

CONEMAUGH VALLEY EL SCH

1340 William Penn Avenue

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The mission of the Conemaugh Valley School District, in cooperation with the community is to develop life long learners, responsible citizens and contributing members of a global society by providing and maintaining a program of diverse educational opportunities in a positive, safe, and caring environment with a commitment to excellence.

STEERING COMMITTEE

Name	Position	Building/Group
Shane Hazenstab	Chief School Administrator	Conemaugh Valley
Carrie Stiffler	Participant	Counselor
Jennifer Stiffler	Literacy Facilitator	CVES
Mandy Lival	District Level Leaders	CVSD
Jayme Migyanka	Parent	PTO
Heather Crowe	Title I Teacher	CVES
Michelle LaRose	Principal	Principal
Dawn Thompson	Board Member	Conemaugh Valley School District

ESTABLISHED PRIORITIES

Priority Statement

Students in the ED subgroup need additional services and parent resources to improve reading.

Outcome Category

Early Literacy

Parent and family engagement

Students in both subgroups need additional or more intense interventions along with parent resources and possible parent training to build independent reading.

Essential Practices 1: Focus on
Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

k-2 benchmark

Measurable Goals

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

K-2 Benchmark By EOY Benchmark, 80% of students will meet early literacy targets.

Action Step

Anticipated Start/Completion **Lead Person/Position**

Materials/Resources/Supports Needed

Give all students in grades k-2 additional support in both 2023-09-11 - classroom 95% group; West-Virginia phonics,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
reading and math for 30minutes/4 times a week	2024-05-13	teacher/para professionals	FCRR, Super Kids, Spring Math, Envisions

Anticipated Outcome

80% of students will score advanced/proficient by the end of the school year in reading and math.

Monitoring/Evaluation

Classroom teachers, Title teachers, LS teachers will benchmark students 3 times a year using DIBELS for reading and Acadence for math.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals

By EOY Benchmark, 80% of students will meet early literacy targets. (K-2 Benchmark)

Action Plan Name	Professional Development Step	Anticipated Timeline
k-2 benchmark	Give all students in grades k-2 additional support in both reading and math for 30minutes/4 times a week	09/11/2023 - 05/13/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

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

Chief School Administrator	Shane Hazenstab	2023-08-30
School Improvement Facilitator Signature	Mandy Livai	2023-08-03
Building Principal Signature	Michelle LaRose	2023-08-03

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

3rd Grade PSSA Advanced/Proficient All Students ELA and Science

Regular School Attendance

69% of 1st grade students scored Advanced/Proficient on DIBELS;

the number of students with disabilities scoring advanced/proficient has remained consistent

82% of Kindergarten students scored Advanced/Proficient on DIBELS;

83% of 2nd grade students scored Advanced/Proficient on DIBELS

All students receive additional supports or enrichment in math and/or reading based on individual academic levels

Students are receiving two free, healthy full meals per day

Students with disabilities are receiving increased academic intervention by participating in MTSS groups.

100% of students meeting Career Readiness goals.

Challenges

%Advanced/Proficient ED subgroup

%Advanced/Proficient Students with Disabilities PSSA

38.9% of students were advanced/proficient on PSSA which is below the state average of 54.1%

Not a strong workforce available to the students in the district.

18.3% of students scored advance/proficient which is below the state average of 35.7%

students scoring proficient/advanced decreased from the previous year

The number of economically disadvantaged students scoring advanced/proficient has decreased by 21% from the previous year

A large percentage of the district is economically disadvantaged and these students are not receiving additional support at home

No other certified Preschool programs in the district; we still see some students not receiving any preschool.

Strengths

All student group scored 71.6% P/A with the state average only 54.4%

Professional Development for all teacher through the Jolt EDU and the professional development according their needs.

Our Child Study Team is effectively monitoring and referring students in need of additional services.

MTSS period allows teachers to identify student need early and provide reading interventions.

Scores have remained consistent from the previous year for students scoring advanced/proficient

Students with disabilities is trending upwards but have not met the statewide improvement target

All student groups have remained consistent in their academic growth score.

students scoring proficient/advanced on Acadience: Kindergarten 57%, 1st grade 64%, 2nd grade 80%, 3rd grade 55%, 5th grade 62%, and 6th grade 63%

Challenges

We are below the state goal for students scoring advanced/proficient,

Because of the low salary, we experience turnover on a regular basis.

There is little to no business partners in the geographical school district.

Continue to collectively monitor the school improvement plan which again, often affected by staff turnover.

students scoring advanced/proficient decreased from the previous year

Most Notable Observations/Patterns

This group has not influence over staff turnover because it is solely based on lack of salary. WIN period in benefiting all students; if we cant staff WIN in the higher grades, the plan can help by providing additional supports and tools for teachers to use such as exact Path and eSpark, epic, plus additional materials for teacher growth through schoolwide access to TPT. Need to reach more parents and provide additional tools for them to work with students and the school.

Challenges

18.3% of students scored advance/proficient which is below the state average of 35.7%

Discussion Point

The two largest subgroups of the school population.

Priority for Planning



Because of the low salary, we experience turnover on a regular basis.

students scoring proficient/advanced decreased from the previous year

Need to improve this number as it is one of biggest subgroup student population.



A large percentage of the district is economically disadvantaged and these students are not receiving additional support at home

This is a lack of staff/time issue.

No other certified Preschool programs in the district; we still see some students not receiving any preschool.

ADDENDUM B: ACTION PLAN

Action Plan: k-2 benchmark

Action Steps

Anticipated Start/Completion Date

Give all students in grades k-2 additional support in both reading and math for 30minutes/4 times a week

09/11/2023 - 05/13/2024

Monitoring/Evaluation

Anticipated Output

Classroom teachers, Title teachers, LS teachers will benchmark students 3 times a year using DIBELS for reading and Acadience for math.

80% of students will score advanced/proficient by the end of the school year in reading and math.

Material/Resources/Supports Needed

95% group; West Virginia phonics, FCRR, Super Kids, Spring Math, Envisions

PD Step

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals

By EOY Benchmark, 80% of students will meet early literacy targets. (K-2 Benchmark)

Action Plan Name	Professional Development Step	Anticipated Timeline
k-2 benchmark	Give all students in grades k-2 additional support in both reading and math for 30minutes/4 times a week	09/11/2023 - 05/13/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
explicit instruction	teachers and paraprofessionals	explicit instruction
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
EOY benchmarks	09/11/2023 - 05/13/2024	instructional coaches

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
District website	Title I Schoolwide plan	uploaded on website	all district stakeholders	2023-2024 school year
share with faculty	share key elements of the plan	presentation	faculty and staff	2023-24 school year