

Comprehensive Planning Team

Patricia Craig	Superintendent
Eileen Czarnecki	Hoover Elementary Principal
Tina Darchicourt	Business Manager/Board Secretary
Leslee DeLong	Middle School Principal
Sandra Fauser	Eisenhower Elementary Principal
Tracey Quigley-Jones	Special Education Director
Mark Ziegler	High School Principal
Dan Alleman	Business Representative
Rick Jordan	Business Representative
Peggy Curran-Hays	Community Representative
Jill Williamson	Community Representative
Dena Higgins	Ed Specialist – School Nurse
Wendi Kiley	Ed Specialist – School Counselor
Rita Steele	Ed Specialist – Instructional Technology
Christine Hatch	Elementary School Teacher
Ami Preston	Elementary School Teacher
Brad Zangle	Elementary School Teacher – Special Ed.
Lori Bolcavage	Middle School Teacher
Sue Smeltzer	Middle School Teacher
Mary Ann Berrian	High School Teacher – Special Ed.
Sue Newton	High School Teacher
Kristie Dionne	Parent
Jill Stein	Parent

Board of School Directors

Stephen Karl, President
Randall Gale, Vice President
Arthur Pursel, Treasurer
Gregory Lamay, Assistant Secretary
Gwendolyn Browning
Beth Ellis
Laurie Kennedy
Robert Latham
Jill Williamson

Camp Hill School District Comprehensive Plan



07/01/2018 – 06/30/2021



Educational Community

The Camp Hill School District (CHSD) is located in a borough in Cumberland County, Pennsylvania, 2 miles (3.5 km) southwest of Harrisburg, Pennsylvania. This unique, close-knit, suburban community contains both a school district and a municipality within the same boundaries. Schools, parks, facilities and recreational areas throughout the area are enjoyed by families and residents of all ages.



Approximately 1,300 students are enrolled in the district. CHSD schools and students are recognized for their outstanding academic, athletic and fine arts achievements. The District has maintained a long-standing commitment to educational excellence, community strength and student success, evidenced by its three times achievement of national rankings within top 5% as reported via US News and World Report. This mission has held steadfast due to the continuous focus on improving student achievement. CHSD students are well rounded and excel academically, culturally, athletically and civically.

Goal #3

The CHSD will establish a system that fully ensures the use of data to effectively justify the allocation and alignment of instructional and infrastructural priorities.

Implementation Strategies:

1. *A Feasibility Study of All District Buildings*

The Camp Hill School District will develop a short-term and long-term plan for meeting current and future infrastructure needs.

- ✓ Develop and Solicit Requests for Proposals (RFP) May 2017
The District will solicit Statements of Qualification and Cost Proposals to complete a comprehensive long-range capital improvement planning process and to prepare a District Long Range Facilities Plan (LRFP), which includes each District site.
- ✓ Review and Interview Submitted RFPs June 2017
The Buildings and Grounds Committee and members of the Leadership Team will review and interview companies that submitted RFPs and select the top 3 companies.
- ✓ Select, Recommend and Approve Partner Consultant August 2017
The Buildings and Grounds Committee will select and recommend the architectural firm to the School Board for Approval.

Conduct Study and Present Results to School Board

The selected architecture firm will spend 4-6 months conducting a feasibility study of CHSD academic buildings and make a final presentation to the school board including recommendations for the development of short-term and long-term infrastructure goals.

Develop Long-Range Plan Based on Feasibility Study Results

The CHSD will develop and implement a long-range plan to prioritize and address the infrastructure needs identified within the feasibility study.



Goal #1

The CHSD will establish a system that fully ensures students who are academically and/or behaviorally at risk, are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Implementation Strategies:

1. *Positive Behavioral Intervention Supports*
Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.
2. *Multi-Tiered Systems of Support (MTSS)*
MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005).
Source-<https://www.pbis.org/school/mtss>

Goal #2

The CHSD will establish a system that fully ensures the consistent implementation of effective instructional practices supported by professional development that is focused, comprehensive and implemented with fidelity.

Implementation Strategies:

1. *Personalized Professional Development*
CHSD faculty will receive professional development personalized to their specific learning needs.
2. *Language and Literacy Acquisition*
CHSD will engage in professional learning in Language and Literacy Acquisition to ensure academic success in ELA and writing.
3. *Teaching Diverse Learners in An Inclusive Setting*
CHSD will engage in professional learning on effective strategies to meet the needs of diverse learners in an inclusive setting.
4. *Instructional Technology*
CHSD staff and faculty will receive training to maximize the use of technology in all grades and across all classrooms, weaving it skillfully and purposefully throughout the curriculum.

Planning Process

The District Level Comprehensive Planning process is critical in assuring our focus on student success and District-wide systems that support student achievement. The Comprehensive Planning journey within the Camp Hill School District (CHSD) is part of an ongoing process in which data is analyzed to assess the needs and systemic challenges within the District and its schools.

A District Level Comprehensive Planning Committee (DLCPC) with representation from students, parents, community members, school board, teachers, staff and administrators is formed to develop the District Level Comprehensive Plan. A mission statement, vision, shared values and a description of our educational community is reviewed and updated by the DLCPC. The DLCPC is organized into three teams for the purpose of assessing the District's needs in three critical systems which include: Academic Achievement, Safe and Supportive Schools, and Human and Fiscal Resource Allocation and Stewardship. Analysis of these systems occur within the School Level Sub-Committees (SLCPC). The District's Leadership Team reviews the accomplishments, concerns and challenges identified by the SLCPC and identifies District-wide patterns.

This District Level Comprehensive Plan provides direction for the development and improvement of priority goals from July, 2018 through June, 2021. To sustain momentum and assure focus on priority items, District Level Comprehensive Plan reviews will continue through the end of the 3-year cycle. The District Level Comprehensive Plan will be available via the District's website for viewing by all District stakeholders.

Mission Statement

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



Vision Statement

“Educational Excellence, Community Strength,
Student Success”

Shared Values

Learning is a lifelong process.

Learning is a collaborative process and a shared responsibility of our learning community – students, families, staff and community.

Students’ learning experiences will be grounded in the rigorous study of literacy skills and deep understandings applied across disciplines.

Learning experiences will equip all students to become effective communicators, independent learners, critical thinkers and innovators who are capable of solving complex problems.

Our learning community will foster understanding, empathy and respect for every individual.

Our learning community will foster responsible and active citizenship.

Our learning community will continually review the educational program to meet student needs.

Our learning community will maintain high standards and expectations for all members.

Our learning community will retain and recruit high quality professionals to achieve our mission.

An informed and involved community strengthens the school system.