

CONEMAUGH VALLEY EL SCH

1340 William Penn Avenue

Schoolwide Title 1 School Plan | 2022 - 2023

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

[illegible]

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
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
Students in the ED subgroup need additional services and parent resources to improve reading.	Early Literacy Parent and family engagement

ACTION PLAN AND STEPS

Evidence-based Strategy	
Dibels, Heggerty	
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
Implementation	2022-09-01 -	Jennifer	Heggerty Phonics Program Training on the program The following monetary

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
of Heggerty in each classroom	2023-05-22	Stiffler/ Federal Programs Co-ordinator	amounts have been budgeted from Title IV funds: \$10,000 for ongoing training for school related initiatives. \$6,000 has been budgeted for purchasing needed services for dibels through Amplify. \$2000 was also set aside for family and school community nights in which parents can get support for current school initiatives.

Anticipated Outcome

Student improvement of PSSA scores in ELA Student improvement on DIBELS assessments

Monitoring/Evaluation

At least 3 times per year using DIBELS

Evidence-based Strategy

MTSS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
K-2 Benchmark	By EOY Benchmark, 80% of students will meet early literacy targets.
Subgroup goals	By EOY Benchmark period; all students in both subgroups will demonstrate growth towards mastering literacy tasks.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implementation of MTSS schedule, including the addition of two instructional coaches	2022-08-29 - 2023-06-23	Michelle LaRose-Principal	Every teacher at the elementary will be involved in the MTSS system The following monetary amounts have been budgeted from Title IV funds: \$10,000 for ongoing training for school related initiatives. \$6,000 has been budgeted for purchasing needed services for dibels through Amplify. \$2000 was set aside to purchase Social Emotional Learning and Mindfulness Interventions \$5451.00 is also being used to provide social work services for students k-6.

Anticipated Outcome

Increased scores on PSSA Increased growth toward IEP goals Increased growth on Acadience Scores

Monitoring/Evaluation

IEP Progress on ELA goals DIBELs scores Acadience scores PSSA Scores

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By EOY Benchmark, 80% of students will meet early literacy targets. (K-2 Benchmark)	MTSS	Implementation of MTSS schedule, including the addition of two instructional coaches	08/29/2022
By EOY Benchmark period; all students in both subgroups will demonstrate growth towards mastering literacy tasks. (Subgroup goals)			- 06/23/2023

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	2022-10-31
School Improvement Facilitator Signature	Mandy Livai	2022-10-31
Building Principal Signature	Michelle LaRose	2022-10-31

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Students are receiving two free, healthy full meals per day

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

Professional Development for all teacher through the Valley Network according their need.

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.

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

Regular School Attendance

56.5% of all student group met or exceeded interim goal target.

The state average for meet/exceed was 55.

Economically disadvantaged students are trending upward in their

Challenges

WIN groups are only feasible at grades K-2.

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

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.

%Advanced/Proficient ED subgroup

%Advanced/Proficient Students with Disabilities PSSA

students with disabilities Not Meeting Statewide Goal/ Interim Target and saw Decrease in Performance from the Previous Year

Only 60% of students identified as ED met growth target.

Both ED subgroup and Spec. Ed subgroup are not meeting goal

Strengths

growth toward meeting the standards

All student group scored 71% P/A with the state average only 63%

77% of economically disadvantaged students are proficient and advanced

100% of students meeting Career Readiness goals.

Challenges

and scored lower than the previous round of scores.

While still exceeding state minimum, the scores for ED subgroup 71% were down from last test period but higher than state average.

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

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 higer 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	Discussion Point	Priority for Planning
Both ED subgroup and Spec. Ed subgroup are not meeting goal and scored lower than the previous round of scores.	The two largest subgroups of the school population.	✓
Only 60% of students identified as ED met growth target.	Need to improve this number as it is one of biggest subgroup student population.	✓
WIN groups are only feasible at grades K-2.	This is a lack of staff/time issue.	

ADDENDUM B: ACTION PLAN

Action Plan: Dibels, Heggerty

Action Steps	Anticipated Start/Completion Date
Implementation of Heggerty in each classroom	09/01/2022 - 05/22/2023
Monitoring/Evaluation	Anticipated Output
At least 3 times per year using DIBELS	Student improvement of PSSA scores in ELA Student improvement on DIBELS assessments
Material/Resources/Supports Needed	PD Step
Heggerty Phonics Program Training on the program The following monetary amounts have been budgeted from Title IV funds: \$10,000 for ongoing training for school related initiatives. \$6,000 has been budgeted for purchasing needed services for dibels through Amplify. \$2000 was also set aside for family and school community nights in which parents can get support for current school initiatives.	no

Action Plan: MTSS

Action Steps	Anticipated Start/Completion Date
Implementation of MTSS schedule, including the addition of two instructional coaches	08/29/2022 - 06/23/2023
Monitoring/Evaluation	Anticipated Output
IEP Progress on ELA goals DIBELs scores Acadience scores PSSA Scores	Increased scores on PSSA Increased growth toward IEP goals Increased growth on Acadience Scores
Material/Resources/Supports Needed	PD Step
Every teacher at the elementary will be involved in the MTSS system The following monetary amounts have been budgeted from Title IV funds: \$10,000 for ongoing training for school related initiatives. \$6,000 has been budgeted for purchasing needed services for dibels through Amplify. \$2000 was set aside to purchase Social Emotional Learning and Mindfulness Interventions \$5451.00 is also being used to provide social work services for students k-6.	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By EOY Benchmark, 80% of students will meet early literacy targets. (K-2 Benchmark)	MTSS	Implementation of	08/29/2022
By EOY Benchmark period; all students in both subgroups will demonstrate growth towards mastering literacy tasks. (Subgroup goals)		MTSS schedule, including the addition of two instructional coaches	- 06/23/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS Training Through IU08	Teachers and Paraprofessionals	Tier 1, 2, 3 Models
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of models in the classroom setting, Increased DIBELS and Acadience Scores	09/06/2022 - 05/22/2023	Michelle LaRose
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post on district website	Post the Title 1 School Plan on the district 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
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