

## **CONEMAUGH TOWNSHIP AREA SD**

300 West Campus Avenue

Comprehensive Plan | 2020 - 2023

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### **MISSION STATEMENT**

The Conemaugh Township Area School District and Community are committed to a student-focused environment that promotes responsibility, encourages respect for self and others, and develops lifelong learning skills, while providing opportunities for students to recognize and achieve their potential in meeting the challenges of the future.

### **VISION STATEMENT**

The school district and community are committed to a safe and caring student-focused environment that promotes responsibility, encourages respect for self and others, and develops lifelong learning skills thus providing opportunities for students to achieve their fullest potential in meeting the challenges of the future.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Our shared values are as follows: o Each student is valued. o Learning is a life-long process, and students must be prepared to function and succeed in a multi-cultural, technological society. o Open communication between parents, community members, students, staff members and administration is essential in an effective educational program. o Standards-based curriculum and varied instructional methods will address the needs and learning styles of all students. o A highly qualified and dedicated staff is necessary for educational excellence. o A safe, orderly and nurturing environment, which encourages responsibility and respect for self and others, is necessary for learning. o The community and school district will work in partnership to continuously improve the quality of education. o It is important that the family provides stability, support, and structure for student learning

### **STAFF**

Our shared values are as follows: o Each student is valued. o Learning is a life-long process, and students must be prepared to function and succeed in a multi-cultural, technological society. o Open communication between parents, community members, students, staff members and administration is essential in an effective educational program. o Standards-based curriculum and varied instructional methods will address the needs and learning styles of all students. o A highly qualified and dedicated staff is necessary for educational excellence. o A safe, orderly and nurturing environment, which encourages responsibility and respect for self and others, is necessary for learning. o The community and school district will work in partnership to continuously improve the quality of education. o It is important that the family provides stability, support, and structure for student learning

### **ADMINISTRATION**

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## **PARENTS**

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## **COMMUNITY**

Our shared values are as follows: o Each student is valued. o Learning is a life-long process, and students must be prepared to function and succeed in a multi-cultural, technological society. o Open communication between parents, community members, students, staff members and administration is essential in an effective educational program. o Standards-based curriculum and varied instructional methods will address the needs and learning styles of all students. o A highly qualified and dedicated staff is necessary for educational excellence. o A safe, orderly and nurturing environment, which encourages responsibility and respect for self and others, is necessary for learning. o The community and school district will work in partnership to continuously improve the quality of education. o It is important that the family provides stability, support, and structure for student learning

## **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Thomas Kakabar	Superintendent	School District
Stacy Dabbs	Curriculum Director	School District
James Foster	Middle/High School Principal	Middle/High School
Nicole Dull	Elementary Principal	Elementary School
Jarod Feathers	Administrator	Middle/High School
Jane Jugan	Administrator	School District
Alan Zimmerman	Parent	Middle/High School
Adam Thomas	Parent	Middle/High School
Chrissy Troxell	Board Member	School District
Steve Buncich	Community Member	School District
Adelyn Dull	Student	Middle/High School
Jayla Feathers	Student	Elementary School
Jackie Feathers	Parent	Elementary School

**Name****Position****Building/Group**

Leisha Black

Parent

Elementary

Kelly Birkhimer

Staff Member

Middle/High School

Tracy Durica

Staff Member

Middle/High School

Kristy Curry

Staff Member

Elementary School

Amy Stone

Staff Member

Elementary School

## ESTABLISHED PRIORITIES

### Priority Statement

Improving test scores for all student is necessary to increase student knowledge that is essential for college and career readiness.

### Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction

Career Standards Benchmark

Employee demand (especially related to STEM) is increasing. Positioning students for success in the workforce and post-secondary field is essential.

Career Standards Benchmark

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Continuous revision and review of curriculum in all content areas for alignment to the PA Core standards and PA Academic standards

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Improve Proficiency and Growth on state assessments

Improve and maintain aggregate achievement scores and growth scores across all grade levels and student groups.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review curriculum continuously in core and supporting areas. Revise curriculum as necessary after review and evaluation of local LinkIt! assessment data and state assessment data.	2020-07-01 - 2023-06-30	Curriculum director, building principals	In-service time, core curriculum materials, LinkIt! assessment data, state assessment data

**Anticipated Outcome**  
 Reliable curriculum aligned to the PA Core academic standards and instructional practices to support student achievement and growth.

**Monitoring/Evaluation**  
 Curriculum director and building principals will monitor lesson plans, local and state assessment data, and complete observations of instruction.

**Evidence-based Strategy**  
 STEM education indicators of success

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
STEM for students	Increase the exposure to STEM related career fields in all grade levels.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish a career education program with continued focus on indicators of post-secondary success.	2020-07-01 - 2023-06-30	Curriculum director, building principals, and guidance counselors	In-service time, career education curriculum in guidance plan, student career interest inventory

**Anticipated Outcome**

Students are exposed to curriculum that enhances knowledge of STEM careers to support the transition to work, military and post-secondary education.

**Monitoring/Evaluation**

Pre/post assessment of career interest inventory, review of student portfolios.





## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Improve and maintain aggregate achievement scores and growth scores across all grade levels and student groups. (Improve Proficiency and Growth on state assessments)	Continuous revision and review of curriculum in all content areas for alignment to the PA Core standards and PA Academic standards	Review curriculum continuously in core and supporting areas. Revise curriculum as necessary after review and evaluation of local LinkIt! assessment data and state assessment data.	07/01/2020 - 06/30/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the exposure to STEM related career fields in all grade levels. (STEM for students)	STEM education indicators of success	Establish a career education program with continued focus on indicators of post-secondary success.	07/01/2020 - 06/30/2023

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Improve and maintain aggregate achievement scores and growth scores across all grade levels and student groups. (Improve Proficiency and Growth on state assessments)	Continuous revision and review of curriculum in all content areas for alignment to the PA Core standards and PA Academic standards	Review curriculum continuously in core and supporting areas. Revise curriculum as necessary after review and evaluation of local LinkIt! assessment data and state assessment data.	07/01/2020 - 06/30/2023

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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## **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 placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

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School Board Minutes or Affirmation Statement

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

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Superintendent/Chief Executive Officer

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Middle High School ELA/Literature growth as measured by PVAAS exceeds the statewide standard for demonstrating growth

Middle High School Science/Biology growth as measured by PVAAS exceeds the statewide standard for demonstrating growth

The percent of students that are proficient or advanced on the ELA/Literature Assessments is 76.9%

The percent of students exceeding academic growth expectations in ELA/Literature is 81.3%

The percent of students that are proficient or advanced on the Math/Algebra Assessments is improving and exceeds the statewide average for proficiency.

The percent of students that are proficient or advanced on the Science/Biology Assessments is 70.5% which exceeds the statewide average.

The percent of students exceeding academic growth expectations in Science/Biology is 91.0%

Economically disadvantaged students are meeting the interim

### Challenges

Middle High School Math/Algebra growth as measured by PVAAS does not meet the statewide standard for demonstrating growth

Middle High School white and economically disadvantaged Math/Algebra growth as measured by PVAAS does not meet the statewide standard for demonstrating growth

The percent of students with disabilities are not on target to meet the statewide 2030 proficiency goal.

The percent of students with disabilities are not on target to meet the statewide 2030 proficiency goal.

The percent of students that are proficient or advanced on the Math/Algebra Assessments is 59.9% with only 18.2 of our students with disabilities achieving proficiency.

The percent of students that are proficient or advanced on the Math/Algebra Assessments is 59.9% with only 18.2 of our students with disabilities achieving proficiency.

The percent of students meeting academic growth expectations in Math/Algebra is 50.0% with only 50% of economically disadvantaged group meeting proficiency.

## Strengths

goal targets for proficiency in ELA/Literature, Math/Algebra, and Science/Biology

Students with disabilities are exceeding PVAAS growth measures in ELA/Literature.

Students with disabilities are meeting PVAAS growth measures in Science/Biology.

Career education standards have been embedded across all grade levels.

The percent of students exceeding the career benchmark state performance standard is 99.3%.

Career education standards have been embedded across all grade levels.

Students with disabilities are meeting the interim goal/improvement target in ELA/Literature and Science/Biology.

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

## Challenges

The percent of students meeting academic growth expectations in Math/Algebra is 50.0% with only 50% with only 50% of economically disadvantaged group meeting proficiency.

The percent of students that are proficient or advanced on the Science/Biology Assessments in the economically disadvantaged group is 52.5% which causes a concern with meeting the statewide average.

The percent of students that are proficient or advanced on the Science/Biology Assessments in the economically disadvantaged group is 52.5% which causes a concern with meeting the statewide average.

Students with disabilities are meeting the interim goal targets for proficiency in Math/Algebra at a lower rate than all other groups.

Students with disabilities are meeting the interim goal targets for proficiency in Math/Algebra at a lower rate than all other groups.

Economically disadvantaged students are not meeting the growth measure in Math/Algebra.

Economically disadvantaged students are not meeting the growth measure in Math/Algebra.

The percent of students that transition to school, military, or work

## Strengths

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## Challenges

is 76.7%.

The percent of students that transition to school, military, or work is 76.7%.

The percent of students enrolled in career and technical learning is 26.9%

The percent of students enrolled in career and technical learning is 26.9%

The students with disabilities group in Math/Algebra did not meet the standard for demonstrating growth.

The students with disabilities group in Math/Algebra did not meet the standard for demonstrating growth.

The students with disabilities group is not on target to meet the statewide interim goal/improvement target in Math/Algebra.

The students with disabilities group is not on target to meet the statewide interim goal/improvement target in Math/Algebra.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district

Partner with local businesses, community organizations, and other agencies to meet the needs of the district



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**Most Notable Observations/Patterns**

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**Challenges**

**Discussion  
Point**

**Priority for Planning**

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Middle High School white and economically disadvantaged Math/Algebra growth as measured by PVAAS does not meet the statewide standard for demonstrating growth

The percent of students that transition to school, military, or work is 76.7%.

Students with disabilities are meeting the interim goal targets for proficiency in Math/Algebra at a lower rate than all other groups.

Economically disadvantaged students are not meeting the growth measure in Math/Algebra.

The students with disabilities group in Math/Algebra did not meet the standard for demonstrating growth.

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## ADDENDUM B: ACTION PLAN

**Action Plan: Continuous revision and review of curriculum in all content areas for alignment to the PA Core standards and PA Academic standards**

Action Steps	Anticipated Start/Completion Date
Review curriculum continuously in core and supporting areas. Revise curriculum as necessary after review and evaluation of local LinkIt! assessment data and state assessment data.	07/01/2020 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Curriculum director and building principals will monitor lesson plans, local and state assessment data, and complete observations of instruction.	Reliable curriculum aligned to the PA Core academic standards and instructional practices to support student achievement and growth.

Material/Resources/Supports Needed	PD Step	Comm Step
In-service time, core curriculum materials, LinkIt! assessment data, state assessment data	yes	yes



**Action Plan: STEM education indicators of success**

**Action Steps**

**Anticipated Start/Completion Date**

Establish a career education program with continued focus on indicators of post-secondary success.

07/01/2020 - 06/30/2023

**Monitoring/Evaluation**

**Anticipated Output**

Pre/post assessment of career interest inventory, review of student portfolios.

Students are exposed to curriculum that enhances knowledge of STEM careers to support the transition to work, military and post-secondary education.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

In-service time, career education curriculum in guidance plan, student career interest inventory

yes

yes





## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Improve and maintain aggregate achievement scores and growth scores across all grade levels and student groups. (Improve Proficiency and Growth on state assessments)</p>	<p>Continuous revision and review of curriculum in all content areas for alignment to the PA Core standards and PA Academic standards</p>	<p>Review curriculum continuously in core and supporting areas. Revise curriculum as necessary after review and evaluation of local LinkIt! assessment data and state assessment data.</p>	<p>07/01/2020 - 06/30/2023</p>
<p>Increase the exposure to STEM related career fields in all grade levels. (STEM for students)</p>	<p>STEM education indicators of success</p>	<p>Establish a career education program with continued focus on indicators of post-secondary success.</p>	<p>07/01/2020 - 06/30/2023</p>

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Development and Revision	Administrators, Teachers	LinkIt! assessment data, state assessment data, formative and summative assessments, projection data from both LinkIt! and PVAAS

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Changes to curriculum are made as needed. Student proficiency levels will be evaluated.	07/01/2020 - 06/30/2023	Curriculum director and building principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	Teaching Diverse Learners in an Inclusive Setting
3d: Using Assessment in Instruction	
1e: Designing Coherent Instruction	

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Professional Development Step	Audience	Topics of Prof. Dev
College and Career Indicators of Success	Administrators, teachers, students	

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Pre/post career interest survey results,	07/01/2020 - 06/30/2023	Curriculum director, building principals, guidance counselors

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	
1d: Demonstrating Knowledge of Resources	







## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Improve and maintain aggregate achievement scores and growth scores across all grade levels and student groups. (Improve Proficiency and Growth on state assessments)</p>	<p>Continuous revision and review of curriculum in all content areas for alignment to the PA Core standards and PA Academic standards</p>	<p>Review curriculum continuously in core and supporting areas. Revise curriculum as necessary after review and evaluation of local LinkIt! assessment data and state assessment data.</p>	<p>2020-07-01 - 2023-06-30</p>
<p>Increase the exposure to STEM related career fields in all grade levels. (STEM for students)</p>	<p>STEM education indicators of success</p>	<p>Establish a career education program with continued focus on indicators of post-secondary success.</p>	<p>2020-07-01 - 2023-06-30</p>

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## COMMUNICATIONS PLAN

<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Utilize Data Analysis	Administrators, Teachers	LinkIt! Navigator Reports
<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
07/01/2020 - 06/30/2023	1 time per year	Presentation
<b>Lead Person/Position</b>		
Curriculum Director		

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<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Introduction to the Guidance Plan	Teachers	Career benchmark requirements
<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
07/01/2020 - 06/30/2023	1 time per year	Presentation

**Lead Person/Position**

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Elementary guidance counselor Middle School guidance counselor High School guidance counselor

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## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

