

Profile and Plan Essentials

School	AUN/Branch	
Coneemaugh Valley Elementary	108111403	
Address 1		
1340 William Penn Avenue		
Address 2		
City	State	Zip Code
Johnstown	PA	15906
Chief School Administrator	Chief School Administrator Email	
Shane Hazenstab	shazenstab@cvk12.org	
Principal Name		
Michelle LaRose		
Principal Email		
mlarose@cvk12.org		
Principal Phone Number	Principal Extension	
8145356970		
School Improvement Facilitator Name	School Improvement Facilitator Email	
Sherry Ream	sream@cvk12.org	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Shane Hazenstab	Chief School Administrator	Conemaugh Valley	shazenstab@cvk12.org
Michelle Miller	Data Analyst	CVES	mmiller@cvk12.org
Jennifer Stiffler	Literacy Facilitator	CVES	jstiffler@cvk12.org
Sherry Ream	District Level Leaders	CVSD	sream@cvk12.org
Jayne Mligyanka	Parent	PTO	
Amy Oswalt	Title I Teacher	CVES	aoswalt@cvk12.org
Michelle LaRose	Principal	CVES	mlarose@cvk12.org
Dawn Thompson	Board Member	Conemaugh Valley School District	
Krissy Curtis	Community Member	community	

Vision for Learning

Vision for Learning

Conemaugh Valley School District a culture of growth, learning, and success. CVSD Pillars Reading - All students will demonstrate an ability to read Math - All students will learn foundational math skills Character - All student will develop a foundation of strong character Future - All students will develop a plan for after graduation

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	True 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Students with regular attendance	Percent of Students not Chronically Absent is 88.5% which is an increase from last year and above the statewide average
All Student Group Meets the Standard Demonstrating Growth in English Language Arts	Overall student growth score is 77%, which is above the state average growth score
ED students are performing at about the same level as our non-disadvantaged students in ELA	ED- is trending upward with 75% showing growth Non-Disadvantaged- is also trending upward with 77% showing growth
All Student Group Meets the Standard Demonstrating Growth in Math	Overall student growth score is 70%, which meets the average growth score

Challenges

Indicator	Comments/Notable Observations
All Student Group Did Not Meet Interim Goal/Improvement Target in ELA	44.2% were advanced/proficient, which is below the statewide average of 54.5%
All Student Group Did Not Meet Interim Goal/Improvement Target in Math	25.8% were advanced/proficient, which is below the statewide average of 38.3%

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	Comments/Notable Observations
ESSA Student Subgroups	Comments/Notable Observations
Indicator Attendance	Comments/Notable Observations
ESSA Student Subgroups	All student groups meet performance standards for attendance.

Indicator ELA PSSA ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations All student groups meets interim goal/improvement targets
--	---

Challenges

Indicator Advanced/proficient reading ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities Indicator advanced/proficient math ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Students continue not meeting interim targets for performance. Only 44.2% meet the target. Comments/Notable Observations Students continue not meeting interim targets for performance. Only 25.8% meet the target.
---	--

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

3rd-6th Grade students are showing growth in ELA
Regular School Attendance
3rd-6th Grade students are showing growth in Math

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

%Advanced/Proficient students on ELA PSSA
%Advanced/Proficient Students on math PSSA

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS	students are scoring better on DIBELS than PSSA

English Language Arts Summary

Strengths

81% of 1st grade students scored Advanced/Proficient on DIBELS;
78% of Kindergarten students scored Advanced/Proficient on DIBELS;
69% of 2nd grade students scored Advanced/Proficient on DIBELS
The number of ED Students is trending upwards but have not met the statewide improvement target ELA

Challenges

44.2% of students were advanced/proficient on ELA PSSA which is below the state average of 54.5%
--

Mathematics

Data	Comments/Notable Observations
Acadience	students are scoring better on Acadience than PSSA

Mathematics Summary

Strengths

All student groups have remained consistent in their academic growth score; the number of students with disabilities scoring advanced/proficient has remained consistent
78% of 1st grade students scored Advanced/Proficient on Acadience;
76% of Kindergarten students scored Advanced/Proficient on Acadience;
65% of 2nd grade students scored Advanced/Proficient on Acadience;

Challenges

25.8% of students scored advance/proficient in math PSSA which is below the state average of 38.3%
--

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
22-23 PSSA data	74% of our students showed growth in the area of Science, meeting the statewide growth standard

Science, Technology, and Engineering Education Summary

Strengths

We are meeting statewide growth standards

Challenges

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

The number of students scoring advanced/proficient decreased from the previous year

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% students have at least minimum career artifacts completed in each grade level.	Counselor consults on meeting all standards.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

100% of students meeting Career Readiness goals.

students in grades K-6 are receiving a career education class weekly

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

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

transportation

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
WIDA Access	Student demonstrated growth from previous results. Still in need of services.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
MTSS Groups for Reading	All K-2 LS students receive MTSS Tier 2 and Tier 3 if needed in addition to services provided through IEP.
MTSS groups for math	All K-2 students receive MTSS skill specific grouping

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
School Participate in Community Eligibility Program	All students receive free breakfast and lunch every day.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

All K-2 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.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

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.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous Improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Professional Development for all teacher through the Jolt EDU and the professional development according to 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 and math support.

Implementation of PLCs will be provided for all teachers on a weekly basis

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

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.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
3rd-6th Grade students are showing growth in ELA	False
Regular School Attendance	True
3rd-6th Grade students are showing growth in Math	False
81% of 1st grade students scored Advanced/Proficient on DIBELS;	True
78% of Kindergarten students scored Advanced/Proficient on DIBELS;	True
69% of 2nd grade students scored Advanced/Proficient on DIBELS	True
Students are receiving two free, healthy full meals per day	True
Students with disabilities are receiving increased academic intervention by participating in MTSS groups.	True
100% of students meeting Career Readiness goals.	False
76% of Kindergarten students scored Advanced/Proficient on Acadience;	False
We are meeting statewide growth standards	False
Professional Development for all teacher through the Jolt EDU and the professional development according to their needs.	True
Our Child Study Team is effectively monitoring and referring students in need of additional services.	True
MTSS period allows teachers to identify student need early and provide reading interventions and math support.	True
The number of ED Students is trending upwards but have not met the statewide improvement target ELA	False
All student groups have remained consistent in their academic growth score; the number of students with disabilities scoring advanced/proficient has remained consistent	False
78% of 1st grade students scored Advanced/Proficient on Acadience;	False
All K-2 students receive additional supports or enrichment in math and/or reading based on individual academic levels	False
65% of 2nd grade students scored Advanced/Proficient on Acadience;	False
students in grades K-6 are receiving a career education class weekly	False
Implementation of PLCs will be provided for all teachers on a weekly basis	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
----------	---------------------------------

%Advanced/Proficient students on ELA PSSA	False
%Advanced/Proficient Students on math PSSA	False
44.2% of students were advanced/proficient on ELA PSSA which is below the state average of 54.5%	False
Not a strong workforce available to the students in the district.	False
25.8% of students scored advance/proficient in math PSSA which is below the state average of 38.3%	True
A large percentage of the district is economically disadvantaged and these students are not receiving additional support at home	True
We are below the state goal for students scoring advanced/proficient,	False
There is little to no business partners in the geographical school district.	False
Continue to collectively monitor the school improvement plan which again, often affected by staff turnover.	False
The number of students scoring advanced/proficient decreased from the previous year	False
transportation	False
No other certified Preschool programs in the district; we still see some students not receiving any preschool.	False
Because of the low salary, we experience turnover on a regular basis.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The low professional salary greatly contributes to teacher turnover. MTSS groups in grades K-2 for math and reading is benefiting all students; we do not currently have the staff to support MTSS groups in grades 3-6. Need to reach more parents and provide additional tools for them to work with students and the school.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
25.8% of students scored advance/proficient in math PSSA which is below the state average of 38.3%	The two largest subgroups of the school population.	True
A large percentage of the district is economically disadvantaged and these students are not receiving additional support at home	Lack of parental involvement and commitment to educations	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
81% of 1st grade students scored Advanced/Proficient on DIBELS;	maintain at least 75% Advanced/Proficient on DIBELS
78% of Kindergarten students scored Advanced/Proficient on DIBELS;	maintain at least 75% Advanced/Proficient on DIBELS
69% of 2nd grade students scored Advanced/Proficient on DIBELS	maintain at least 75% Advanced/Proficient on DIBELS
Students with disabilities are receiving increased academic intervention by participating in MTSS groups.	Continue 100% participation of students in grades K-2 receiving additional support or enrichment in reading or math.
Students are receiving two free, healthy full meals per day	Continue providing students with 2 healthy meals per day
Regular School Attendance	Continue making school attendance a priority
Professional Development for all teacher through the Jolt EDU and the professional development according to their needs.	Continue providing professional development according to teacher needs
Our Child Study Team is effectively monitoring and referring students in need of additional services.	Bring this Child Study Team to MTSS state certification.
MTSS period allows teachers to identify student need early and provide reading interventions and math support.	Continue using multiple sources of data to identify students in need.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Students in both subgroups need additional or more intense interventions along with parent resources and parent training to build skills.
	Offer opportunities for parents/families to participate in school related activities. Provide parents with training and supports to help their child be successful academically. Increase parent/school communication.

Goal Setting

Priority: Students in both subgroups need additional or more intense interventions along with parent resources and parent training to build skills.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By EOY Benchmark period: 75% of students in grades K-2 will score advanced/proficient on DIBELS reading.			
Measurable Goal Nickname (35 Character Max)			
DIBELS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25% of students will be proficient or advanced	25% of students will be proficient or advanced	50% of students will be proficient or advanced	75% of students will be proficient or advanced

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By EOY Benchmark period: 75% of students in grades K-2 will score advanced/proficient on Acadience reading.			
Measurable Goal Nickname (35 Character Max)			
Acadience			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25% of students will be proficient or advanced	25% of students will be proficient or advanced	50% of students will be proficient or advanced	75% of students will be proficient or advanced

Priority: Offer opportunities for parents/families to participate in school related activities. Provide parents with training and supports to help their child be successful academically. Increase parent/school communication.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By EOY 75% of families will use School Status Connect to enhance communication and relationships between the school and families.			
Measurable Goal Nickname (35 Character Max)			
School Status			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25% of families will actively participate in using School Status	25% of families will actively participate in using School Status	50% of families will actively participate in using School Status	75% of families will actively participate in using School Status

Connect.	Connect.	Connect.	Connect.
----------	----------	----------	----------

Action Plan

Measurable Goals

DIBELS	Acadience
School Status	

Action Plan For: Math/Reading

Measurable Goals:

- By EOY Benchmark period; 75% of students in grades K-2 will score advanced/proficient on DIBELS reading.
- By EOY Benchmark period; 75% of students in grades K-2 will score advanced/proficient on Acadience reading.

Action Step		Anticipated Start/Completion Date
Give all students in grades K-2 additional support in both reading and math for 30 minutes/4 times a week		2024-09-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Principal	95% group, West Virginia phonics, FCRR, Super Kids, Spring Math, Envisions	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in student performance in math and reading	classroom teachers, Title teachers, 3 times a year, DIBELS and Acadience benchmarks

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Math/Reading 	professional salaries and benefits	287846.000
Other Expenditures	<ul style="list-style-type: none"> Math/Reading 	community services (PFE activities)	8200.00
Total Expenditures			296046

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Math/Reading	Give all students in grades K-2 additional support in both reading and math for 30 minutes/4 times a week

PLCs

Action Step		
<ul style="list-style-type: none"> Give all students in grades K-2 additional support in both reading and math for 30 minutes/4 times a week 		
Audience		
All K-2 teachers		
Topics to be Included		
math and reading instruction and intervention		
Evidence of Learning		
an increase in advanced/proficient students according to DIBELS and Acadience		
Lead Person/Position	Anticipated Start	Anticipated Completion
instructional coaches	2024-09-16	2025-05-16

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
MICHELLE LAROSE	2024-08-08
School Improvement Facilitator Signature	Date
Sherry M Ream	2024-08-08