

Conemaugh Twp Area El Sch
School Level Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Conemaugh Twp Area El Sch

1516 Tire Hill Rd
Johnstown, PA 15905
(814)479-4080

Federal Accountability Designation: none

Title I Status: Yes

Schoolwide Status: Yes

Principal: Nicole Dull

Superintendent: Thomas Kakabar

Stakeholder Involvement

Name	Role
Stacy Dabbs	Administrator : Schoolwide Plan
Thomas Kakabar	Administrator : Schoolwide Plan
Nicole Dull	Building Principal : Schoolwide Plan
Adam Thomas	Business Representative : Schoolwide Plan
Christine Troxell	Community Representative : Schoolwide Plan
Kelly McCall	Ed Specialist - Other : Schoolwide Plan
Erin Stroz	Ed Specialist - School Counselor : Schoolwide Plan
Rebecca Conn	Elementary School Teacher - Regular Education : Schoolwide Plan
Leisha Black	Parent : Schoolwide Plan

Federal Programs

School Improvement

*All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12***

No assurances have been identified

Assurance 13

No strategies have been identified

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Conemaugh Township Area School District is a small District that consists of one Elementary Building (Schoolwide Title I) and one Middle/High School Building. The Central Administration Offices are within a short drive (1.5 miles) to the Elementary building. In addition, the Curriculum Coordinator's office is located within the Elementary School. This promotes daily interaction between the Central Administration personnel, Curriculum Coordinator and the Elementary Principal and Title I staff. This constant communication regarding: assessment of student and staff needs, student progress monitoring, planning of tutoring programs, planning of parental involvement activities, implementing and oversight of Title Programming, maintenance of Title supplies for classrooms, reviewing and evaluating the Schoolwide Plan results in an exemplar Title I program. CTASD considers this assistance not only high quality but extremely efficient as well. There is a significant degree of communication and collaboration between Central Administration, building level administration, instructional staff and students. The result is a high performing program with data driven performance and results.

Provider	Meeting Date	Type of Assistance
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CT PTA/Nicole Dull, Elementary Principal	4/20/2017 12:00:00 AM	Reading Night- Parent Education
IU08/Jeanette Black, Director of Curriculum and Instructional Coach	9/15/2016 12:00:00 AM	Title 1 New Coordinators Meeting
IU08/Jeanette Black, Director of Curriculum and Instructional Technology Coach	2/15/2017 12:00:00 AM	Title 1 New Coordinators Meeting
Nicole Dull, Elementary Principal	9/21/2016 12:00:00 AM	Kindergarten Parent Workshop
Nicole Dull, Elementary Principal	5/2/2017 12:00:00 AM	Title 1 Parent Meeting/Update
PAFPC	5/8/2017 12:00:00 AM	Annual PAFPC Conference
Thomas Kakabar, Federal Programs Coordinator	8/22/2016 12:00:00 AM	Title 1 Overview
Thomas Kakabar, Federal Programs Coordinator	9/7/2016 12:00:00 AM	Monthly Curriculum Planning Review
Thomas Kakabar, Federal Programs Coordinator	10/5/2016 12:00:00 AM	Monthly Curriculum Planning Review
Thomas Kakabar, Federal Programs Coordinator	11/2/2016 12:00:00 AM	Monthly Curriculum Planning Review
Thomas Kakabar, Federal Programs Coordinator	12/7/2016 12:00:00 AM	Monthly Curriculum Planning Review
Thomas Kakabar, Federal Programs Coordinator	1/4/2017 12:00:00 AM	Monthly Curriculum Planning Review
Thomas Kakabar, Federal Programs Coordinator	2/8/2017 12:00:00 AM	Monthly Curriculum Planning Review
Thomas Kakabar, Federal Programs Coordinator	3/8/2017 12:00:00 AM	Monthly Curriculum Planning Review
Thomas Kakabar, Federal Programs Coordinator	4/5/2017 12:00:00 AM	Monthly Curriculum Planning Review
Thomas Kakabar, Federal Programs Coordinator	5/3/2017 12:00:00 AM	Monthly Curriculum Planning Review
Thomas Kakabar, Federal Programs Coordinator	6/7/2017 12:00:00 AM	Monthly Curriculum Planning Review

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Conemaugh Township Elementary School has designed and implemented an RTII program in grades K-2 which:

- Utilizes DIBELS Next, the phonics screener and DRA2 as the screeners to identify student proficiency levels.
- Analyzes data to align resources including all staff, services, time and materials.
- Assesses effectiveness in meeting students' strengths and weaknesses.
- Frequent formative assessments to monitor student growth and regroup as necessary.

CTES has designed a cycle for RTII that includes time for period assessment so that students can be regrouped as necessary. Teams of teachers work together to determine benchmark levels and assign students to RTII groups every 6-8 weeks, based upon assessments and teacher input. The Title 1 reading specialists check in with teachers to offer assistance and provide students with 1:1 assistance when necessary.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	No
Before School	Yes
After School	Yes
Lunch/Study Periods	Yes
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administered by the United States Department of Education, except Reading First.*

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

Yes, the school intends to consolidate the funds.

Federal Grant Program	Amount of Grant
Title 1	\$157746.00

State/Local Grant Program	Amount of Grant
Ready to Learn	\$171816.00

Needs Assessment

School Accomplishments

Accomplishment #1:

Conemaugh Township Elementary School is one of the highest performing elementary schools in the Cambria/Somerset County area, based upon 2016 PSSA scores in both reading and math. It scored above the state average in all grade levels on the reading, math and science PSSA test. It is also a 2010 National Blue Ribbon School.

School Concerns

Concern #1:

CTES is concerned about maintaining a high level of performance on the ELA, Math and Science PSSA assessments.

Prioritized Systemic Challenges

No prioritized systemic challenges have been identified.

School Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

Indicators of Effectiveness:

Type: Interim

Data Source: Grade Level and Curriculum Data Teaming

Specific Targets: Monthly assessment data review by the data team.

Type: Interim

Data Source: Grade Level and Curriculum Best Instructional Practices Teaming

Specific Targets: Monthly best instructional practices review.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source:

<http://instructionalcoach.org/about/about-coaching> Resource:

<http://effectivestrategies.wiki.caiu.org/Professional+Development>)

SAS Alignment: Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source:

http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research>

; the following link provides an overview of curriculum mapping:

<http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Materials & Resources

Problem Solving Skill Building Programs

Description: WWC has reviewed a number of commercial problem solving skill building programs that have a variety of effects on achievement and behavior.

(Source:

<http://ies.ed.gov/ncee/wwc/sitesearch.aspx?Search=Problem+Solving+Programs&website=NCEE%2FWWC&x=6&y=9>)

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Creation of grade level and curriculum data team.

Description:

The Conemaugh Township Elementary School will develop with the start of the 2012-2013 school year grade level and curriculum data teams.

It will be the responsibility of these team members to incorporate, review and process multiple summative and formative data sets for grade level and curricular areas.

Start Date: 9/1/2013 **End Date:** 9/1/2015

Program Area(s): Professional Education, Teacher Induction, Student Services, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping

Creation of grade level and curriculum best instructional practices team.

Description:

The Conemaugh Township Elementary School will develop with the start of the 2012-2013 school year grade level and curriculum best instructional practices team.

It will be the responsibility of these team members to incorporate, review and process research based 'best instructional practices' in their classroom and provide support for the other professionals in the building.

Start Date: 9/1/2013 **End Date:** 9/1/2015

Program Area(s): Professional Education, Teacher Induction, Student Services, Educational Technology

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Substantial Professional Development
- Problem Solving Skill Building Programs

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Conemaugh Twp Area El Sch.

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