

CONEMAUGH VALLEY SD

1340 William Penn Avenue

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

Our mission is to foster student success through continuous growth and improvement.

VISION STATEMENT

The Conemaugh Valley School District is committed to: 1) An ever improving instructional process that results in continuous student achievement. 2) An ever improving emphasis on the successful transitions of its students as they progress through the school system. 3) Increasing the educational and extracurricular experiences of our students. 4) Integrating technology into every applicable process within the school system with an emphasis on the creation of a technological culture understood by students and staff. 5) Identifying, tracking, and celebrating an improving set of measures of student achievement. 6) Creating a safe, secure, and positive environment for all students.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Conemaugh Valley students are expected to support the following shared district values: Conemaugh Valley - A School District Where: 1) Pre-K and Kindergarten levels work together to make the transition to Kindergarten successful for all students. 2) Kindergarten and first grade teachers work together to make the transition to first grade successful for all students. 3) The primary level staff is focused on the developmental needs of primary level students. 4) By grade three, all students are reading at grade level. 5) The most supportive, nurturing and custodial environment is found in grade K-5. 6) Teachers and support staff in grades 5 work closely with staff in grade 6 to make the transition to the junior/senior high school successful. 7) The entire curriculum is based upon the components identified in the SAS · Standards · Curriculum Framework –Big Ideas, Concepts (knowledge), competencies (skills), Essential Questions · Instruction - Best Practices · Assessment- Summative, Formative, Diagnostic, Benchmark · Resources and Materials 8) Students in grades 6-12 are encouraged to become involved in a wide range of activities 9) The entire district is proficiency based. 10) Technology is employed to enhance the skills and knowledge of students, staff and administrators. 11) Technology is employed to enhance the curricular offerings of the district as a supplement to the existing curricular offerings. 12) Teachers and administrators select, preview, participate in and evaluate all staff development opportunities. 13) Teachers and students are encouraged to be creative. 14) Instruction is a result of good design based on student needs. 15) The fine arts and personal fitness are emphasized for all students. 16) Teachers and the administrative team are informed and involved in governance issues in the district. 17) Once proficiency is achieved at the high school level, the school encourages its students to explore post-secondary opportunities. 18) The high school is not boring. 19) Students are encouraged to engage in activities that allow them to help others. “Children Helping Children”. 20) The schools are inspirational and aspirational for all students, staff and administrators. 21) Where staff and students “feel” safe. 22) Achievements, milestones and life events are recognized and celebrated. 23) Everyone is appreciated and treated with respect.

STAFF

Conemaugh Valley staff members are expected to support the following shared district values: Conemaugh Valley - A School District Where: 1) Pre-K and Kindergarten levels work together to make the transition to Kindergarten successful for all students. 2) Kindergarten and first grade teachers work together to make the transition to first grade successful for all students. 3) The primary level staff is focused on the

developmental needs of primary level students. 4) By grade three, all students are reading at grade level. 5) The most supportive, nurturing and custodial environment is found in grade K-5. 6) Teachers and support staff in grades 5 work closely with staff in grade 6 to make the transition to the junior/senior high school successful. 7) The entire curriculum is based upon the components identified in the SAS · Standards · Curriculum Framework –Big Ideas, Concepts (knowledge), competencies (skills), Essential Questions · Instruction - Best Practices · Assessment- Summative, Formative, Diagnostic, Benchmark · Resources and Materials 8) Students in grades 6-12 are encouraged to become involved in a wide range of activities 9) The entire district is proficiency based. 10) Technology is employed to enhance the skills and knowledge of students, staff and administrators. 11) Technology is employed to enhance the curricular offerings of the district as a supplement to the existing curricular offerings. 12) Teachers and administrators select, preview, participate in and evaluate all staff development opportunities. 13) Teachers and students are encouraged to be creative. 14) Instruction is a result of good design based on student needs. 15) The fine arts and personal fitness are emphasized for all students. 16) Teachers and the administrative team are informed and involved in governance issues in the district. 17) Once proficiency is achieved at the high school level, the school encourages its students to explore post-secondary opportunities. 18) The high school is not boring. 19) Students are encouraged to engage in activities that allow them to help others. “Children Helping Children”. 20) The schools are inspirational and aspirational for all students, staff and administrators. 21) Where staff and students “feel” safe. 22) Achievements, milestones and life events are recognized and celebrated. 23) Everyone is appreciated and treated with respect.

ADMINISTRATION

Conemaugh Valley administrators are expected to lead efforts to achieve the following shared district values: Shared Values Conemaugh Valley: A School District Where: 1) Pre-K and Kindergarten levels work together to make the transition to Kindergarten successful for all students. 2) Kindergarten and first grade teachers work together to make the transition to first grade successful for all students. 3) The primary level staff is focused on the developmental needs of primary level students. 4) By grade three, all students are reading at grade level. 5) The most supportive, nurturing and custodial environment is found in grade K-5. 6) Teachers and support staff in grades 5 work closely with staff in grade 6 to make the transition to the junior/senior high school successful. 7) The entire curriculum is based upon the components identified in the SAS · Standards · Curriculum Framework –Big Ideas, Concepts (knowledge), competencies (skills), Essential Questions · Instruction - Best Practices · Assessment- Summative, Formative, Diagnostic, Benchmark · Resources and Materials 8) Students in grades 6-12 are encouraged to become involved in a wide range of activities 9) The entire district is proficiency based. 10) Technology is employed to enhance the skills and knowledge of students, staff and administrators. 11) Technology is employed to enhance the curricular offerings of the district as a supplement

to the existing curricular offerings. 12) Teachers and administrators select, preview, participate in and evaluate all staff development opportunities. 13) Teachers and students are encouraged to be creative. 14) Instruction is a result of good design based on student needs. 15) The fine arts and personal fitness are emphasized for all students. 16) Teachers and the administrative team are informed and involved in governance issues in the district. 17) Once proficiency is achieved at the high school level, the school encourages its students to explore post-secondary opportunities. 18) The high school is not boring. 19) Students are encouraged to engage in activities that allow them to help others. "Children Helping Children". 20) The schools are inspirational and aspirational for all students, staff and administrators. 21) Where staff and students "feel" safe. 22) Achievements, milestones and life events are recognized and celebrated. 23) Everyone is appreciated and treated with respect.

PARENTS

Conemaugh Valley parents are expected to support the following shared district values: Conemaugh Valley - A School District Where: 1) Pre-K and Kindergarten levels work together to make the transition to Kindergarten successful for all students. 2) Kindergarten and first grade teachers work together to make the transition to first grade successful for all students. 3) The primary level staff is focused on the developmental needs of primary level students. 4) By grade three, all students are reading at grade level. 5) The most supportive, nurturing and custodial environment is found in grade K-5. 6) Teachers and support staff in grades 5 work closely with staff in grade 6 to make the transition to the junior/senior high school successful. 7) The entire curriculum is based upon the components identified in the SAS · Standards · Curriculum Framework –Big Ideas, Concepts (knowledge), competencies (skills), Essential Questions · Instruction - Best Practices · Assessment- Summative, Formative, Diagnostic, Benchmark · Resources and Materials 8) Students in grades 6-12 are encouraged to become involved in a wide range of activities 9) The entire district is proficiency based. 10) Technology is employed to enhance the skills and knowledge of students, staff and administrators. 11) Technology is employed to enhance the curricular offerings of the district as a supplement to the existing curricular offerings. 12) Teachers and administrators select, preview, participate in and evaluate all staff development opportunities. 13) Teachers and students are encouraged to be creative. 14) Instruction is a result of good design based on student needs. 15) The fine arts and personal fitness are emphasized for all students. 16) Teachers and the administrative team are informed and involved in governance issues in the district. 17) Once proficiency is achieved at the high school level, the school encourages its students to explore post-secondary opportunities. 18) The high school is not boring. 19) Students are encouraged to engage in activities that allow them to help others. "Children Helping Children". 20) The schools are inspirational and aspirational for all students, staff and administrators. 21) Where staff and students "feel" safe. 22) Achievements, milestones and life events are recognized and celebrated. 23) Everyone is appreciated and treated

with respect.

COMMUNITY

The Conemaugh Valley School District Community is expected to support the following shared district values: Conemaugh Valley - A School District Where: 1) Pre-K and Kindergarten levels work together to make the transition to Kindergarten successful for all students. 2) Kindergarten and first grade teachers work together to make the transition to first grade successful for all students. 3) The primary level staff is focused on the developmental needs of primary level students. 4) By grade three, all students are reading at grade level. 5) The most supportive, nurturing and custodial environment is found in grade K-5. 6) Teachers and support staff in grades 5 work closely with staff in grade 6 to make the transition to the junior/senior high school successful. 7) The entire curriculum is based upon the components identified in the SAS · Standards · Curriculum Framework –Big Ideas, Concepts (knowledge), competencies (skills), Essential Questions · Instruction - Best Practices · Assessment- Summative, Formative, Diagnostic, Benchmark · Resources and Materials 8) Students in grades 6-12 are encouraged to become involved in a wide range of activities 9) The entire district is proficiency based. 10) Technology is employed to enhance the skills and knowledge of students, staff and administrators. 11) Technology is employed to enhance the curricular offerings of the district as a supplement to the existing curricular offerings. 12) Teachers and administrators select, preview, participate in and evaluate all staff development opportunities. 13) Teachers and students are encouraged to be creative. 14) Instruction is a result of good design based on student needs. 15) The fine arts and personal fitness are emphasized for all students. 16) Teachers and the administrative team are informed and involved in governance issues in the district. 17) Once proficiency is achieved at the high school level, the school encourages its students to explore post-secondary opportunities. 18) The high school is not boring. 19) Students are encouraged to engage in activities that allow them to help others. “Children Helping Children”. 20) The schools are inspirational and aspirational for all students, staff and administrators. 21) Where staff and students “feel” safe. 22) Achievements, milestones and life events are recognized and celebrated. 23) Everyone is appreciated and treated with respect.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Shane Hazenstab	Administrator	Conemaugh Valley School District - Superintendent
Mandy Livai	Administrator	Conemaugh Valley School District - Director of Student Services
Michelle LaRose	Administrator	Conemaugh Valley Elementary School - Principal
Eric Miller	Parent	District Parent
Jeff Miller	Administrator	Conemaugh Valley Jr/Sr High School
Todd Ribblett	Other	Ribblett Bus Co. - Community Business Representative
Kristina Curtis	Community Member	CVSD Resident
Jenna Russell	Staff Member	CVSD Food Service Director
Heather Crowe	Staff Member	CVES Teacher & Parent
Dawn Thompson	Parent	Parent & Board Member
Hannah Ribblett	Board Member	Board & Community Member
Carey Stiffler	Other	Dean of Students, Parent, Teacher, Community Member
Emma Ribblett	Student	CVHS Senior

Name	Position	Building/Group
Marcus Bilak	Student	CVHS Senior
Donell Jacoby	Board Member	Board Member
Heather Richards	Board Member	Board Member
David Rykala	Board Member	Board Member
Jim Stiffler	Board Member	Board Member
Daniel Markiewicz	Board Member	Board Member
Todd Roberts	Board Member	Board Member
Francis Truscello	Board Member	Board Member

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Math achievement is a key priority area in our plan. We need to determine strategies, programs, and resources to address this concern.	Mathematics
Math growth score was the state minimum. Our score in this area is significantly below the state average.	Mathematics
Our ELA growth at the elementary level needs to improve.	English Language Growth and Attainment
We need to achieve 100% in the high school Career Standards Benchmark.	Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy	
Data informed decision making	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Achievement	We will meet or exceed the state average in math achievement in 3 years.
Elementary Math Growth	We will meet or exceed the state average in elementary math growth in 3 years.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Elementary ELA Growth

We will meet or exceed the state average in elementary ELA growth in 3 years.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Work with local intermediate unit to identify specific strategies and processes for informed decision making. Training teachers on strategies and providing administrative and resource support.

2022-10-01 -
2025-06-30

Jeff Miller, HS
Principal Michelle
LaRose, ES
Principal

IU 8, identified resources
and materials

Anticipated Outcome

We intend to see significant improvement in our capacity to utilize data to drive our instruction throughout our school system.

Monitoring/Evaluation

This will be monitored through the supervision, evaluation, and assessment processes.

Evidence-based Strategy

Career Benchmark Implementation

Measurable Goals**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Career Standards Benchmark Achievement To have all Conemaugh Valley High School students achieve the Career Standards Benchmark in 3 years.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a structured, developmentally appropriate program for implementing Chapter 339 with our students.	2022-10-01 - 2025-06-30	Stephanie Bergman, HS Counselor	As determined by counselors and building administrators.

Anticipated Outcome

We intend to see full implementation of Chapter 339. This will include 100% participation and completion by district students.

Monitoring/Evaluation

The building principals will monitor this program through the supervision and evaluation process.

Evidence-based Strategy

COVID Response - Learning Loss

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Achievement	We will meet or exceed the state average in math achievement in 3 years.
Elementary Math Growth	We will meet or exceed the state average in elementary math growth in 3 years.
Elementary ELA Growth	We will meet or exceed the state average in elementary ELA growth in 3 years.
Career Standards Benchmark Achievement	To have all Conemaugh Valley High School students achieve the Career Standards Benchmark in 3 years.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
We will work with our instructional coach to determine learning loss that was created by COVID 19. The coach will consult with the IU and other local supports to create strategies to address post pandemic challenges.	2022-10-01 - 2025-06-30	Michelle Miller, Instructional Coach Michelle LaRose, CVES Principal	Identified resources as determined through assessment. IU training. Administrative support.

Anticipated Outcome
Ongoing assessment of learning loss created by the pandemic will provide opportunities to best meet the needs of our students on individual, small group, and large group situations.

Monitoring/Evaluation
Progress will be monitored on student performance on in class and state assessments. This will include formative and summative assessments.

Evidence-based Strategy

Curriculum Review, Selection, and Development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Achievement	We will meet or exceed the state average in math achievement in 3 years.
Elementary Math Growth	We will meet or exceed the state average in elementary math growth in 3 years.
Elementary ELA Growth	We will meet or exceed the state average in elementary ELA growth in 3 years.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
We will perform a comprehensive review of our curriculum alignment in the areas of math and English. This will ensure that our curricular is aligned and developmentally appropriate.	2022-10-01 - 2025-06-30	Mandy Liva, Director of Student Services Michelle LaRose, CVES Principal Jeff Miller, CVHS Principal	As determined through curriculum review processes.

Anticipated Outcome

Our goal in this area is to review and make appropriate adjustments to our curriculum. We feel that this will impact our student performance in a positive manner.

Monitoring/Evaluation

This will be monitored through classroom, district, and state assessments. This will be evaluated through the supervision and evaluation process.

Evidence-based Strategy

Trauma and Mental Health Focus

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Achievement	We will meet or exceed the state average in math achievement in 3 years.
Elementary Math Growth	We will meet or exceed the state average in elementary math growth in 3 years.
Elementary ELA Growth	We will meet or exceed the state average in elementary ELA growth in 3 years.
Career Standards Benchmark Achievement	To have all Conemaugh Valley High School students achieve the Career Standards Benchmark in 3 years.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
We will conduct a comprehensive review of our mental health services available to our students. At this time, we believe that mental health	2022-10-01 - 2025-06-30	Mandy Livai, Director of	Fiscal support as needed, outside trainers and

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
challenges due to Covid and otherwise are contributing to the learning challenges of some of our students. This step will include a focus on the implementation of our Trauma Policy.		Student Services	material resources as determined appropriate. Board level and district administrator support.

Anticipated Outcome

We seek to have an improvement in the overall mental health of our students. This, in turn, will impact all aspects of our system including academic performance.

Monitoring/Evaluation

This will be a qualitative and subjective monitoring process that is evaluated by district administrators, leaders, and mental health professionals.

Evidence-based Strategy

Staff Retention Initiative

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Achievement	We will meet or exceed the state average in math achievement in 3 years.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Elementary Math Growth

We will meet or exceed the state average in elementary math growth in 3 years.

Elementary ELA Growth

We will meet or exceed the state average in elementary ELA growth in 3 years.

Career Standards
Benchmark Achievement

To have all Conemaugh Valley High School students achieve the Career Standards Benchmark in 3 years.

Action Step**Anticipated
Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**We will make a strong effort to
retain our staff.2022-10-01 -
2025-06-30Shane Hazenstab,
SuperintendentSchool board fiscal support, building principals cultural
support through leadership**Anticipated Outcome**

We seek to utilize strategies to retain our staff members and to decrease our turnover rate. We believe that the turnover rate negatively impacts many aspects of our system including academic performance.

Monitoring/Evaluation

We will monitor the turnover rate.

Evidence-based Strategy

Staff Retention Initiative

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math Achievement

We will meet or exceed the state average in math achievement in 3 years.

Elementary Math Growth

We will meet or exceed the state average in elementary math growth in 3 years.

Elementary ELA Growth

We will meet or exceed the state average in elementary ELA growth in 3 years.

Career Standards
Benchmark Achievement

To have all Conemaugh Valley High School students achieve the Career Standards Benchmark in 3 years.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Anticipated Outcome

We seek to utilize strategies to retain our staff members and to decrease our turnover rate. We believe that the turnover rate negatively impacts many aspects of our system including academic performance.

Monitoring/Evaluation

We will monitor the turnover rate.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
We will meet or exceed the state average in math achievement in 3 years. (Math Achievement)	Data informed decision making	Work with local intermediate unit to identify specific strategies and processes for informed decision making. Training teachers on strategies and providing administrative and resource support.	10/01/2022 - 06/30/2025
We will meet or exceed the state average in elementary math growth in 3 years. (Elementary Math Growth)			
We will meet or exceed the state average in elementary ELA growth in 3 years. (Elementary ELA Growth)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To have all Conemaugh Valley High School students achieve the Career Standards Benchmark in 3 years. (Career Standards Benchmark Achievement)	Career Benchmark Implementation	Create a structured, developmentally appropriate program for implementing Chapter 339 with our students.	10/01/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
We will meet or exceed the state average in math achievement in 3 years. (Math Achievement)	COVID Response - Learning Loss	We will work with our instructional coach to determine learning loss that was created by COVID 19. The coach will consult with the IU and other local supports to create strategies to address post pandemic challenges.	10/01/2022 - 06/30/2025
We will meet or exceed the state average in elementary math growth in 3 years. (Elementary Math Growth)			
We will meet or exceed the state average in elementary ELA growth in 3 years. (Elementary ELA Growth)			
To have all Conemaugh Valley High School students achieve the Career Standards Benchmark in 3 years. (Career Standards Benchmark Achievement)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
We will meet or exceed the state average in math achievement in 3 years. (Math Achievement)	Curriculum Review, Selection, and Development	We will perform a comprehensive review of our curriculum alignment in the areas of math and English. This will ensure that our curricular is aligned and developmentally appropriate.	10/01/2022 - 06/30/2025
We will meet or exceed the state average in elementary math growth in 3 years. (Elementary Math Growth)			
We will meet or exceed the state average in elementary ELA growth in 3 years. (Elementary ELA Growth)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
We will meet or exceed the state average in math achievement in 3 years. (Math Achievement)	Trauma and Mental Health Focus	We will conduct a comprehensive review of our	10/01/2022 -
We will meet or exceed the state average in elementary math growth in 3 years. (Elementary Math Growth)		mental health services available	06/30/2025
We will meet or exceed the state average in elementary ELA growth in 3 years. (Elementary ELA Growth)		to our students. At this time, we believe that	
To have all Conemaugh Valley High School students achieve the Career Standards Benchmark in 3 years. (Career Standards Benchmark Achievement)		mental health challenges due to Covid and otherwise are contributing to the learning challenges of some of our students. This step will include a focus on the implementation of our Trauma Policy.	

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
We will meet or exceed the state average in math achievement in 3 years. (Math Achievement)	Data informed decision making	Work with local intermediate unit to identify specific strategies and processes for informed decision making. Training teachers on strategies and providing administrative and resource support.	10/01/2022 - 06/30/2025
We will meet or exceed the state average in elementary math growth in 3 years. (Elementary Math Growth)			
We will meet or exceed the state average in elementary ELA growth in 3 years. (Elementary ELA Growth)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
To have all Conemaugh Valley High School students achieve the Career Standards Benchmark in 3 years. (Career Standards Benchmark Achievement)	Career Benchmark Implementation	Create a structured, developmentally appropriate program for implementing Chapter 339 with our students.	10/01/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
We will meet or exceed the state average in math achievement in 3 years. (Math Achievement)	COVID Response - Learning Loss	We will work with our instructional coach to determine learning loss that was created by COVID 19. The coach will consult with the IU and other local supports to create strategies to address post pandemic challenges.	10/01/2022 - 06/30/2025
We will meet or exceed the state average in elementary math growth in 3 years. (Elementary Math Growth)			
We will meet or exceed the state average in elementary ELA growth in 3 years. (Elementary ELA Growth)			
To have all Conemaugh Valley High School students achieve the Career Standards Benchmark in 3 years. (Career Standards Benchmark Achievement)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
We will meet or exceed the state average in math achievement in 3 years. (Math Achievement)	Curriculum Review, Selection, and Development	We will perform a comprehensive review of our curriculum	10/01/2022 -
We will meet or exceed the state average in elementary math growth in 3 years. (Elementary Math Growth)		alignment in the areas of math and English. This will ensure that our curricular is aligned and developmentally appropriate.	06/30/2025
We will meet or exceed the state average in elementary ELA growth in 3 years. (Elementary ELA Growth)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
We will meet or exceed the state average in math achievement in 3 years. (Math Achievement)	Trauma and Mental Health Focus	We will conduct a comprehensive review of our mental health services available to our students. At this time, we believe that mental health challenges due to Covid and otherwise are contributing to the learning challenges of some of our students. This step will include a focus on the implementation of our Trauma Policy.	10/01/2022 - 06/30/2025
We will meet or exceed the state average in elementary math growth in 3 years. (Elementary Math Growth)			
We will meet or exceed the state average in elementary ELA growth in 3 years. (Elementary ELA Growth)			
To have all Conemaugh Valley High School students achieve the Career Standards Benchmark in 3 years. (Career Standards Benchmark Achievement)			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

In 20/21, our high school ELA/Literature Academic Growth Score was 82.7. This was 7.2 points above the state average.

In 20/21, our Science/Biology growth score for our economically disadvantaged high school students was 84. This was 8 points higher than the state average.

In 20/21, 71.7% of our elementary school students were proficient or advanced on the Science PSSA. This was 8% above the state average.

In 20/21, 56.5% of our elementary school students were proficient or advanced on the ELA PSSA. This was 1.5% above the state average.

In 20/21, 55.1% of HS students were proficient or advanced on the ELA/Keystone assessments.

In 20/21, the growth score for HS students on the ELA/Keystone was 82.7.

In 20/21, 56.5% of ES students were proficient or advanced on the ELA PSSA.

Challenges

In 20/21, 5.9% of our high school students were advanced on the Math/Algebra assessments. This was 7.5% below the state average.

In 20/21, 30.9% of our high school students were proficient or advanced on the Math/Algebra assessments. This was 6.4% below the state average.

In 20/21, our elementary school Math Growth Score was 50. This was 24.3 points below the state average.

In 20/21, our elementary school ELA Growth Score was 68. This was 7.5 points below the state average.

In 20/21, 8.4% of HS students were advanced on the ELA/Keystone assessments. This was 5.1% lower than the state average.

In 20/21, the growth score for ES students on the ELA PSSA was 68. This was 7.5 points lower than the state average.

In 20/21, 30.9% of HS students were proficient or advanced on the Math/Keystone assessments. This was 6.4% lower than the state average.

Strengths

In 20/21, 15% of ES students were advanced on the ELA PSSA.

In 20/21, the growth score for HS students on the Math/Keystone was 75. This was .7 points higher than the state average.

In 20/21, 64.7% of HS students were proficient or advanced on the Science/Keystone assessments. This was 1% higher than the state average.

In 20/21, the growth score for HS students on the Science/Keystone was 82.5. This was 8 points higher than the state average.

In 20/21, 71.7% of ES students were proficient or advanced on the Science PSSA. This was 8% above the state average.

In 20/21, 32.6% of ES students were advanced on the Science PSSA. This was 4.9% above the state average.

Our English learner population is very low. At certain times, we have no English learners. However, when we have an English learner, we offer them all of the appropriate services.

In 20/21, 94.6% of our ES students with disabilities participated in state assessments.

In 20/21, the Math growth score for HS students with disabilities was 68.

Challenges

In 20/21, 5.9% of HS students were advanced on the Math/Keystone assessments. This was 7.5% lower than the state average.

In 20/21, the growth score for ES students on the Math PSSA was 50. This was 24.3 points below the state average.

In 20/21, 30.4% of ES students were proficient or advanced on the Math PSSA. This was 6.9% below the state average.

In 20/21, 23.5% of HS students were advanced on the Science/Keystone assessments. This was slightly below the state average.

In 20/21, 12.5% of our HS students with disabilities were proficient or advanced on the ELA/Keystone assessments.

In 20/21, 43.1% of our HS economically disadvantaged students were proficient or advanced on the ELA/Keystone assessments.

In 20/21, 24.3% of ES students were proficient or advanced on the Math PSSA.

Ensure effective, standards-aligned curriculum and assessment

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

Strengths

In 20/21, the Science growth score for HS economically disadvantaged students was 84.

In 20/21, 77.8% of ES students were proficient or advanced on the Science PSSA.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

The 5 year cohort graduation rate is 94.9%. This is 5.4% above the state average.

In 20/21, 96.4% of ES students met the Career Standards Benchmark. This is 10.2% above the state performance standard.

Special Education Plan - Our Director of Student Services has developed a robust Special Education Plan that is focused on the needs of our students. We are dedicated to providing a continuum of services to serve as many of our students as possible in their home district.

Challenges

In 20/21, 90.4% of HS students met the Career Standards Benchmark. This is 7.6% below the state performance standard.

The 4 year cohort graduation rate was 80.8%. This is 6.6% below the state average.

Title 1 Program - We are adjusting to leadership changes in our Title Program. We will grow in the coming year.

K-12 Guidance Plan (339 Plan) - Our counselors are continuing to develop and refine our program to meet 339 requirements.

Strengths

Technology Plan - Our capacity in the area of technology increased substantially during the COVID 19 pandemic.

Most Notable Observations/Patterns

Science is a strength in our district. Math is an area of great need throughout our system. Growth for our high performing students is an area to review. We need to take a close look at our graduation rates and our Career Standards Benchmarks.

Challenges**Discussion Point****Priority for Planning**

In 20/21, 5.9% of our high school students were advanced on the Math/Algebra assessments. This was 7.5% below the state average.

In 20/21, 30.9% of our high school students were proficient or advanced on the Math/Algebra assessments. This was 6.4% below the state average.

We feel that we need conduct an extensive analysis of our alignment in the area of mathematics. We also need to review learning loss created by the pandemic.

In 20/21, our elementary school Math Growth Score was 50. This was 24.3 points below the state average.

This score indicates the need for major changes in area of elementary math. Large scale curricular changes may be needed in this area.

In 20/21, our elementary school ELA Growth Score was 68. This was 7.5 points below the state average.

Adjustments may need to be considered in this area. Staff turnover may have contributed to this area.

In 20/21, 8.4% of HS students were advanced on the ELA/Keystone assessments. This was 5.1% lower than the state average.

In 20/21, 90.4% of HS students met the Career Standards Benchmark. This is 7.6% below the state performance standard.

Both of our school counselors are relatively new in their roles. This may be a contributing factor to our need for improvement in this area.

The 4 year cohort graduation rate was 80.8%. This is 6.6% below the state average.

ADDENDUM B: ACTION PLAN

Action Plan: Data informed decision making

Action Steps	Anticipated Start/Completion Date
Work with local intermediate unit to identify specific strategies and processes for informed decision making. Training teachers on strategies and providing administrative and resource support.	10/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
This will be monitored through the supervision, evaluation, and assessment processes.	We intend to see significant improvement in our capacity to utilize data to drive our instruction throughout our school system.

Material/Resources/Supports Needed	PD Step	Comm Step
IU 8, identified resources and materials	yes	yes

Action Plan: Career Benchmark Implementation

Action Steps	Anticipated Start/Completion Date
Create a structured, developmentally appropriate program for implementing Chapter 339 with our students.	10/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
The building principals will monitor this program through the supervision and evaluation process.	We intend to see full implementation of Chapter 339. This will include 100% participation and completion by district students.

Material/Resources/Supports Needed	PD Step	Comm Step
As determined by counselors and building administrators.	yes	yes

Action Plan: COVID Response - Learning Loss

Action Steps

Anticipated Start/Completion Date

We will work with our instructional coach to determine learning loss that was created by COVID 19. The coach will consult with the IU and other local supports to create strategies to address post pandemic challenges.

10/01/2022 - 06/30/2025

Monitoring/Evaluation

Anticipated Output

Progress will be monitored on student performance on in class and state assessments. This will include formative and summative assessments.

Ongoing assessment of learning loss created by the pandemic will provide opportunities to best meet the needs of our students on individual, small group, and large group situations.

Material/Resources/Supports Needed

PD Step

Comm Step

Identified resources as determined through assessment. IU training. Administrative support.

yes

yes



Action Plan: Curriculum Review, Selection, and Development

Action Steps	Anticipated Start/Completion Date	
We will perform a comprehensive review of our curriculum alignment in the areas of math and English. This will ensure that our curricular is aligned and developmentally appropriate.	10/01/2022 - 06/30/2025	
Monitoring/Evaluation	Anticipated Output	
This will be monitored through classroom, district, and state assessments. This will be evaluated through the supervision and evaluation process.	Our goal in this area is to review and make appropriate adjustments to our curriculum. We feel that this will impact our student performance in a positive manner.	
Material/Resources/Supports Needed	PD Step	Comm Step
As determined through curriculum review processes.	yes	yes
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Action Plan: Trauma and Mental Health Focus

Action Steps	Anticipated Start/Completion Date	
<p>We will conduct a comprehensive review of our mental health services available to our students. At this time, we believe that mental health challenges due to Covid and otherwise are contributing to the learning challenges of some of our students. This step will include a focus on the implementation of our Trauma Policy.</p>	<p>10/01/2022 - 06/30/2025</p>	
Monitoring/Evaluation	Anticipated Output	
<p>This will be a qualitative and subjective monitoring process that is evaluated by district administrators, leaders, and mental health professionals.</p>	<p>We seek to have an improvement in the overall mental health of our students. This, in turn, will impact all aspects of our system including academic performance.</p>	
Material/Resources/Supports Needed	PD Step	Comm Step
<p>Fiscal support as needed, outside trainers and material resources as determined appropriate. Board level and district administrator support.</p>	<p>yes</p>	<p>yes</p>
<hr/> <hr/>		

Action Plan: Staff Retention Initiative

Action Steps

Anticipated Start/Completion Date

We will make a strong effort to retain our staff.

10/01/2022 - 06/30/2025

Monitoring/Evaluation

Anticipated Output

We will monitor the turnover rate.

We seek to utilize strategies to retain our staff members and to decrease our turnover rate. We believe that the turnover rate negatively impacts many aspects of our system including academic performance.

Material/Resources/Supports Needed

PD Step

Comm Step

School board fiscal support, building principals cultural support through leadership

no

no

Action Plan: Staff Retention Initiative

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>We will meet or exceed the state average in math achievement in 3 years. (Math Achievement)</p> <p>We will meet or exceed the state average in elementary math growth in 3 years. (Elementary Math Growth)</p> <p>We will meet or exceed the state average in elementary ELA growth in 3 years. (Elementary ELA Growth)</p>	Data informed decision making	Work with local intermediate unit to identify specific strategies and processes for informed decision making. Training teachers on strategies and providing administrative and resource support.	10/01/2022 - 06/30/2025
To have all Conemaugh Valley High School students achieve the Career Standards Benchmark in 3 years. (Career Standards Benchmark Achievement)	Career Benchmark Implementation	Create a structured, developmentally appropriate program for implementing Chapter 339 with our students.	10/01/2022 - 06/30/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
We will meet or exceed the state average in math achievement in 3 years. (Math Achievement)	COVID Response - Learning Loss	We will work with our instructional coach to determine learning loss that was created by COVID 19. The coach will consult with the IU and other local supports to create strategies to address post pandemic challenges.	10/01/2022 - 06/30/2025
We will meet or exceed the state average in elementary math growth in 3 years. (Elementary Math Growth)			
We will meet or exceed the state average in elementary ELA growth in 3 years. (Elementary ELA Growth)			
To have all Conemaugh Valley High School students achieve the Career Standards Benchmark in 3 years. (Career Standards Benchmark Achievement)			
We will meet or exceed the state average in math achievement in 3 years. (Math Achievement)	Curriculum Review, Selection, and Development	We will perform a comprehensive review of our curriculum alignment in the areas of math and English. This will ensure that our curricular is aligned and	10/01/2022 - 06/30/2025
We will meet or exceed the state average in elementary math growth in 3 years. (Elementary Math Growth)			
We will meet or exceed the state average in elementary ELA growth in 3 years. (Elementary ELA Growth)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		developmentally appropriate.	
We will meet or exceed the state average in math achievement in 3 years. (Math Achievement)	Trauma and Mental Health Focus	We will conduct a comprehensive review of our mental health services available to our students. At this time, we believe that mental health challenges due to Covid and otherwise are contributing to the learning challenges of some of our students. This step will include a focus on the implementation of our Trauma Policy.	10/01/2022 -
We will meet or exceed the state average in elementary math growth in 3 years. (Elementary Math Growth)			06/30/2025
We will meet or exceed the state average in elementary ELA growth in 3 years. (Elementary ELA Growth)			
To have all Conemaugh Valley High School students achieve the Career Standards Benchmark in 3 years. (Career Standards Benchmark Achievement)			



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Informed Decision Making Training	Teachers and Administrators	Our goal is to provide training for our teachers on utilizing formative assessment in their daily instruction. We will have our ES instructional coach work with our teachers to implement appropriate strategies.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
This will be monitored through analyzing classroom, district, and state assessments. We will also review data through the supervision and evaluation process to monitor progress.	10/01/2022 - 06/30/2025	Jeff Miller, HS Principal Michelle LaRose, ES Principal Mandy Livai, Director of Student Services Michelle Miller, ES Instructional Coach

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Career Benchmarks - Chapter 339	School counselors and building administrators	All relative requirements of Chapter 339.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
We will monitor that 100% of our students meet the requirements of Chapter 339.	10/01/2022 - 06/30/2025	Stephanie Bergman, HS Counselor Megan George, ES Counselor

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
COVID Response	All teaching staff and paraprofessionals as needed.	Assessment methodologies to determine learning loss created by the pandemic. This will also include strategies to address the learning loss.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student performance on classroom, district, and state assessments.	10/01/2022 - 06/30/2025	Jeff Miller, HS Principal Michelle LaRose, ES Principal Michelle Miller, ES Instructional Coach

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Review and Restructure	All instructional staff.	A comprehensive review of our curriculum layout. This will involve making vertical and horizontal curricular adjustments as needed. Also, resource allocation or reallocation may occur.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student performance will determine our effectiveness in this area.	10/01/2022 - 06/30/2025	Department chairs, instructional coach, and building administrators.

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Trauma Informed and Mental Health Services	All district stakeholders.	We will perform a comprehensive review of our trauma and mental health services available to students. We will add to, or adjust our offerings to best meet the needs of our students. This will include relevant inservice training for our teachers and staff.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Ongoing analysis of mental health referrals, and our ability to effectively manage trauma based issues with our students.

10/01/2022 - 06/30/2025

Mandy Livai, Director of Student Services

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>We will meet or exceed the state average in math achievement in 3 years. (Math Achievement)</p> <p>We will meet or exceed the state average in elementary math growth in 3 years. (Elementary Math Growth)</p> <p>We will meet or exceed the state average in elementary ELA growth in 3 years. (Elementary ELA Growth)</p>	Data informed decision making	Work with local intermediate unit to identify specific strategies and processes for informed decision making. Training teachers on strategies and providing administrative and resource support.	2022-10-01 - 2025-06-30
To have all Conemaugh Valley High School students achieve the Career Standards Benchmark in 3 years. (Career Standards Benchmark Achievement)	Career Benchmark Implementation	Create a structured, developmentally appropriate program for implementing Chapter 339 with our students.	2022-10-01 - 2025-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
We will meet or exceed the state average in math achievement in 3 years. (Math Achievement)	COVID Response - Learning Loss	We will work with our instructional coach to determine learning loss that was created by COVID 19. The coach will consult with the IU and other local supports to create strategies to address post pandemic challenges.	2022-10-01 - 2025-06-30
We will meet or exceed the state average in elementary math growth in 3 years. (Elementary Math Growth)			
We will meet or exceed the state average in elementary ELA growth in 3 years. (Elementary ELA Growth)			
To have all Conemaugh Valley High School students achieve the Career Standards Benchmark in 3 years. (Career Standards Benchmark Achievement)			
We will meet or exceed the state average in math achievement in 3 years. (Math Achievement)	Curriculum Review, Selection, and Development	We will perform a comprehensive review of our curriculum alignment in the areas of math and English. This will ensure that our curricular is aligned and	2022-10-01 - 2025-06-30
We will meet or exceed the state average in elementary math growth in 3 years. (Elementary Math Growth)			
We will meet or exceed the state average in elementary ELA growth in 3 years. (Elementary ELA Growth)			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		developmentally appropriate.	
We will meet or exceed the state average in math achievement in 3 years. (Math Achievement)	Trauma and Mental Health Focus	We will conduct a comprehensive review of our mental health services available to our students. At this time, we believe that mental health challenges due to Covid and otherwise are contributing to the learning challenges of some of our students. This step will include a focus on the implementation of our Trauma Policy.	2022-10-01 - 2025-06-30
We will meet or exceed the state average in elementary math growth in 3 years. (Elementary Math Growth)			
We will meet or exceed the state average in elementary ELA growth in 3 years. (Elementary ELA Growth)			
To have all Conemaugh Valley High School students achieve the Career Standards Benchmark in 3 years. (Career Standards Benchmark Achievement)			



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Data Informed Decision Making	Faculty and staff	Strategies, training, and information related to data informed decision making.
Anticipated Timeframe	Frequency	Delivery Method
10/01/2022 - 06/30/2025	Ongoing as needed	Presentation Webinar Posting on district website Email
Lead Person/Position		
Building principals		
Communication Step	Audience	Topics/Message of Communication
Career Benchmarks - Chapter 339	Parents, students, staff, and other stakeholders	All information relevant to the chapter 339 initiative

Anticipated Timeframe**Frequency****Delivery Method**

10/01/2022 - 06/30/2025

Daily, weekly, monthly as needed

Posting on district website
 Letter
 Presentation
 Other

Lead Person/Position

Stephanie Bergman, HS Counselor Megan George, ES Counselor

Communication Step**Audience****Topics/Message of Communication**

COVID Response - Learning Loss

All district stakeholders

Information regarding efforts to address learning
 loss due to Covid

Anticipated Timeframe**Frequency****Delivery Method**

10/01/2022 - 06/30/2025

Quarterly

Presentation
 Posting on district website
 Memorandum
 Letter
 Email

Lead Person/Position

Administration

Communication Step

Audience

Topics/Message of Communication

Curriculum Review

Teachers and staff

A thorough review of existing curriculum and efforts to align and adjust to meet current instructional needs

Anticipated Timeframe

Frequency

Delivery Method

10/01/2022 - 06/30/2025

Ongoing

Posting on district website
Presentation
Email
Letter

Lead Person/Position

Jeff Miller, HS Principal Michelle LaRose, ES Principal Mandy Livai, Director of Student Services

Communication Step	Audience	Topics/Message of Communication
Trauma and Mental Health	All district stakeholders	All information related to our services available to address student trauma and mental health needs

Anticipated Timeframe	Frequency	Delivery Method
10/01/2022 - 06/30/2025	Quarterly at minimum	Presentation Webinar Posting on district website Letter Email Other

Lead Person/Position
Mandy Livai, Director of Student Services

Communication Step	Audience	Topics/Message of Communication
Trauma and Mental Health	All district stakeholders	All information related to our services available to address student trauma and mental health needs

Anticipated Timeframe**Frequency****Delivery Method**

10/01/2022 - 06/30/2025

Quarterly at minimum

Presentation
Webinar
Posting on district website
Letter
Email
Other

Lead Person/Position

Mandy Livai, Director of Student Services

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post on district website	Post the Comprehensive Plan on the website	Website	All district stakeholders	As soon as the plan is approved
Share with faculty	Share key elements of the plan	Presentation	Faculty and staff	As soon as the plan is approved
YouTube instructional postings	Our Director of Student Services will be posting instructional videos to help parents assist their children pursue district goals	YouTube	Parents and students	As soon as the plan is approved
Share goals with students	Principals will share district and building goals with students at grade level meetings	Grade level meetings	Students	As soon as the plan is approved
