collaboration is evidenced by:

- the sharing of resources and teachers for special education students with extremely unique needs.
- acceptance of students from neighboring districts into CV's agricultural program.

- entering into an articulation agreement with Harrisburg Area Community College to pilot a cohort-based program in CV and Carlisle school districts offering college courses in the high school to students from six surrounding districts.
- opening seats in programs not filled by CV students to students in neighboring school districts.
- the coordination of emergency planning and weather-related closing and delays.
- sharing expertise and practical knowledge on a regular basis.

During the district's Comprehensive Planning process it became apparent that Cumberland Valley does not have enough communication with licensed area pre-school and daycare facilities. Research clearly demonstrates that promoting on-going communication with and providing information to these organizations can have lasting benefits for children by ensuring that students are positive about and prepared for the transition to kindergarten.

Finally, Cumberland Valley School District is increasingly coordinating efforts with the townships it serves. While school safety has been the recent primary focus, CV has a long-standing relationship with townships, often sharing resources for the benefit of taxpayers and students. This is especially true among the grounds crews and road workers in the townships and the district. In addition, during the 2014/15 school year the district worked with Silver Spring Township to receive a \$50,000 grant for a school resource officer and worked with Hampden Township to monitor water quality on the Conodoguinet Creek. Cumberland Valley School District meets twice each year with state and local elected officials and township managers to share information and ideas on initiatives to ensure the continued health and welfare of the school district and the region. One of the most important recent actions recognizing the importance of these relationships was the Board's adoption of Policy 805 – Emergency Preparedness. While the policy addresses all aspects of emergency planning, it mandates that by October 15 of each school year, the district shall assemble information required to assist local police and fire departments in responding to an emergency. Meetings with first responders are held in the fall and spring to communicate vital information regarding the safety of our students, faculty, and community and discussing, on an on-going basis, how to best respond in a crisis.

Strategic Objectives Related to Decisive Politics

Cumberland Valley School District can best identify common ground and build consensus through shared information and genuine communication by:

1. maintaining a student-centered focus in all decision making processes.
2. consistently demonstrate that the district recognizes all stakeholders have something valuable to contribute to the educational process.
3. making a concerted effort to implement policies, programs and procedures that improve communication between all stakeholders, and raise community awareness of the Strategic Plan and increase engagement of parents and community groups.
4. developing and implementing strategies to ensure important information is consistently delivered to all levels of the organization.
5. maintaining organizational structures that promote communication between administrators, teachers, students and parents as the cornerstone of academic excellence.
6. providing clear, timely, open communication of goals, activities, initiatives, accomplishments and challenges to all stakeholders as a means to develop an atmosphere of trust and respect.
7. developing and implementing traditional and digital communication standards for faculty, staff, students and parents.
8. educating all stakeholders on how to best consume the information shared by Cumberland Valley School District.

9. requiring the inclusion of communication strategies in the development of any new program or initiative to ensure meaningful discussion occurs at every phase of implementation.
10. reviewing and implementing existing policies, standards, and guidelines for the operation of digital classrooms. Said review will include, but not be limited to, content and maintenance of teacher web pages, grade reporting, use of teacher and student email, voice mail, software packages cloud based tools for digital collaboration, and applications to communicate with parents and students via texts and social media.
11. focusing on the value of parents, educators, citizens and elected officials to collaborate.
12. coordinating efforts and working collaboratively with district townships, neighboring school districts, and engaging policymakers on issues of concern to the district and public education.
13. utilizing a variety of traditional and digital methods to convey information, initiatives, and accomplishments to stakeholders.
14. cultivating and expanding existing partnerships with local business and industry, colleges and universities, and school districts.
15. ensuring that organizational charts, contact information, job descriptions, policies, guidelines and other written communications are accurate and updated.
16. reaching out to licensed area pre-schools and day care facilities to ensure that students are positive about and prepared for the transition to kindergarten.



The degree to which the collective actions of formal and informal leaders within a school district transform the educational vision into a measured educational reality. This includes the art and science of managing variables related to teaching and learning, developmental responsiveness, organizational structures, culture and politics.

Strategic Goals Related to Leadership and Expertise

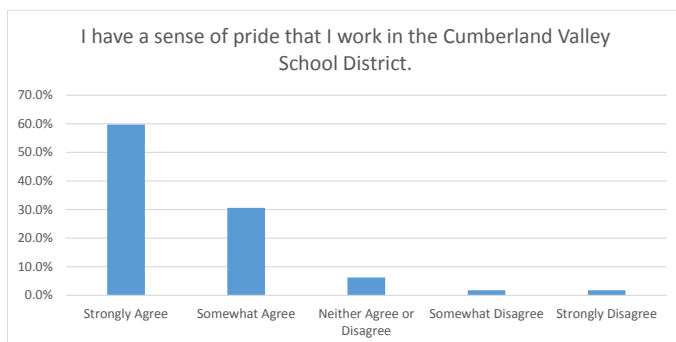
The Cumberland Valley School District Strategic Plan shall:

- embrace forward thinking and continual improvement.
- be transparent.

Executive Findings Related to Leadership and Expertise

The Cumberland Valley Board of School Directors is comprised of intelligent, compassionate, and dedicated citizen leaders who are passionate about the school district and committed to ensuring that it serves students with distinction. Each member of the Board brings not only their ideas and views of how the district should act in order to fulfill its mission, but that of the constituents they serve. The Cumberland Valley School Board utilizes the strengths of individual Board members and combinations of Board members with varying opinions and philosophies in a committee structure, based on mutual trust, to meet both the challenges and opportunities facing the district.

Cumberland Valley School District has well respected and exceptionally dedicated administrators. Like the Board they are smart, compassionate, and dedicated educational leaders who are passionate about the school district and committed to the students. The administrators bring to the team a variety of experience and backgrounds and share the same passion and commitment to the students of Cumberland Valley School District. Many have the demonstrated talent and skills to serve in both the public and private sector, but choose to serve students in Cumberland Valley School District.



The Cumberland Valley Education Association is a strong voice in all matters of importance. Even through challenging negotiations the relationship between the Cumberland Valley Education Association, the Board, faculty, administration, and community, remain strong.

90% of all educators strongly agree that they have a sense of pride because they work in Cumberland Valley School District.

Elected officials, administrative leadership, and union leadership are far from the only leaders in the district. Examples of outstanding leadership and decision-making are evidenced in every job classification and at every level of the organization. Formal and informal leaders have a strong desire to collaborate, voice their opinions on how to best move the district forward and are identify new and positive avenues to do so.

Early indications are that the reorganization at the district office have placed competent and caring administrators with a wealth of experience in Cumberland Valley School District in the positions where they will have the greatest impact in addressing needs of faculty, staff, families, and, most importantly, students.

The revitalization of the Professional Education Committee ("PEC"), is increasing the district's problem solving strategies. This is being accomplished through the establishment of leadership structures and lines of communications within and between buildings. Greater emphasis has been placed on generating meaningful dialogue at CV/CVEA Meet and Discuss meetings to bring about systemic change. These lines of communication are further enhanced through the use of technology.

In discussions regarding leadership several concerns and three themes emerged. They can be best summarized as trust in the leadership, retention of good leaders, and the capacity of leaders to manage routine labor issues, particularly those which require employee discipline.

First, the matter of trust. 88% of all parents and 76% of all educators feel comfortable approaching principals and supervisors with issues most of the time or always. 75% of parents and 72% of educators trust the leadership of Cumberland Valley School District most of the time or always. By some measures these are high approval ratings and viewed as pride and satisfaction in the district which clearly contributes to the quality of CV. On the other hand, a quarter to a third of parents and educators, only felt comfortable approaching and/or trusting the leadership less than half of the time. Administrators, particularly principals, found this disconcerting and worthy of continued exploration.

Second, retention of good leaders. Regardless of position within the district as either a member of the support staff or an educator, in the past, career paths were more defined in the district and served as both a recruiting tool and a means to retain faculty and staff. Fewer formal or informal leaders exist across the district for reasons such as:

- career paths that are no longer clear or simply no longer exist.
- decreasing incentives to advance.
- considerably smaller differentials on salary, benefits, and working conditions between public schools and the public sector.
- fewer formal opportunities for staff to be mentored into leadership positions.
- increased competition with other school districts.

Third, managing routine labor issues. It is recognized that there is a need to build capacity in the administrative team for first and second level supervisors to effectively manage and document routine labor issues, particularly those that require employee discipline. Further a system of accountability is needed to hold supervisors accountable for effectively managing situations with consistency.

Strategic Objectives Related to Leadership

In order to manage variables related to academic excellence, developmental responsiveness, organizational structures, culture and politics to provide our children with the best possible opportunity to become healthy, productive and well-rounded citizen leaders the district must:

1. utilize the Strategic Plan as a problem-solving tool that allows for the well-organized flow of data-informed information and measurable solutions to all decision makers.
2. develop and maintain a goal-based, data-driven system at all levels of the organization to move the district toward the fulfillment of its vision.
3. provide all leaders and stakeholders access to the data necessary to make sound educational decisions and pervasively communicate decisions that impact the school community.
4. move the district toward the fulfillment of its vision by adhering to thoughtfully crafted goals that are supported by data.
5. develop, implement, and evaluate a plan which builds leadership and managerial capacity at all levels of the organization.
6. Employ strategies that foster effective communication and build trust at every level of the organization.
7. build leadership and managerial capacity in faculty, staff and the administration by providing and encouraging leadership opportunities via a continuum of experiences such as internships and facilitating professional development.
8. develop clear career paths at every level of the organization to foster and mentor future leaders.
become an integral part of the development of a 21st Century workforce in Central Pennsylvania that further attracts business, industry, and service organizations to our region.
9. mentor and support faculty, staff, administrators, students, parents and citizens new to the district.
10. promote programs and activities that foster collaboration and a shared responsibility for learning.
11. continue to foster relationships with the township officials, law enforcement, and first responders from Hampden, Middlesex, Monroe, and Silver Spring Townships and the Pennsylvania State Police for the purposes of:
 - providing the safest possible environment for our faculty, staff, community, and most of all our students.
 - communicating the Strategic Plan of Cumberland Valley School District to other governmental officials who are also charged with making critical decisions for our citizens.
 - sharing resources.

APPENDIX

COMPREHENSIVE LIST OF STRATEGIC OBJECTIVES

Strategic Objectives Related to Culture

The best of our school district's ideals, beliefs, and values being passed to new generations of citizens at our elementary schools, middle schools, and high schools are best served by:

1. maintaining a culture of excellence that attracts families who believe in the value of an outstanding public education for their children.
2. emphasizing programs that connect students, faculty, and parents with citizens and community organizations.
3. promoting our schools as the hub of our communities.
4. respecting and embracing diversity while maintaining long-standing traditions.
5. fostering commitment and understanding through a sense of community.
6. placing emphasis on traditions and customs that help our students foster a sense of community and citizenship while being open to developing new ones.
7. focusing on programs, policies, and procedures that emphasize respect for self, others, and the community that we share.
8. actively pursuing policies, programs, and procedures that promote acceptance.
9. placing emphasis on positive relationships between faculty, staff, students, families, and the community for which the district has come to be known.
10. helping students develop self-respect and empathy through community service opportunities.
11. promoting programs and opportunities that bond the school district with the community.

Academic Excellence: Strategic Objectives Related to Our Curriculum

Cumberland Valley School District shall offer curricular, co-curricular, and extracurricular programs whose excellence is recognized on state and national levels by developing and maintaining rigorous curricula that:

1. has the ultimate goal of creating lifelong learners.
2. communicates clear expectations for students, teachers, and parents.
3. reflects mastery learning, cooperative teaming, and exploration of varied curriculum at the elementary and middle levels and culminates in both a high school diploma and vocational or technical skills/certifications, college credits, an associate's degree, and/or experiential learning through cooperative education, apprenticeships, career shadowing, community service, and/or travel.
4. emphasizes the life skills necessary for all students to be successful in school, at home, in the community, and at work.
5. prepares all students for success on state and national standardized tests.
6. allows every child to explore academic, scientific, technical, artistic, entrepreneurial, and social interests.
7. provides all students with opportunities to use technology for learning, problem solving, creativity, and productivity.
8. enables all students to become independent digital learners and safe digital citizens.
9. fosters standards of excellence that afford our students a competitive edge in the local and global economies.
10. empowers students with the knowledge and skills necessary to transition to the workforce through colleges, universities, and advanced technical and vocational schools, or directly from our high schools.

11. instills an understanding of the need to be a life-long learner and the capacity to manage time and change.
12. develops traditional and digital communication and social skills and professional etiquette expected in post-secondary classrooms, the workplace, and society.

Academic Excellence: Strategic Objectives Related to Instructional Practices

In order to effectively deliver curricula, Cumberland Valley School District educators shall utilize research based instructional strategies that:

1. focus on the needs of each student.
2. result from consultation among educators, parents, business and industry, colleges and universities, and the community.
3. allow for differentiation and customization of learning.
4. provide opportunities for all students to learn through collaboration, creative and critical thinking, and authentic problem-solving.
5. promote authentic, student-centered learning experiences and utilize technology in a manner that effectively enhances well-designed instruction.
6. utilize our libraries as a hub for learning, a center for creating, communicating, and collaborating, and as a portal to a world of information in both electronic and traditional print formats
7. seamlessly integrate technology into daily lessons as a catalyst for learning.
8. enhance learning through developmentally appropriate real world experiences.
9. promote flexibility in educational programming through a blend of traditional, digital, and community-based learning opportunities.
10. produce digital and blended alternatives to traditional "brick and mortar" educational programs.
11. offer students the opportunity to digitally enrich and/or accelerate the completion of curriculum in order to schedule AP classes, take credited college course work, receive more intensive vocational or technical training, participate in internships or cooperative experiences with local business or industry, and/or be involved in meaningful community service.
12. foster the sharing of resources through collaboration with other accredited high schools, colleges, universities, and technical schools.
13. support digital alternatives for high school credit recovery, homebound instruction, and summer school.
14. assure that digital learning opportunities are consistent with – or exceed – the standards, requirements, and expectations that lead to a Cumberland Valley High School diploma.

Academic Excellence: Strategic Objectives Related to Assessment

Strategic Objectives for assessment practices must collectively represent an effort to continue to improve effectiveness in the use of data to guide instruction while greatly improving efficiency in the processes to do so. In order to meet these objectives the Cumberland Valley School District must:

1. develop the most effective and efficient data collection, analysis, and reporting systems possible as a means to reduce the undesirable impact of high-stakes testing.
2. utilize data to make the earliest possible academic, social, emotional, and physical interventions.
3. continue to build capacity, especially at the secondary level, for the effective utilization of data to focus on the instructional needs of each student.
4. maintain and reporting an individualized record of academic growth toward the attainment of minimum state standards for all students.

5. complete a critical analysis of the type of data necessary to inform teaching and learning for the purposes of:
 - a. identifying and collecting only the data that is necessary for effective teaching and learning.
 - b. eliminating any unnecessary or redundant data collection.
 - c. actively seeking replacements for assessment packages, equal in quality, which do not keep the pace with changes in technology that the district is making.
 - d. streamlining data collection procedures to make the most efficient and effective use of teacher and student time
 - e. leveraging technology to provide real-time data to all involved in making educational decisions for each child.
6. assure that when assessment packages are selected, there is an alignment between the hardware and software that the district has set as a standard.
7. develop organizational structures so the Business and Support Services Department has all the necessary information to develop an annual budget related to assessment.
8. develop organizational structures so the IT Department has all the information necessary to develop an annual budget and work plan necessary to complete assessment practices.
9. streamline data collection by assuring the district has the network capacity to be collecting data from thousands of student's simultaneously.
10. reduce the assessment data warehousing, management, analysis to the absolute minimum number of software packages required.

Academic Excellence: Strategic Objectives Related to Professional Development

In order for educators to develop, implement, and maintain curricula, utilize research based instructional strategies, effectively assess students and make informed instructional decisions, and to manage their classrooms Cumberland Valley School District shall provide high quality professional development opportunities that:

1. promote academic excellence and developmental responsiveness for all students by providing opportunities for meaningful dialogue, collaboration, and problem solving among Cumberland Valley faculty and staff.
2. target the specific needs of Cumberland Valley educators and support staff.
3. tie directly to Strategic Planning and to district, building, and grade level initiatives.
4. assist educators and support staff in the development of the knowledge and skills necessary to serve the unique needs of our children, parents, schools, and community.
5. better equip faculty and staff to meet the needs of students challenged by poverty, homelessness, dysfunctional families, issues of mental health, drugs and alcohol, neglect and abuse.
6. embrace forward thinking and continual improvement by providing flexible 21st century professional development opportunities through a variety of traditional and digital delivery methods.
7. serve as a tool to attract and retain the highly qualified and effective professional staff.

Academic Excellence: Strategic Objectives Related to Developmental Responsiveness

In order to meet the unique academic, physical, social, and emotional needs of Cumberland Valley School District students, instructional programs and support services shall:

1. target the unique needs of diverse learners to ensure all students receive equitable services.
2. recognize the importance of social, emotional, mental, and physical health to a child's ability to reach their potential.
3. identify students in need of support services and provide interventions as early as possible, including during preschool.
4. target the unique needs of historically underperforming students (ESL, Special Education and Economically Disadvantaged) and high achieving students (Gifted).
5. provide special education services utilizing modifications and accommodations to instruction, including for the gifted and talented, which are well-articulated with regular education.
6. provide support to both students and families to assist in the identification and management of developmental, emotional, physical, and educational barriers.
7. play an important role in maintaining a safe school environment free from violence, drugs, hazing, and prejudice.
8. consistently evaluate student academic, social, emotional, and physical risk factors as well as school and community protective factors to ensure the effective and efficient allocation of resources.
9. improve partnerships with families through traditional and digital means to support student learning.
10. actively and openly address issues of substance abuse and destructive decisions made by students and adults in school and in the community.
11. actively address issues of bullying and harassment and/or child abuse in school and in the community.
12. ensure that counselors, psychologists, nurses, and those who provide social, emotional, and mental health services to our students have the tools, resources and professional development necessary for early and effective interventions.
13. ensure that classroom teachers have the tools, resources, and professional development necessary to address individual student needs through RtII best practices that inform differentiation, remediation, and enrichment.
14. create a safe and positive school environment through school-wide programs that provide opportunities for all students to demonstrate good citizenship, respect, and feelings of connectedness with school and the community through service, leadership and character development.

Organizational Structures: Strategic Objectives Related to Revenue, Expenditure, and Asset Management

We best use available resources to maintain academic excellence, be developmentally responsive, and stay true to what makes us unique by:

1. balancing the economic challenges that the district faces with the need to provide our children with the best possible academic and support programs.
2. developing and implementing a budgeting framework that:
 - represents best practices for school finance.
 - reflects a budgeting philosophy that is agreed upon and supported by the Board and the administration.

- all involved spend time to fully understand.
 - allows for the consistent flow of information to all decision makers.
 - defines benchmarks and reporting standards over the 18-24 months from budget development through final audit findings.
 - provides the basis for both year-to-year and multi-year financial planning.
 - provides for the consistent use of methodologies in order to evaluate trends and decisions over time.
 - builds capacity in the Board and administration to work as a team in managing the dynamic and complex processes required to maintain the economic health of a public organization with close to a half a billion dollars of public assets and revenue and expenditures exceeding one hundred and fifteen million dollars annually.
3. developing single year budgets as part of multi-year financial plan that directly address:
- the Strategic Plan.
 - the need to balance debt, revenue, expenditures, and the desire to maintain and expand programs.
 - the need to systematically reduce pent-up demand for the “educational goods and services”
 - staffing.
 - responsive and focused supports for all teachers.
 - student services that result in responsive and focused academic, social, emotional, and physical supports for all students.
 - challenges due to increased enrollment and an aging educational infrastructure.
 - a metered approach to balancing educational spaces with projected growth.
 - rapidly changing student demographics.
 - a mechanism to level fund, as much as possible, technology, curriculum and materials, the replacement of fixed assets, maintenance, and regularly needed capital improvements.
 - the increasing investment being made by taxpayers.

Organizational Structures: Strategic Objectives Related to Enrollments and Facility Capacity

We best use available resources to maintain academic excellence, be developmentally responsive, and stay true to what makes us unique by:

1. developing and maintaining a Facilities Master Plan that:
 - provides physical space that represents the educational vision and mission of the district.
 - emphasizes the educational needs of our children and Cumberland Valley's commitment to excellence.
 - demonstrates CV's commitment to the safety of all stakeholders.
 - adequately supports all programs, student services, and organizational structures at CV.
 - must be communicated clearly and in its entirety to the public.
2. developing and maintaining a 5-year maintenance/capital improvement plan which allows our buildings and grounds to meet the physical, academic, and social/emotional needs of our students.
3. utilizing the school district calendar and daily schedules for teaching and learning.
4. maintaining buildings and grounds for school and community use.
5. developing building schedules that provide new and alternative avenues for teaching and learning.

Organizational Structures: Strategic Objectives Related to Technology

We best use available resources to maintain academic excellence, be developmentally responsive, and stay true to what makes us unique by:

1. utilizing technology to streamline procedures and maximize efficiency.
2. developing and maintaining a technology plan that emphasizes a consistent digital experience for students, the appropriate skill level of all faculty, and the efficient and effective use of technology resources for teaching, learning, and managing classrooms and schools. The technology plan will:
 - reflect the core understanding that student learning is paramount.
 - select, utilize, and manage computer hardware and software, websites, web-based applications, services and resources, and communications technologies that enhance teaching and learning.
 - clearly defines the roles and responsibilities for educators expected to maintain a leadership role in selection, implementation, and consistent use of technology.
 - promotes the well-organized flow of information to all stakeholders through a variety of digital technologies.
 - brings blended and fully online learning to Cumberland Valley School District.
 - identifies, develops, and implements programs for students that are academically excellent, sustainable, and generate revenue and/or reduce reoccurring costs
 - successfully competes with cyber and charter schools for resources.

Organizational Structures: Strategic Objectives Related to Human Resources

We best use available resources to maintain academic excellence, be developmentally responsive, and stay true to what makes us unique by:

1. refining the recruitment, hiring, and retention process, procedures, and programs so that the candidate pool is maximized, the process from job posting to job offer is as efficient as possible, and turn-over is low.
2. developing an equitable system to determine professional and support staffing needs among our schools based on the student body size and need.
3. constantly evaluating changing student demographics to determine how to most effectively utilize both existing staff and the need for additional staff to better meet the needs of students challenged by poverty, homelessness, dysfunctional families, issues of mental health, drugs and alcohol, neglect, and abuse.
4. identifying and establishing career paths within the organization as a means to retain valued employees and build capacity in the organization.
5. utilizing an evaluation system for professionals that reflects growth and performance.
6. developing new and alternative methods for the delivery of professional development.

Organizational Structures: Strategic Objectives Related to Policy Development and Maintenance

We best use available resources to maintain academic excellence, be developmentally responsive, and stay true to what makes us unique by:

1. developing and maintaining policies, programs, and procedures that allow Cumberland Valley School District to constantly become more efficient and effective in all that we do.
2. ensuring consistency of guidelines and protocols between buildings and across levels as appropriate.
3. developing programs, policies and procedures that place emphasis on positive relationships and partnerships with local business and industry.

Strategic Objectives Related to Decisive Politics

Cumberland Valley School District can best identify common ground and build consensus through shared information and genuine communication by:

1. maintaining a student-centered focus in all decision making processes.
2. consistently demonstrate that the district recognizes all stakeholders have something valuable to contribute to the educational process.
3. making a concerted effort to implement policies, programs and procedures that improve communication between all stakeholders, and raise community awareness of the Strategic Plan and increase engagement of parents and community groups.
4. developing and implementing strategies to ensure important information is consistently delivered to all levels of the organization.
5. maintaining organizational structures that promote communication between administrators, teachers, students and parents as the cornerstone of academic excellence.
6. providing clear, timely, open communication of goals, activities, initiatives, accomplishments and challenges to all stakeholders as a means to develop an atmosphere of trust and respect.
7. developing and implementing traditional and digital communication standards for faculty, staff, students and parents.
8. educating all stakeholders on how to best consume the information shared by Cumberland Valley School District.
9. requiring the inclusion of communication strategies in the development of any new program or initiative to ensure meaningful discussion occurs at every phase of implementation.
10. reviewing and implementing existing policies, standards, and guidelines for the operation of digital classrooms. Said review will include, but not be limited to, content and maintenance of teacher web pages, grade reporting, use of teacher and student email, voice mail, software packages cloud based tools for digital collaboration, and applications to communicate with parents and students via texts and social media.
11. focusing on the value of parents, educators, citizens and elected officials to collaborate.
12. coordinating efforts and working collaboratively with district townships, neighboring school districts, and engaging policymakers on issues of concern to the district and public education.
13. utilizing a variety of traditional and digital methods to convey information, initiatives, and accomplishments to stakeholders.
14. cultivating and expanding existing partnerships with local business and industry, colleges and universities, and school districts.
15. ensuring that organizational charts, contact information, job descriptions, policies, guidelines and other written communications are accurate and updated.
16. reaching out to licensed area pre-schools and day care facilities to ensure that students are positive about and prepared for the transition to kindergarten.

Strategic Objectives Related to Leadership

In order to manage variables related to academic excellence, developmental responsiveness, organizational structures, culture and politics to provide our children with the best possible opportunity to become healthy, productive and well-rounded citizen leaders the district must:

1. utilize the Strategic Plan as a problem-solving tool that allows for the well-organized flow of data-informed information and measurable solutions to all decision makers.
2. develop and maintain a goal-based, data-driven system at all levels of the organization to move the district toward the fulfillment of its vision.
3. provide all leaders and stakeholders access to the data necessary to make sound educational decisions and pervasively communicate decisions that impact the school community.

4. move the district toward the fulfillment of its vision by adhering to thoughtfully crafted goals that are supported by data.
5. develop, implement, and evaluate a plan which builds leadership and managerial capacity at all levels of the organization.
6. Employ strategies that foster effective communication and build trust at every level of the organization.
7. build leadership and managerial capacity in faculty, staff and the administration by providing and encouraging leadership opportunities via a continuum of experiences such as internships and facilitating professional development.
8. develop clear career paths at every level of the organization to foster and mentor future leaders become an integral part of the development of a 21st Century workforce in Central Pennsylvania that further attracts business, industry, and service organizations to our region.
9. mentor and support faculty, staff, administrators, students, parents and citizens new to the district.
10. promote programs and activities that foster collaboration and a shared responsibility for learning.
11. continue to foster relationships with the township officials, law enforcement, and first responders from Hampden, Middlesex, Monroe, and Silver Spring Townships and the Pennsylvania State Police for the purposes of:
 - providing the safest possible environment for our faculty, staff, community, and most of all our students.
 - communicating the Strategic Plan of Cumberland Valley School District to other governmental officials who are also charged with making critical decisions for our citizens.
 - sharing resources.