

# **Conemaugh Township Area SD**

## **District Level Plan**



07/01/2013 - 06/30/2016

# District Profile

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## Demographics

300 West Campus Avenue  
PO Box 407  
Davidsville, PA 15928-0407  
(814) 479-7575  
Superintendent: Gary Buchsen

## Planning Process

Conemaugh Township administration, professional staff, and other stakeholder groups will meet and review district data, curriculum, assessments, and other building level and district processes in preparation of creating and presenting comprehensive planning goals. Building level and district administration will as part of their bi-weekly administrative meetings and building and grade level curricular meetings, complete extensive data review, plan development, and other related comprehensive planning processes.

Other meetings with professional staff, board of directors, parents, and community and business leaders will be scheduled at various times and locations throughout the district.

Upon plan completion, the 30 day public comment period beginning on Monday, October 22, 2012. The Conemaugh Township Area School District Comprehensive Plan draft will be made available to the public on the district website <http://www.ctasd.org> and also available in paper copy to residents upon request.

It is the intent of the district to submit to the Conemaugh Township Board of Directors the district comprehensive plan on Tuesday, November 20, 2012 for approval. This is the scheduled date for the regular board meeting for the district.

Communication will occur through meetings, meeting agendas and notes, electronic and face to face communications, and formative evaluation of the comprehensive planning process.

## 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

### **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.

## Shared Values

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

## **Educational Community**

Neighboring the industrialized community of Johnstown, Pennsylvania, the Conemaugh Township Area School District, located in Davidsville, Pennsylvania, serves 987 students, employs 145 staff members, and operates the Conemaugh Township Area Elementary, Middle and High Schools.

It is renowned not only for its academic acclaim, but also for its athletic achievement as well as artistic endeavors. The school serves Conemaugh Township, West Paint Township, and Benson Borough, all in Somerset County, providing an educational program for a student body of varied ethnic and economic backgrounds.

## Planning Committee

Name	Role
Patricia Bailey	Board Member
Robert Barrett	Community Representative
Kim Beblar	Secondary School Teacher - Special Education
Kelly Birkhimer	Ed Specialist - School Counselor
Fran Bivens	Parent
Jan Bowman	Secondary School Teacher - Regular Education
Gary Buchsen	Superintendent
Steven Buncich	Community Representative
Melanie Byer	Parent
Michael Cotchen	Business Representative
Candace Croner	Middle School Teacher - Special Education
Nancie D'Alimonte	Ed Specialist - School Counselor
Nicole Dull	Administrator
Tracy Durica	Secondary School Teacher - Regular Education
James Foster	Administrator
Amber Hale	Elementary School Teacher - Special Education
Jackie Johnson	Ed Specialist - School Counselor
Jane Jugan	Ed Specialist - School Psychologist
Lori Kazmierczyk	Business Representative
David Koba	Administrator
Kelly Kramer	Middle School Teacher - Regular Education
Becky Lough	Elementary School Teacher - Special Education
Susan Saylor-Stahl	Board Member
Ed Slonka	Facilities Manager
Amy Stone	Elementary School Teacher - Regular Education
Adam Thomas	Ed Specialist - Nutrition Service Specialist
Audrey Wenger	Elementary School Teacher - Regular Education
Melissa Wilson	Middle School Teacher - Regular Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education – Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Developing
Economics	Accomplished	Developing
English Language Arts	Accomplished	Developing
Environment and Ecology	Accomplished	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Developing
Health, Safety and Physical Education	Accomplished	Developing
History	Accomplished	Developing
Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Mathematics	Accomplished	Developing
Science and Technology	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Developing	Developing
English Language Proficiency	Accomplished	Developing
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Alternate Academic Content Standards for Math and Reading are not incorporated into existing primary classes in our elementary school. Individual student needs are addressed through student's IEPs should that be determined necessary by the IEP team.

The district does have a k-12 Olweus anti-bullying program designed to promote positive student interactions and reduce bullying in all district buildings and activities.

### Elementary Education – Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Developing
Economics	Accomplished	Developing
English Language Arts	Accomplished	Developing
Environment and Ecology	Accomplished	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Developing
Health, Safety and Physical Education	Accomplished	Developing
History	Accomplished	Developing
Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Mathematics	Accomplished	Developing
Science and Technology	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Accomplished	Developing
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Alternate Academic Content Standards for Math and Reading are not incorporated into existing intermediate classes in our elementary school. Individual student needs are addressed through student's IEPs should that be determined necessary by the IEP team.

The district does have a k-12 Olweus anti-bullying program designed to promote positive student interactions and reduce bullying in all district buildings and activities.

## Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Developing
Economics	Accomplished	Developing
English Language Arts	Accomplished	Developing
Environment and Ecology	Accomplished	Developing
Family and Consumer Sciences	Non Existent	Developing
Geography	Accomplished	Developing
Health, Safety and Physical Education	Accomplished	Developing
History	Accomplished	Developing
Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Mathematics	Accomplished	Developing
Science and Technology	Accomplished	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Traditional FCS courses are no longer offered in the district. FCS standards are currently being taught in other curricular areas.

Alternate Academic Content Standards for Math and Reading are not incorporated into existing classes in our middle school. Individual student needs are addressed through student's IEPs should that be determined necessary by the IEP team.

The Middle School does not have an American School Counselor Association in our building.

The district does have a k-12 Olweus anti-bullying program designed to promote positive student interactions and reduce bullying in all district buildings and activities.



## High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Developing
Economics	Accomplished	Developing
English Language Arts	Accomplished	Developing
Environment and Ecology	Accomplished	Developing
Family and Consumer Sciences	Non Existent	Developing
Geography	Accomplished	Developing
Health, Safety and Physical Education	Accomplished	Developing
History	Accomplished	Developing
Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Mathematics	Accomplished	Developing
Science and Technology	Accomplished	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Traditional FCS courses are no longer offered in the district. FCS standards are currently being taught in other curricular areas.

Alternate Academic Content Standards for Math and Reading are not incorporated into existing classes in our high school. Individual student needs are addressed through student's IEPs should that be determined necessary by the IEP team.

## *Adaptations*

### **Elementary Education – Primary Level**

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Economics
- English Language Arts
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Literacy in History/Social Studies, Science and Technical Subjects
- Mathematics
- Science and Technology

### **Elementary Education – Intermediate Level**

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Economics
- English Language Arts
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Literacy in History/Social Studies, Science and Technical Subjects
- Mathematics
- Science and Technology

**Middle Level**

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Economics
- English Language Arts
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Literacy in History/Social Studies, Science and Technical Subjects
- Mathematics
- Science and Technology

**High School Level**

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Economics
- English Language Arts
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Literacy in History/Social Studies, Science and Technical Subjects
- Mathematics
- Science and Technology

Explanation for any standards checked:

The Conemaugh Township Area School District continues to use the Pennsylvania Standards as the basis for the curriculum taught at all district levels.

We are currently in the process of migrating curriculum and instruction to the standards outlined with the Common Core.

## Curriculum

### *Planned Instruction*

#### **Elementary Education – Primary Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished

Processes used to ensure Accomplishment:

Student formative and summative data is shared by professional staff and administration as part of the ongoing practice within the building. Monthly curriculum and data review meetings are held during the contracted seminar time during the day.

Also, the elementary school uses the contracted inservice days held throughout the school year to drive curriculum, instruction, and data review processes.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the District plans to address their incorporation:

Conemaugh Township continues to assess, review, plan and develop curriculum aligned to the introduction of the Common Core. Ongoing focus will concentrate on the summative assessments and proposed changes to the Pennsylvania System of School Assessment (PSSA) tests.

### Elementary Education – Intermediate Level

Curriculum Characteristics	Status
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished

Processes used to ensure Accomplishment:

Student formative and summative data is shared by professional staff and administration as part of the ongoing practice within the building. Monthly curriculum and data review meetings are held during the contracted seminar time during the day.

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Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the District plans to address their incorporation:

Conemaugh Township continues to assess, review, plan and develop curriculum aligned to the introduction of the Common Core. Ongoing focus will concentrate on the summative assessments and proposed changes to the Pennsylvania System of School Assessment (PSSA) tests.

## Middle Level

Curriculum Characteristics	Status
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished

Processes used to ensure Accomplishment:

Student formative and summative data is shared by professional staff and administration as part of the ongoing practice within the building. Monthly curriculum and data review meetings are held during the contracted seminar time during the day.

Also, the middle school uses the contracted inservice days held throughout the school year to drive curriculum, instruction, and data review processes.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the District plans to address their incorporation:

Conemaugh Township continues to assess, review, plan and develop curriculum aligned to the introduction of the Common Core. Ongoing focus will concentrate on the summative assessments and proposed changes to the Pennsylvania System of School Assessment (PSSA) tests.

## High School Level

Curriculum Characteristics	Status
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished

Processes used to ensure Accomplishment:

Student formative and summative data is shared by professional staff and administration as part of the ongoing practice within the building. Monthly curriculum and data review meetings are held during the contracted seminar time during the day.

Also, the middle school uses the contracted inservice days held throughout the school year to drive curriculum, instruction, and data review processes.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the District plans to address their incorporation:

Conemaugh Township continues to assess, review, plan and develop curriculum aligned to the introduction of the Common Core. Ongoing focus will concentrate on the summative assessments and proposed changes to the Pennsylvania System of School Assessment (PSSA) tests.

## *Modifications and Accommodations*

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Planned instruction does contain modifications and accommodations that allow students at all mental and physical ability levels to access and master rigorous standards aligned curriculum.

Children with disabilities who satisfactorily complete a special education program identified in an Individualized Education Plan under the Individuals with Disabilities Education Act shall be granted and issued a regular high school diploma by the Conemaugh Township Area School District. Accommodations and adaptations are determined by the IEP team and also incorporated into instruction by the classroom teacher for those students who do not have an Individualized Educational Plan.

Conemaugh Township also has a gifted program for identified students with a GIEP. Adaptations and accommodations for gifted students are addressed by the GIEP team and gifted teachers in both buildings.

## Instruction

### *Instructional Strategies*

- Annual Instructional evaluations
- Formal classroom observations focused on instruction
- Instructional Coaching
- Peer evaluation/coaching
- Walkthroughs targeted on instruction

#### **Regular Lesson Plan Review**

- Building Supervisors
- District Administrators

Provide brief explanation of District's process for incorporating selected strategies.

Conemaugh Township Area School District Administration conducts semi-annual and annual reviews for all professional educators in the district. Staff members are formal and informally observed throughout the school year.

The district has previously incorporated a peer coaching program at the elementary, middle, and high school levels.

Lesson plans for teachers are available to the administration, professional staff, and the public through the district's website. <http://www.ctasd.org>

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

Conemaugh Township does not have department level heads or instructional coaches. This is an area that is addressed as a goal as part of the development with the district's comprehensive plan.

Curriculum meetings are held monthly with the administration and professional staff by curricular areas.



## *Responsiveness to Student Needs*

### **Elementary Education – Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable
Differentiated instruction is used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Structured grouping practices are used to meet student needs.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

Conemaugh Township currently does not have any identified gifted students at the primary level in our elementary school.

### **Elementary Education – Intermediate Level**

<b>Instructional Practices</b>	<b>Status</b>
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

Special area classes are not structured by ability grouping.

**Middle Level**

Instructional Practices	Status
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in less than 50% of district classrooms
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

The middle school uses a modified block scheduling system to allow for additional instructional time in mathematics and reading/language arts.

Students are ability grouped in mathematics and language arts in the building. Summative and formative assessments and other state and local data sets determine student groups with administrative and teacher review.

## High School Level

Instructional Practices	Status
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in less than 50% of district classrooms
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

Students are able to meet with their teachers beyond the regular scheduled classroom period at various times during the day and school year.

By contract, teachers have a 25 minute 'seminar period' prior to the start of the day.

Also, students have the option of working with tier instructors during homeroom period and other available time blocks during the school year.

## Recruitment

Describe the process the District implements to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

The district assigns highly effective and qualified teachers to meet the learning needs of students at risk of not reaching proficiency and/or graduation.

Conemaugh Township's hiring practices are unbiased and attempt to attract the 'best and brightest' to the district.

Currently, the district is 100% highly qualified in all curricular areas as determined by *No Child Left Behind* (NCLB).

## Assessments

### *Local Graduation Requirements*

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Electives	9.00	9.00	9.00	9.00	9.00	9.00
English	4.00	4.00	4.00	4.00	4.00	4.00
Health	0.50	0.50	0.50	0.50	0.50	0.50
Mathematics	3.00	3.00	3.00	3.00	3.00	3.00
Minimum % Grade Required for Credit (Numerical Answer)	62.00	62.00	62.00	62.00	62.00	62.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00	2.00	2.00	2.00
Physical Education	1.00	1.00	1.00	1.00	1.00	1.00
Science	3.00	3.00	3.00	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00	3.00	3.00	3.00
Total Courses	25.50	25.50	25.50	25.50	25.50	25.50

### *2014 Graduation Specifics*

#### **Reading**

- Local Assessments aligned with State Standards
- Proficiency on State Assessments

#### **Writing**

- Local Assessments aligned with State Standards

#### **Mathematics**

- Local Assessments aligned with State Standards
- Proficiency on State Assessments

### *2015 and beyond Graduation Requirement Specifics*

#### **English Language and Composition**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

#### **English Literature**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

**Mathematics**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

**Science & Technology**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

**Environment & Ecology**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

***2017 and beyond Graduation Requirement Specifics*****Biology or Chemistry**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

**American History, Civics/Government or World History**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

***Local Assessments***

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities	X	X			X	
Career Education and Work		X				
Civics and Government		X				
Economics		X				
English Language Arts		X			X	X
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Literacy in History/Social Studies, Science and Technical Subjects		X				
Mathematics		X				X
Science and Technology		X				
World Language		X				

### *Methods and Measures*

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
PSSA Math		X	X	X
PSSA Reading		X	X	X
PSSA Writing		X	X	X
PSSA Science		X	X	X
End of Course Final Exams				X
<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Classroom Diagnostic Tests			X	X
Study Island Benchmarking Assessments		X	X	X
DIBELS	X	X		
<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Individually Developed Standards Aligned Teacher Assessments	X	X	X	X
<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Classroom Diagnostic Tests			X	X
Study Island Benchmarking Assessments		X	X	X

### *Validation of Implemented Assessments*

<b>Validation Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
District Administration Review	X	X	X	X
External Review				
Instructional Coach Review				
Intermediate Unit Review				
Professional Learning Community Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of District's process for reviewing assessments.

Primary purposes of assessments are to inform teaching and to improve learning. The district has developed clear and appropriate targets, verification of student achievement, methods and measures to assess teaching and learning, expanded opportunities for student learning, ongoing improvement, and clear and effective communication with parents and community.

The district has developed specific local assessments aligned with the standards. The process begins with the familiarization of state standards and their anchor assessments and eligible content. The next phase is the development of these local assessments reflective of the standards identified with the Common Core. Local assessment tools will then be created and aligned with these new expectations.

Both formative and summative assessments comprise the district Assessment Plan. The following assessments are administered throughout the K-12 grade levels: ABC Inventory, Scott Foresman Language Arts Placement Tests, Writing prompts and embedded error passages, Reading multiple-choice and constructed response, Dynamic Indicators of Early Learning Skills (DIBELS), curriculum-based assessments in every subject area (projects, daily work, teacher tests, observation checklists, anecdotal records of student performance).

Local district and curriculum-based assessments are recorded in the classroom by the teacher and on-line within the student information management system, Power School. Parents are able to view these live on-line. Progress reports are sent to parents during the nine-week periods. Currently, parents receive their child's local report card every nine weeks. Parents may request a conference with a child's teacher at any time to review the child's progress.

### ***Development and Validation of Local Assessments***

If applicable, explain the District's procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

The district does not develop, nor locally administer, assessments that are independently and objectively validated.

### ***Collection and Dissemination***

Describe the District's system to collect, analyze and disseminate assessment data efficiently and effectively for use by District leaders and instructional teams.

Individual student's results from the state assessments (PSSA in Reading, Math, Writing, and Science) are sent as individual reports to parents as soon as scores are received by the district. School and District Adequate Yearly Progress/PSSA Report Cards are accessed both on-line and throughout building offices.

Parents are notified that they may view the PSSA prior to its administration. District policy that addresses Assessment and Public Reporting include the following: #127 — Assessments, #212 — Reporting Student Progress, #213 — Assessment of Student Progress, and #919 — District/School Report Cards.

Assessment data and results are shared with professional staff upon arrival in June. Data is compiled and reviewed by the administration and reviewed with professional staff during the inservice meetings, curriculum meetings, and throughout grade and departmental meetings as part of a continuous process.

PVAAS, emetric, and PSSA AYP data are also shared publicly with the board of directors.

### *Data Informed Instruction*

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Information from assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher through the following:

The identification procedures include --

Grades 3-8 and 11-12 students who score non-proficient on the PSSA Reading, Writing, and/or Math assessments will be identified as struggling students.

This identified group of students will also include those in grades Kindergarten through Grade 2 and students in Grades 9 and 10 who score non-proficient on their local Reading, Writing, and/or Math assessments.

The alternative instructional strategies include - in the elementary building (Grades K-1) and (Grades 2-3) students are evaluated for additional support as part of the district's Title I program. The Conemaugh Township Elementary School is a 'school wide' Title I program. Title I resources are made available through federal funding to address individual student needs as part of this process.

All students in grades k-5 are offered classes with teachers who are highly qualified. The instructional methods include "best practices," the use of research-based Mathematics series (*EveryDay Math II*), guided reading in the early grades, online Math and Reading practice through *Study Island*, and additional instructional opportunities with the staff.

The monitoring of assessment procedures include --in the elementary building students are continuously evaluated using the local assessments in Reading, Writing, and Math, as well as, DIBELS (Dynamic Indicators of Basic Early Learning Skills), Star Reading and/or Math, and the DRA. Student performance results are recorded, and the student reassessed on a regular basis during the school year. The Title I teacher, the Learning Support teacher, the building principal, the classroom teachers, and the guidance counselor meet to discuss the student performances on the assessments and the placement for the



student.

Students are assessed multiple times during the school year in Reading, Writing, and Math. Student performance results will be recorded. The classroom teachers, the Learning Support teacher, the building principal, and the guidance counselor meet to discuss the student performances on the assessments and the placement of the student.

The opportunities for extended learning time allows students to have additional learning time provided by computer-based activities (as Study Island), the Title I teachers (elementary school), grade-level instructional aides, or the classroom teacher. A summer program for the early or pre-Kindergarten children is provided. Tutoring is addressed in School Board policy #116 — Tutorial Instruction.

Grades 2-5 students have additional learning time provided by computer-based activities (Study Island, First in Math) and the Math/Reading support teacher. The computer lab has access to on-line Math and Reading activities.

In the High School struggling students in Grade 12 are offered additional learning opportunities where they participate in PSSA Remediation Math or Reading/English classes until they reach proficiency. In the middle school struggling students are tutored during homeroom period. All High School and Middle School students are encouraged to utilize the library media center and to use the computer-based Study Island for specific instruction to the Math and/or Reading Anchors. The Co-Teaching model of instruction is used throughout Grades 7-8 where two teachers (regular education and special education) team within a classroom to provide support for ALL students, not just the Learning Support students. Double Math and/or English periods are provided to every child in Grade 7 and/or 8. This change in infrastructure has helped to increase student achievement.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by assessment anchor or standards-aligned learning objective.		X	X	X
Instructional practices are identified that are linked to student success in mastering specific assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X
Specific assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.		X	X	X

Provide brief explanation of District's process for incorporating selected strategies.

The planned instruction and assessment review process has been developed and is continuously revised for increased improvement of student success. The district has already implemented all Reading, Writing, Math, and Science Anchor Assessments and Eligible Content throughout all grade levels. These Anchor Assessments are being used as the teachers revise their Planned Instruction. Planned instruction is kept in central office and is available for staff, parents or community to view. Instructional practices are based on “best practices” and successful strategies are shared among faculty members and administration. Instructional methods are varied and based on student need.

Structurally, the district continues to devote 'seminar time' to further develop curriculum, assessment review, and foster 'best practices.'

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

Summative assessment data (PSSA and/or Keystones) is not available for primary aged children.

Conemaugh Township will continue to use local and/or DIBELS assessment data for children in grades k-2.

### ***Distribution of Summative Assessment Results***

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	X
Directing Public to the PDE & AYP Websites	X	X	X	X
District Website	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Mass Phone Calls/Emails/Letters	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of District's process for incorporating selected strategies.

Conemaugh Township Area School District uses multiple resources to share building level and district assessment data with the public.

The district distributes summative assessment results through the district website, individual meetings, letters to parents and guardians, building level and district newsletters and other sources.

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

Conemaugh Township allows access to summative assessment data through multiple sources. The district will continue to take all measures necessary to further positive communications with the public.

## **Safe and Supportive Schools**

### ***Assisting Struggling Schools***

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Through the use of 2011 and prior PSSA data, no school in the Conemaugh Township Area School District can be defined as 'struggling'.

Conemaugh Township will demonstrate continued attainment and growth in student achievement by participating in the comprehensive review and continued successful processes in the district that have allowed the Elementary School to be recognized as a **Blue Ribbon School** (see district accomplishments) and the high school as a **U.S. News and World Report Bronze Medal** winner. (See district accomplishments)

## *Programs, Strategies and Actions*

### **Elementary Education – Primary Level**

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Counseling Services for Students Enrolled in Alternative Education Programs
- Internet Web-based System for the Management of Student Discipline
- Peer Helper Programs
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- School-wide Positive Behavioral Programs
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

### **Elementary Education – Intermediate Level**

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Counseling Services for Students Enrolled in Alternative Education Programs
- Internet Web-based System for the Management of Student Discipline
- Peer Helper Programs
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- School-wide Positive Behavioral Programs
- Student Assistance Program Teams and Training

### **Middle Level**

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Counseling Services for Students Enrolled in Alternative Education Programs
- Internet Web-based System for the Management of Student Discipline
- Peer Helper Programs
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- School-wide Positive Behavioral Programs
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

## High School Level

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Counseling Services for Students Enrolled in Alternative Education Programs
- Internet Web-based System for the Management of Student Discipline
- Peer Helper Programs
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- School-wide Positive Behavioral Programs
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

Explanation of strategies not selected and how the District Plans to address their incorporation:

Conemaugh Township Area School District does not have resources officers in either of its buildings. In lieu of this, the district has a very close working relationship with local law enforcement and continually looks to evaluate and incorporate cost effective strategies to insure safety for all of the students and staff in all of its buildings.

## *Identifying Gifted Students*

Describe your entity's process for identifying gifted children.

### ***PROCEDURES FOR SCREENING, EVALUATING, AND IDENTIFYING STUDENTS AS MENTALLY GIFTED***

Chapter 16 of the Pennsylvania Code presents the requirements for gifted education programming and services in public schools. The following includes the descriptions of the screening, evaluation, and identification process for students who are thought to be Mentally Gifted within Conemaugh Township Area School District.

#### Public Notice and Screening

Prior to screening, parents are informed of gifted education through the district website, student handbook, and school newsletters throughout the year. The screening process at Conemaugh Township Area School District includes multiple criteria. Sources of data include parent reports, teacher input, group ability and achievement scores, and results of rating scales. Second and fifth grade students will be

administered a group ability test. After the scores have been received by the school district, the staff involved in screening will review the students' test scores to identify those students who scored 130 (standard score overall, verbal or non-verbal) or better regarding their cognitive abilities. Once those students are identified, the teachers will be contacted to provide additional information about a possible gifted referral. The Chuska rating scales will be completed by the student's teacher. Soon after, any student who would potentially be referred for a gifted evaluation will receive a screening using the SAGES (Screening Assessment for Gifted Elementary and Middle School Students) that will be administered either individually or in a small group. If the referral is supported through all of these measures and data collection, the student's parents will be contacted to determine if they support a referral for possible identification as gifted. If the parent is in support as well, the student will be recommended for a multidisciplinary gifted evaluation.

In addition to this formal screening that will take place during second and fifth grades and at other times by various grade levels in the district, a student's parent or teacher may request a gifted evaluation at any time. The request shall be in writing. If the request is made orally by the parent to a teacher or other school staff in the District, the teacher will report this request to the guidance counselor, and permission to evaluate will be sent to the parent within ten calendar days of the oral request. There can only be one request made per school year. Once the permission to evaluate is received by the School District, the evaluation process will begin. The evaluation report will be presented to the parents no later than 60 calendar days (exemption for summer months) after the permission to evaluate is received by the District.

#### Evaluation and Identification:

The school district will conduct the multidisciplinary gifted evaluation within 60 calendar days. The assessments will be conducted by the school psychologist. All information will be compiled into the Gifted Written Report. When considering results of assessments, the district will not make its determination of gifted ability based on IQ scores alone. Additionally, deficits in memory or processing speed, as indicated by testing, would not be the sole basis upon which a student would be determined not to be mentally gifted. In these cases, the GAI (General Ability Index) could be used to replace the full scale ability standard score. These decisions will be made by the school psychologist who interprets the scoring data. Additionally, students with IQ scores of lower than 130, when multiple criteria strongly indicate gifted ability, could be considered as gifted.

Following the completion of the GWR, the GIEP must be completed within 30 calendar days. The invitation to the GIEP meeting will be sent to the parents at least 10 calendar days prior to the scheduled GIEP meeting. The NORA (Notice of Recommended Assignment) can be presented to parents at the GIEP meeting or by certified mail within 5 calendar days after the completion of the IEP meeting. The GIEP will be implemented within 10 school days after it is signed (or the start of the following school year if the GIEP is signed fewer than 30 days prior to the last day of school).

## Gifted Programming

The Conemaugh Township Area School District provides gifted education opportunities that meet the needs of each individual student. The programming options are based upon the strengths and needs of each student identified as gifted. These options are agreed to by the GIEP team prior to implementation. Types of gifted programming offered to students at Conemaugh Township MAY include:

Early entrance to kindergarten or grade/subject skipping

Grouping based on instructional level

Acceleration by level, grade, or subject or a compacted curriculum

AP or honors courses available at expected or earlier than typical times

Independent study

Grouping with other gifted students for meaningful instruction with peers

Enrichment in specific content areas as outlined in GIEP

Learning contracts

Other options as identified by the GIEP team

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning				X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum				
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RtII	X			
Wellness/Health Appraisal	X	X	X	X

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X



### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison				
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support				
Truancy Coordination	X	X	X	X

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	X
Directing Public to the PDE & AYP Websites	X	X	X	X
District Website	X	X	X	X
District-wide Phone Calls/Emails/Letters	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
District Website	X	X	X	X
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Newsletters	X	X	X	X
School Calendar				
Student Handbook	X	X	X	X

### *Frequency of Communication*

#### **Elementary Education – Primary Level**

- Quarterly

#### **Elementary Education – Intermediate Level**

- Quarterly

#### **Middle Level**

- Quarterly

#### **High School Level**

- Quarterly

### *Collaboration for Interventions*

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Conemaugh Township Area School District has multiple outgoing partnerships with 3rd party providers to address interventions and student needs. Collaboration opportunities are provided as part of an ongoing and continuous process with the elementary, middle school and high school buildings.

The district has building level Wellness Committees designed to address childhood obesity.

Time for collaboration between entities is made available with the current collective bargaining agreement with the Conemaugh Township Area Education Association. Professional staff have 'seminar time' at the beginning of each instructional day for such work.

## *Community Coordination*

Describe how the District accomplishes coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The school district has had a long and successful history of community involvement. Efforts have always been made to include the greater Conemaugh Township residents, not just the parents of students, in our school life.

Examples of the continuing use of the buildings and grounds include the following items: AYSO Soccer at the Elementary School, Boy Scouts and Girl Scouts meetings, Elementary Football and cheering practice, Tribe Trot at the stadium at the High School complex. The PTA has used the various buildings for years for their student-oriented activities as well. All of these examples and many more specific are included on the District Community Activity Calendar that is published yearly and widely distributed throughout the area.

The district encourages all parents and guardians, including those of children with disabilities, to participate in school events and to communicate with the school staff. The local preschool providers meet on a regular basis with the Kindergarten teachers and building principal to help create a smoother transition for preschool children to the Kindergarten setting.

The High School is in a partnership with the local community college to offer dual enrollment courses for the secondary students. Dual enrollment agreements are currently in place with Penn Highlands Community College, Mount Aloysius College, and Saint Francis University. The board of directors encourages the administration to actively pursue partnerships with additional colleges and universities for more course offerings.

In the area of communication, we have greatly increased the distribution of the Elementary Newsletter, as well as, the District Calendar. The District website serves as an avenue to continue to spread the good news of “Team Township” with the student-focused goal of “Catch Them Being Good.”

Child care, after school programs, and tutoring opportunities are addressed through these ongoing collaborative partnerships as well.

## *Preschool Agency Coordination*

Explain how the District coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the District and those operated by community agencies under contract from the District.
3. Describe how the District provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Conemaugh Township Elementary School coordinates transition services for identified children through a partnership with Appalachia Intermediate Unit 8.

Currently Conemaugh Township does not offer a pre-kindergarten program.

The district has offered a Title I funded Kindergarten Readiness Program for well over a decade. Transitions for students at risk are coordinated through the program and with other service providers and are communication with Appalachia Intermediate Unit 8.

When space has been available with our Elementary School, the district has housed a Head Start classroom for qualifying students and their families in the building.

## **Materials and Resources**

### *Description of Materials and Resources*

#### **Elementary Education – Primary Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Conemaugh Township Area School District has long established six-year curriculum review cycle.

The decision making process is shared by administration, professional staff, parents, and board of directors. Funding is made available through the annual budget and budget review processes.

### **Elementary Education – Intermediate Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Conemaugh Township Area School District has long established six-year curriculum review cycle.

The decision making process is shared by administration, professional staff, parents, and board of directors. Funding is made available through the annual budget and budget review processes.

### **Middle Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Conemaugh Township Area School District has long established six-year curriculum review cycle.

The decision making process is shared by administration, professional staff, parents, and board of directors. Funding is made available through the annual budget and budget review processes.

### High School Level

Material and Resources Characteristics	Status
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Conemaugh Township Area School District has long established six-year curriculum review cycle.

The decision making process is shared by administration, professional staff, parents, and board of directors. Funding is made available through the annual budget and budget review processes.

## *SAS Incorporation*

### **Elementary Education – Primary Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
English Language Arts	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Mathematics	Implemented in less than 50% of district classrooms
Science and Technology	Implemented in

	less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "<50%", "UNK" or "NA".

Conemaugh Township Area School District is in the beginning stages of transitioning to the resources and Common Core instructional materials available on the Standards Aligned Systems website.

All teachers in the district currently operate a teacher webpage through SAS for improved parent and home communications.

The district will continue its use of these additional resources as they are shared at all levels by the Pennsylvania Department of Education.



**Elementary Education – Intermediate Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
English Language Arts	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Mathematics	Implemented in less than 50% of district classrooms
Science and Technology	Implemented in less than 50% of

	district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "<50%", "UNK" or "NA".

Conemaugh Township Area School District is in the beginning stages of transitioning to the resources and Common Core instructional materials available on the Standards Aligned Systems website.

All teachers in the district currently operate a teacher webpage through SAS for improved parent and home communications.

The district will continue its use of these additional resources as they are shared at all levels by the Pennsylvania Department of Education.

**Middle Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
English Language Arts	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Mathematics	Implemented in less than 50% of district classrooms
Science and Technology	Implemented in less than 50% of

	district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "<50%", "UNK" or "NA".

Conemaugh Township Area School District is in the beginning stages of transitioning to the resources and Common Core instructional materials available on the Standards Aligned Systems website.

All teachers in the district currently operate a teacher webpage through SAS for improved parent and home communications.

The district will continue its use of these additional resources as they are shared at all levels by the Pennsylvania Department of Education.

**High School Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
English Language Arts	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Mathematics	Implemented in less than 50% of district classrooms
Science and Technology	Implemented in less than 50% of

	district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "<50%", "UNK" or "NA".

Conemaugh Township Area School District is in the beginning stages of transitioning to the resources and Common Core instructional materials available on the Standards Aligned Systems website.

All teachers in the district currently operate a teacher webpage through SAS for improved parent and home communications.

The district will continue its use of these additional resources as they are shared at all levels by the Pennsylvania Department of Education.

## *Current Technology Services*

### **Required for LEA applying for eRate Priority 2 Funding**

Describe the District's current telecommunications services, hardware, software and other services used to implement education. What strengths and weaknesses, related to technology, have been identified by staff, students or parents?

Below are goals/activities that are being attained under our current technology plan that support instructional and operational needs of the CTASD.

The CTASD has used a lease rotation cycle for its computing equipment for ten years. The instructional and operational computing equipment is replaced in each school building every fourth year. Before the replacement cycle occurs, a year-long planning and decision initiative occurs between the administration and the staff to review the current and projected four year curriculum and instructional needs in relation to technology resources. The proper amount of computing equipment is then budgeted, procured, and installed for the upcoming school year. The lease rotation cycle has forced the CTASD to infuse the technology resources into the curriculum and instruction that is to be taught during the four-year cycle and it gives the District the flexibility to adapt as future needs arise.

**Since 2002, over 90% of the annual technology budget has been consistently supported and funded through District funds.**

#### **Current equipment inventory snapshot (2011-2012 school year):**

**Conemaugh Township High School/Middle School (grades 6-12) – 550 students**

630 computers total

450 student laptops

120 student desktops

60 teacher/administrative desktops

30 iPads

There are 40 classrooms in the building. Each room has a color laser printer, a ceiling-mounted LCD projector, an amplifier, a DVD/VCR player, a standard overhead projector, and a wireless presentation mouse. Eighteen science, math and social studies classrooms have electronic whiteboards and document cameras/visual presenters. Administration also has iPads for classroom observation.

## **Conemaugh Township Elementary School (grades k-5) - 437 students**

310 computers total

150 student laptops

106 student desktops

54 teacher/administrative desktops

38 iPads

There are 28 classrooms in the building. Each room has a color laser printer, a ceiling-mounted LCD projector, an amplifier, a DVD/VCR player, a document camera/visual presenter, and a wireless presentation mouse. All math teachers have electronic white boards installed in their classrooms. Administrative offices have a color laser printer per end-user. Administration also has iPads for classroom observations.

### **Infrastructure**

The CTASD will continue to maintain its current file servers, internet application servers, firewalls, network electronics, fiber cable plant, copper cable plant, and wireless infrastructure. During the year 2009-2010, main file servers were replaced to increase storage capacity and provide external access through the Internet to personal data space located on the file servers.

### **Internet Connectivity**

The CTASD will continue to maintain Internet connectivity (Internet, I2, IU08 WAN, and PAIUNET) and network bandwidth. The district will look at options for increased speed, capacity and efficiency in the spring of 2013.

### **Student Information System**

The CTASD is in the first year of implementing the PowerSchool web-based student information system. Staff development will occur continually throughout the year.

### **Instructional Software**

The CTASD will continue to maintain current annual software licenses (Microsoft Office, library research databases, Discovery Education (United Streaming), Cognitive Tutor (Algebra), Study Island, Everyday Math, CAD, etc.).



### **Operational Software**

The CTASD will continue to maintain annual software licenses for all administrative/clerical applications (desktop, server and web-based), server operating systems, anti-virus software, and required CIPA Internet content filters.

### **Consumables**

The CTASD will continue to support adequate technology supplies (toner, etc.).

### **Technology Education Equipment**

The CTASD will continue to add CNC equipment to the Technology Education Department.

### **Identified Weaknesses**

Additional access to technology and need for less restrictive processes to incorporate technology into classrooms in the district have been ongoing concerns in the district.

In the summer of 2012, the board of directors approved changes to the 'Acceptable Use' policy and also authorized funding for multiple technological upgrades in the district. These steps have made a positive impact upon this perceived weakness.

The district will continue to pursue and implement effective informational technologies and other technology related resources within the district. Conemaugh Township will also pursue all related E-rate funding for applicable resources.

The plan will include an evaluation process that enables our schools to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

## *Future Technology Services*

### **Required for LEA applying for eRate Priority 2 Funding**

Describe what specific telecommunications services, hardware, software and other services will be needed to improve education? (Address how the District plans to take advantage of emerging technologies to improve education. Be sure to include the acquisition or implementation of such services/equipment within the District Action Plans.)

Current technology services will need to be continued and upgraded as new instructional technologies emerge in the 21st Century.

It will be necessary for the district to continue to provide the necessary infrastructure and support to make the implementation and use of new technologies possible in all of its buildings.

## Professional Education

### *Characteristics*

District's Professional Education Characteristics	EEP	EEI	ML	HS
Empowers educators to work effectively with parents and community partners.	X	X	X	X
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X

Provide brief explanation of District's process for ensuring these selected characteristics.

Conemaugh Township provides professional and administrative staff with an annual professional development survey which consists of varied areas for professional development.

Results of this annual survey are shared with the Act 48 committee chair, Act 48 committee members, administration, professional staff, and board of directors.

These results, along with the annual review of state PSSA assessment data drive future professional development in the district.

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

Concerns for future professional development rely heavily on changes being made at the state and national level. Primary focus will be with the transition to the Common Core and the successful implementation of the Keystone Exams in our middle school and high school.

Due to the mixed messages received at the state level (especially with the Keystone Exams), professional development systems will need to be flexible and easily adaptable with time as more precise guidance is released and provided by the Commonwealth.

### *Strategies Ensuring Fidelity*

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Building administrators participate fully in all professional development sessions targeted for their faculties.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- District has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Professional Development activities are developed that support implementation of strategies identified in the District Level Plan.
- Professional Education is evaluated to show its impact on teaching practices and student learning.
- Using disaggregated student data to determine educators' learning priorities.

Provide brief explanation of District's process for ensuring these selected characteristics.

Conemaugh Township provides professional and administrative staff with an annual professional development survey which consists of varied areas for professional development.

Results of this annual survey are shared with the Act 48 committee chair, Act 48 committee members, administration, professional staff, and board of directors.

These results, along with the annual review of state PSSA assessment data drive future professional development in the district.

Follow up surveys are completed as part of an ongoing process to assure that district and building level goals are being met with the professional development offered at the time of in-service on or off campus.

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

The district will need to develop an implementation evaluation that is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.

Also, the district will need to show that district level systemic processes are used to validate whether or not providers have the capacity to present quality professional development and that every professional development initiative includes components that provide ongoing support to teachers regarding implementation.

### *Induction Program*

- Inductees will assign challenging work to diverse student populations.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in District curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply District endorsed classroom management strategies.
- Inductees will know and utilize school resources that are available to assist students in crisis.
- Inductees will know the basic details and expectations related to District-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will know, understand and implement instructional practices validated by the District as known to improve student achievement.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Provide brief explanation of District's process for ensuring these selected characteristics.

Conemaugh Township uses a two-part induction program for newly hired teachers in the district.

The first, an in-house induction program that is coordinated through the superintendent of schools, building principal, teacher mentor, and the new teacher. A check list and longitudinal time frame incorporating the following elements is included with in-house district programming:

- assignment of mentors
- goal setting
- review of district level management
- overview of student handbook, teacher handbook, scheduling and lesson plan procedures
- professional responsibilities
- classroom level management functions including discipline, attendance, student expectations, teacher appearance, record keeping, acquisition process, budgeting
- instructional processes
- support services
- strategic planning

The second, all new teachers in the district also participate in the Appalachia Intermediate Unit 8 teacher induction program throughout their first year of employment. Multiple topics are reviewed with district employees and also allow for 'networking' with other new teachers from the member schools of the Intermediate Unit.

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

Specific ongoing focus will center on the latest trends in 21st Century education, transition to the Common Core, and Keystone exams.

### *Needs of Inductees*

- Classroom assessment data (Formative & Summative).
- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by building supervisor to identify needs.
- Inductee survey (local, district, intermediate units and national level).
- Knowledge of successful research-based instructional models.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Student PSSA data.
- Submission of inductee portfolio.

Provide brief explanation of District's process for ensuring these selected characteristics.

As identified previously, Conemaugh Township uses a two-part induction program for newly hired teachers in the district.

The first, an in-house induction program that is coordinated through the superintendent of schools, building principal, teacher mentor, and the new teacher. A check list and longitudinal time frame incorporating the following elements is included with in-house district programming:

- assignment of mentors
- goal setting
- review of district level management
- overview of student handbook, teacher handbook, scheduling and lesson plan procedures
- professional responsibilities
- classroom level management functions including discipline, attendance, student expectations, teacher appearance, record keeping, acquisition process, budgeting
- instructional process
- support services
- strategic planning

The second, all new teachers in the district also participate in the Appalachia Intermediate Unit 8 teacher induction program throughout their first year of employment. Multiple topics are reviewed with district employees and also allows for 'networking' with other new teachers from the member schools of the Intermediate Unit.

The needs of the inductees are identified through the various aspects of the two-pronged induction process identified above.

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

The district will need to address the incorporation of the following with its induction program:

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews). A second year new teacher program evaluation will need to be developed.
- Standardized student assessment data other than the PSSA. Conemaugh Township is currently investing standardized testing options for students in the district that will align with the Common Core and Keystone exams.

### ***Mentor Characteristics***

- Mentors and inductees must have compatible schedules so that they can meet regularly.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must be willing to accept additional responsibility.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must have knowledge of District/School policies, procedures and resources.
- Potential mentors must model continuous learning and reflection.

Provide brief explanation of District's process for ensuring these selected characteristics.

The district has traditionally only selected mentors that have demonstrated success in the classroom, with parents, have a strong understanding of the district roles and responsibilities of being a mentor.

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

Conemaugh Township incorporates all of the selected strategies identified as part of its teacher induction mentor selection process.



### *Induction Program Timeline*

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	X
Curriculum	X	X	X	X	X	X
Data informed decision making	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	X
Safe and Supportive Schools	X	X	X	X	X	X
Standards	X	X	X	X	X	X

If necessary, provide further explanation.

Beyond the two-pronged induction program in the district, all new teachers also attend monthly curriculum meetings with the building principal and superintendent of schools.

The processes identified above are incorporated into the day to day and procedural elements of the district and induction plan.

### *Monitoring Evaluating and Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

New teachers meet on a continuous basis with their building principal, mentor, and superintendent of schools.

A copy of the induction checklist is provided below.

I.	<b>Principal</b>	Date	Initial
	1. Select a mentor prior to the start of school		
	1. Coordinate meetings with inductee and mentor		
	1. Meet with Induction Team to establish goals for the inductee		
	1. Ensure that Induction Team developed and implemented an individualized plan for inductee		
	1. Acquaint inductee to district-level management, Central and Business Office functions and facilities, and Support Services		
	1. Familiarize inductee with building forms and referral procedures		
	1. Acquaint inductee with Student Handbook, Teacher Handbook, teacher schedule, and lesson plan procedure		
	1. Professional Responsibilities – Principal discuss with 2.		
	• Staff Relations		
	• Parent Conference Skills / Relations / Interactions		
	• Community Service / Relations		
	• Moral / Ethical Issues		
	• Community at Large, Area Schools, Demographic Information		
II.	<b>Mentor – Discuss the following with the Inductee</b>		
	1. Classroom Level Management Functions	Date	Initial
	• Discipline / Student Behavior		

	<ul style="list-style-type: none"> <li>• Attendance / Tardies to School or Class</li> </ul>		
	<ul style="list-style-type: none"> <li>• Schedules (Teacher / Student / Bell)</li> </ul>		
	<ul style="list-style-type: none"> <li>• Student Expectations / Classroom Climate</li> </ul>		
	<ul style="list-style-type: none"> <li>• Teacher Appearance</li> </ul>		
	<ul style="list-style-type: none"> <li>• Teacher – Student Rapport</li> </ul>		
	<ul style="list-style-type: none"> <li>• Record-keeping / Reporting / Logic House</li> </ul>		
	<ul style="list-style-type: none"> <li>• Repair Requisitions</li> </ul>		
	<ul style="list-style-type: none"> <li>• Acquisitions / Application of Materials / Equipment / Budget Process</li> </ul>		
	1. Instructional Process	Date	
	Initial		
	<ul style="list-style-type: none"> <li>• Communication Skills</li> </ul>		
	<ul style="list-style-type: none"> <li>• Instructional Techniques</li> </ul>		
	<ul style="list-style-type: none"> <li>• Class Preparation</li> </ul>		
	<ul style="list-style-type: none"> <li>• Student Preparation / Homework</li> </ul>		
	<ul style="list-style-type: none"> <li>• Student Evaluation / Grading</li> </ul>		
	<ul style="list-style-type: none"> <li>• Classroom Organization / Management</li> </ul>		
	<ul style="list-style-type: none"> <li>• Inclusion of Special Needs Students</li> </ul>		
	<ul style="list-style-type: none"> <li>• English as a Second Language Students</li> </ul>		
	<ul style="list-style-type: none"> <li>• Gifted Students</li> </ul>		
	1. Support Services	Date	Initial

	<ul style="list-style-type: none"> <li>• Clerical Staff (responsibilities / roles)</li> </ul>		
	<ul style="list-style-type: none"> <li>• Custodial / Maintenance Staff (responsibilities / roles)</li> </ul>		
	<ul style="list-style-type: none"> <li>• Guidance Department / IST or CARE Team (responsibilities / roles)</li> </ul>		
	<ul style="list-style-type: none"> <li>• Health Services (functions and procedures)</li> </ul>		
	<ul style="list-style-type: none"> <li>• Special Programs / Assemblies</li> </ul>		
	<ul style="list-style-type: none"> <li>• Intermediate Unit 08 (functions / resources / procedures)</li> </ul>		
	<ul style="list-style-type: none"> <li>• Professional Organizations (PSEA)</li> </ul>		
III.	<b>Director of Curriculum and Instruction</b>		
	1. Professional Responsibilities	Date	Initial
	<ul style="list-style-type: none"> <li>• Observation Procedures / Format</li> </ul>		
	<ul style="list-style-type: none"> <li>• PDE 426/427/428 Forms</li> </ul>		
	<ul style="list-style-type: none"> <li>• Curriculum Development and Planned Instruction</li> </ul>		
	<ul style="list-style-type: none"> <li>• Professional Development Plan / Act 48 Professional Education Committee</li> </ul>		
	<ul style="list-style-type: none"> <li>• In-Service / Act 80 Days / Conference Request Forms</li> </ul>		
	1. Strategic Plan	Date	Initial
	<ul style="list-style-type: none"> <li>• Mission Statement</li> </ul>		
	<ul style="list-style-type: none"> <li>• Goals</li> </ul>		
	<ul style="list-style-type: none"> <li>• Strategic Planning Process</li> </ul>		
	<ul style="list-style-type: none"> <li>• Action Plans</li> </ul>		

	1. State and Local Assessments	Date	Initial
	• PSSA Exams		
	• Local Assessments		
	1. End of Program Professional Induction Plan Survey	Date	Initial
	• Completion (Anonymous)		
	• Review of Results with Administration		
	1. Submit Completed Checklist to Superintendent		
	1. Submit IU 08 Induction Consortium Completion Certificate to Superintendent		

We, the District Induction Team, agree that \_\_\_\_\_ has completed all requirements of the Induction Program for the first-year teacher at Conemaugh Township Area School District.

Title	Date	Signature
<b>Inductee</b>		
<b>Mentor</b>		
<b>Building Principal</b>		

<b>Director of Curriculum / Induction Coordinator</b>		
<b>Superintendent of Schools</b>		

### ***Recording Process***

- Building administrator receives, evaluates and archives all school mentor records.
- Completion is verified by the Superintendent on the Application for Level 2 Certification.
- District administrator receives, tallies, and archives all District mentor records.
- Mentor documents his/her inductee's involvement in the program.
- Schools maintain accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

## **Special Education**

### ***Special Education Students***

Total students identified: 170

### ***Identification Method***

Identify the District's method for identifying students with specific learning disabilities.

The discrepancy model is used at Conemaugh Township. This means that students are evaluated and based on the findings of the multi-disciplinary evaluation.

Team members decide whether a student has a discrepancy between intellectual ability and academic achievement and that the discrepancy is not due to other factors such as limited English proficiency or lack of instruction in order for that student to be considered to have a learning disability for purposes of special education.

## *Enrollment*

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

Upon review of the current data, Conemaugh Township does not exhibit any enrollment differences in the district.

## *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Conemaugh Township has demonstrated the ability to identify, place, and fund programs outside of the home school district to students who have an identified need that cannot be support within the district.

The Special Education Coordinator regularly communicates will all outside agencies who educate all identified Section 1306 students. Communication has included on site visits as part of this review process.

Conemaugh Township has recognized barriers and limitations due to the lack of local programming options available to students and families in the region.

## *Incarcerated Students Oversight*

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The district has entered into a service agreement between themselves and the Somerset County Probation and Youth services. Outlined in the agreement are both parties' responsibilities to facilitate cooperation and a liaison between the systems. Jane Jugan, Special Education Coordinator acts as the liaison for the district.

The systemic on-going means of communication between the school district and the local correction institution would be a continuous process.

All incarcerated students who may be eligible for special education are located, identified, evaluated, and when deemed eligible offered a free, appropriate public education (FAPE) in the county prison.

### ***Least Restrictive Environment***

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

Conemaugh Township Area School District advocates the student's and parent's rights under Pennsylvania Special Education law and regulations, found in Chapters 14 the Pennsylvania School Code, and the federal individuals disabilities education Act amendments of 2004, commonly referred to as IDEA 2004, as reauthorized.

Upon identifying a student that qualifies for special education services, the IEP Team with all available input, attempts to maintain the students education in the regular school and classroom environment. Our commitment to L.R.E. (Least Restrictive Environment) is on-going.

Placement outside the regular education environment is made only after input and consideration from all of the IEP Team including the student's parents or guardians.

The Conemaugh Township Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, and handicap in its activities, programs or employment practices as required by Title VI, Title IX and Section 504. The District assures that it will take steps to prevent discrimination or the recurrence of discrimination and to correct its discriminatory effects on the individual and others, if appropriate. The District further assures all that it will protect those filing complaint or grievances alleging discrimination from harassment and or retaliation.



Inclusive education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers, and support staff. The federal Individuals with Disabilities Education Act (IDEA) and its 2004 amendments, as well as the Gaskins case make it clear that schools have a duty to educate children with disabilities in general education classrooms.

Staff training, continuing education, and ongoing professional development opportunities are available for CTASD staff. Administrators support teachers in inclusive procedures by providing inservice training that addresses teacher-identified needs; employing competent personnel to deliver the training, using a variety of methods, and coordinating the training with other districts or institutions. The administrators also build time into teachers' schedules (seminar time on a daily basis) to allow collaborative problem solving, team meetings, peer coaching sessions, and adaptation of materials.

IU08, PaTTAN, and PDE resources and personnel are utilized to assist the district with inclusion decisions. Specifically, the IU provides trained supervisors in inclusion to the districts on In-Service days as well as for follow up training and advise, as needed. Our autistic supports classroom at the Elementary School has been provided with training and supports through PATTAN consultants for the past two years as part of the autism initiatives grants.

Over a period of time the district has hired additional professional staff and aides to assist with students receiving general education with supplementary aides and services. Maximum inclusion will take place based upon the student's IEP. This includes homeroom, lunch, recess, special area classes, assemblies and other curricular areas as appropriate.

The district has replicated successful PDE modeled programs and has most recently added an autistic support classroom in the Elementary School and a life skills classroom at our middle school. The principles of applied behavior analysis are used widely in the elementary setting with a continuum of those skills followed through with the life skills class. The PATTAN consultants have been on sight to provide parent training as part of this ongoing process.

### ***Behavior Support Services***

Provide a summary of the District policy on behavioral support services including, but not limited to, the school-wide positive behavior supports (PBS).

The district currently uses multiple behavioral supports in each of its buildings.

The Olweus Bullying Prevention is the k-12 model used within the district.

Examples of meeting topics for the various grade levels would include:

- Overview the BRAVE program
- Cafeteria, hall and bus conduct
- Dealing with rumors
- Problem solving, anger, and dealing with conflict
- Listening skills

Additional resources for behavioral support at Conemaugh Township would include:

- Drug Awareness Programs
- Crisis prevention and behavior intervention training
- CARE team
- IST (Instructional Support Team) - elementary school
- Special education issues and compliance training

Crisis prevention and intervention teams have been established in all of the district buildings. The team is certified in CPI through the yearly IU training programs.

Students with disabilities will interact with others in their school environments in an effective manner so that their behavior does not impede their learning or the learning of others.

When implementing behavior interventions for problem behaviors, the ES teachers work to identify ways to intervene early in an escalation. In order to do this, it is important to identify the antecedent of the problem behavior. When involved in de-escalation, the attempt is made to avoid blaming, and to focus instead on effective methods for resolving the problem. All ES teachers receive CPI training on a yearly basis, which provides outlines for de-escalation techniques.

The ES teacher engages in ongoing progress monitoring of each student to determine when there is a need for program changes. They identify areas of growth and identify strategies that have been proven to be effective.

When students are identified as having an emotional disturbance, they are referred for emotional support services from the school district. The ES teacher examines information from educational assessments, teacher and parent reports. They work to identify problem behaviors, the triggers to those behaviors, and the function the behavior services. The ES teacher develops a behavior intervention plan for each student. This plan strives to implement strategies to help support positive behaviors.

There must be clear consequences for negative behaviors and the plan must be implemented throughout the school in a consistent manner. The plan considers environmental factors that can be manipulated, replacement behaviors (that serve the same function as the problem behavior), that can be taught. Interventions are put into place to support positive growth for the student.

These interventions can include opportunities for escape/time-out, anger management strategies, coping skills, or relaxation techniques. Teachers are encouraged to use positive reinforcement and communicate positive expectations, teach social skills and problem solving strategies. The ultimate goal is fade interventions and to institute some measure of self-management on the part of the student.

The IU08 provides a yearly booklet to districts listing all available programs, services, and personnel. This greatly enhances accessibility to the services and staff for the district. Other collaboration occurs through the following organizations: Somerset/Bedford MHMR, Children and Youth Services, Somerset Aide Home, Laurel Springs, Twin Lakes Center, Aloysia Hall (Good Samaritan Hospital), and Extended Family Academy. Conemaugh Township also works extensively with all BHRS providers.

### ***Intensive Interagency/Ensuring FAPE/Hard to Place Students***

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Conemaugh Township Area School District focuses extensively on interagency collaboration. Through the resources of the IU08, all available resources are utilized on an on-going basis. The IU08 provides a yearly booklet to districts listing all available programs, services, and personnel. This greatly enhances accessibility to the services and staff for the district. Other collaboration occurs through the following organizations: Somerset/Bedford MHMR, Children and Youth Services, Somerset Aide Home, Laurel Springs, Twin Lakes Center, Aloysia Hall (Conemaugh Hospital), and Extended Family Academy.

In a situation where there is a hard to place student the IEP team will meet and collaborate to determine the most appropriate placement to meet the students' needs. Extreme needs will be met through additional communication and collaboration with outside agencies through a CASSP meeting.

Successful programs within the district have included the newly created life skills program at the high school/middle school, the autistic support program that is in its fourth year at the elementary school. Its success is evident with the inclusion of two non-district students within the classroom. There are multiple visitors from throughout the Commonwealth who come to observe these best practices which are part of the day to day operation of the classroom. Our learning support and emotional support classrooms at the itinerant and supplemental levels are well established. Conemaugh Township's speech program at the itinerant level is highly regarded by professional staff, administration, and parents. Students receiving services from the Intermediate Unit, such as multiple disability support, early elementary life skills support, blind and vision support, mobility, and hearing support have been well served with this ongoing partnership. Contracted services from CAMCO have also been highly regarded as well.

Current deficits include the lack of full time emotional support services available to schools throughout the county and Intermediate Unit.

We plan to build upon our most recent initiatives (autistic support / life skills) through continued parent collaboration, ongoing professional development, and best practices review with our local and regional partnerships.

### ***Strengths and Highlights***

Describe the strengths and highlights of your current special education services and programs.

There are several strengths within the Special Education Program in grades k-12. Our successful Inclusion model includes the continuation of teacher aides for special education. These positions at all levels assist the teachers in instructing children with needs. Since the school district has been willing to provide the materials, personnel and time in this endeavor, the program is a success.

To assist with progress monitoring the district distributes a teacher checklist, which is reviewed for all identified students every two weeks. When concerns are expressed by the classroom teacher, a copy is mailed to the parents. The Special Education teachers, Special Education Coordinator, and building principals coordinate and monitor this process. It should be noted that this information is also discussed at the student's most recent IEP meeting.

With the development of the life skills program for the 2012-2013 school year, four students were able to be returned to their home school. This program has already gained acclaim by the professional staff, parents, and administration in the district.

Our Parent Workshop Series is another highlight of our Special Education program. All parents were given the opportunity to participate in an overview of special education conducted annually at the county level by Appalachia Intermediate Unit 8. Letters were available at Open House in both buildings.

Conemaugh Township will continue to develop data driven problems for its students and families as additional needs arise within the district.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA agrees to comply with all requirements of Student Services outlined in Chapter 12, these include:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12)
- Free Education and Attendance (in compliance with § 12.1)
- School Rules (in compliance with § 12.3)
- Collection, maintenance and dissemination of student records (in compliance § 12.31 (a) and § 12.32)
- Discrimination (in compliance with § 12.4)
- Corporal Punishment (in compliance with § 12.5)
- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)
- Freedom of Expression (in compliance with § 12.9)
- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)
- Hair and Dress (in compliance with § 12.11)
- Confidential Communications (in compliance with § 12.12)
- Searches (in compliance with § 12.14)
- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))
- Development and Implementation of District Wellness Program (in compliance with Public Law 108-265, Section 204)
- Early Intervention Services System Act (11 P.S. § 875-101—875-503)
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## Special Education Assurances

The Local Education Agency (District) assures that there are local policies and procedures in place that address:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

## Special Education Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Westmont Hilltop Middle School	Neighboring School Districts	Life Skills Support	1
Westmont Hilltop Elementary School	Neighboring School Districts	Life Skills Support	2
Conemaugh Valley Elementary School	Neighboring School Districts	Multiple Disability Support	2
Forest Hills Middle School	Neighboring School Districts	Multiple Disability Support	1
Bridge Apartment Program	Neighboring School Districts	Life Skills Support	1
Lakeview Neurocare	Out-of-State Schools	Autistic Support / Life Skills Support	1



# Special Education Program Profile

## Program Position #1

*Operator:* School District

### PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	7	0.35
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 12	15	0.3
Justification: Teacher provides 1:1 emotional support to students or within small groups within the same age range.							
Conemaugh Township Area School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	9	0.18
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 13	2	0.17
Justification: Teacher provides 1:1 supports to students; therefore no students are with others who are of variable age range.							

**Program Position #2***Operator:* School District**PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Conemaugh Township Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	14	0.7
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	15	0.3

**Program Position #3***Operator:* School District**PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	10	0.5
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	12	0.24
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 9	13	0.26

**Program Position #4***Operator:* School District**PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	6 to 11	8	1

Justification: Students have rationale within their IEPs that they can be included with the autistic support class with students outside of the three year age span.

**Program Position #5***Operator:* School District**PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	53	0.82

Justification: Speech/language therapist meets with students individually or within small group within a similar age range.

Conemaugh Township Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 20	12	0.18
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Justification: Speech/language therapist meets with students individually or within age appropriate age span for groups during sessions.

**Program Position #6***Operator: School District***PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Conemaugh Township Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 21	8	0.75
Justification: Justification related to age range differences is indicated within students' IEPs.							
Conemaugh Township Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	13 to 20	3	0.25
Justification: Teacher meets with students individually to provide services.							

**Program Position #7***Operator: School District***PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Conemaugh Township Area Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	14	0.28
Conemaugh Township Area Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	11	0.55
Conemaugh Township Area Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 15	2	0.17

**Program Position #8***Operator: School District***PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Conemaugh Township High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 20	20	0.4
Conemaugh Township Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	12	0.6

**Program Position #9***Operator: School District***PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Conemaugh Township Area Middle/High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 16	20	0.4
Conemaugh Township Area Middle/High	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	12	0.6

**Program Position #10***Operator: School District***PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Conemaugh Township Area High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 17	20	0.4
Conemaugh Township Area High	A Senior High School Building	A building in which General Education programs are operated	Supplementa l (Less Than 80% but More Than 20%)	Learning Support	13 to 17	12	0.6

**Program Position #11***Operator: School District***PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Conemaugh Township Middle/High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 20	24	0.6
Justification: Emotional support teachers provides 1:1 services to students; therefore, students are not subjected to being with students out of age range.							

**Program Position #12***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	6 to 8	3	0.1
Conemaugh Township Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	12 to 18	3	0.1
Justification: Teacher provides 1:1 services to students with blindness or visual impairments.							
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 12	5	0.1
Justification: Teacher provides 1:1 services to students who are hearing impaired.							
Conemaugh Township Area Middle/High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 20	3	0.07
Justification: Teacher provides 1:1 services to students who are hearing impaired.							

## Special Education Support Services

Support Service	Location	Teacher FTE
School District Aide	Conemaugh Township Elementary School	1
School District Aide/Special Education	Conemaugh Township Elementary School	1
School District Aide/Special Education	Conemaugh Township Elementary School	1
School District Aide/Special Education	Conemaugh Township Elementary School	1
School District Aide/Special Education	Conemaugh Township Elementary School	1
School District Aide	Conemaugh Township High School	1
School District Aide/Special Education	Conemaugh Township High School / Middle School	1
School District Aide/Special Education	Conemaugh Township High School / Middle School	1
School District Aide/Special Education	Conemaugh Township High School / Middle School	1
Personal Care Aide	Conemaugh Township Elementary School	1
Personal Care Aide	Conemaugh Township Middle School	1
Personal Care Aide	Conemaugh Valley Elementary MDS Class	1



### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
CAMCO Inc. - Occupational Therapy	Outside Contractor for the School District	40 Hours
CAMCO Inc. - Physical Therapy	Outside Contractor for the School District	10 Hours
Intermediate Unit 8 - Social Work	Intermediate Unit	15 Hours
Intermediate Unit 8 - Blind/Vision Support	Intermediate Unit	12 Hours
Intermediate Unit 8 - Mobility	Intermediate Unit	3 Hours
Intermediate Unit 9 - Deaf and Hard of Hearing	Intermediate Unit	12 Hours

# Needs Assessment

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## Record School Patterns

### Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

### Answer:

After reviewing the school level accomplishments and systemic challenges, similar patterns can be identified with our elementary school and high school/middle school.

Both buildings have identified concerns in the building's and district's ability to meet the 100% proficiency targets in math and reading for the 2013-2014 school year.

There is an ongoing need to complete curriculum review and mapping to make the necessary adjustments with the new standards identified as part of the Common Core.

Specifically for the high school, building level administration and professional staff have discussed the impact of evolving Keystone Exams on existing curriculum, course offerings, and sequencing of classes within the building. These concerns have been compounded by the changing timelines, requirements, and implementation of these exams by the Pennsylvania Department of Education.

There will need to be a continued review of student achievement data to determine the success of district programming and help guide future processes at Conemaugh Township.

## District Accomplishments

### Accomplishment #1:

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Conemaugh Township Elementary School was identified by the United States Department of Education as a **Blue Ribbon School** in 2010, and is only one of only three school buildings in Somerset or Cambria Counties so identified.

The building was only one of twelve schools recognized in the Commonwealth of Pennsylvania in 2010.

### Accomplishment #2:

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Conemaugh Township High School was recognized by **U.S. News and World Report** as a bronze medal school signifying one of 'America's Best' in 2010 and 2012.

### Accomplishment #3:

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Beginning with the 2012-2013 school year, Conemaugh Township High School is the only school district in Somerset County that offers students the opportunity to earn an associate's degree as part of their 4 year high school experience. Conemaugh Township has entered into a partnership with Penn Highlands Community College as an extension of the dual enrollment opportunities students have available in the high school.

### Accomplishment #4:

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Conemaugh Township High School and Middle School has traditionally met or exceeded building level and most grade level proficiencies, SAT scores, and other assessment measures when compared to averages across the Commonwealth of Pennsylvania and when compared to the other public schools in Cambria or Somerset Counties.

An annual comparison of state and local proficiency levels is conducted and shared with the board of directors and professional staff in the building.

#### **Accomplishment #5:**

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Conemaugh Township Elementary School has met or exceeded building level and most grade level proficiencies when compared to averages across the Commonwealth of Pennsylvania and when compared to the other public schools in Cambria or Somerset Counties.

An annual comparison of state and local proficiency levels is conducted and shared with the board of directors and professional staff in the building.

#### **Accomplishment #6:**

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With the start of the 2011-2012 school year Conemaugh Township Area School District created the Conemaugh Township Cyber Academy which for the first time offered students the opportunity to complete coursework and earn credit toward a district diploma.

This has provided additional opportunities for our students and has also helped stem the tide of student transfers and district funds to the various state cyber charter schools.

Conemaugh Township, as part of its comprehensive plan, will continue to grow these additional opportunities for student and staff development over the next several years.

## **District Concerns**

#### **Concern #1:**

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Current PSSA data and PVAAS projections show that no group or subgroup in the elementary school, middle school, or high school will meet or exceed proficiency targets of 100% on state reading and math assessments in 2014.

#### **Concern #2:**

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Current PSSA and PVAAS data show decreased proficiency levels of economically disadvantaged students in math and reading at the elementary school, middle school, and high school.

### Concern #3:

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Current PSSA and PVAAS data show decreased proficiency levels of IEP students in math and reading at the elementary school, middle school, and high schools.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*System #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

### Aligned Concerns:

Current PSSA data and PVAAS projections show that no group or subgroup in the elementary school, middle school, or high school will meet or exceed proficiency targets of 100% on state reading and math assessments in 2014.

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Current PSSA and PVAAS data show decreased proficiency levels of economically disadvantaged students in math and reading at the elementary school, middle school, and high school.

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Current PSSA and PVAAS data show decreased proficiency levels of IEP students in math and reading at the elementary school, middle school, and high schools.

**Systemic Challenge #2** (*System #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Aligned Concerns:**

Current PSSA data and PVAAS projections show that no group or subgroup in the elementary school, middle school, or high school will meet or exceed proficiency targets of 100% on state reading and math assessments in 2014.

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Current PSSA and PVAAS data show decreased proficiency levels of economically disadvantaged students in math and reading at the elementary school, middle school, and high school.

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Current PSSA and PVAAS data show decreased proficiency levels of IEP students in math and reading at the elementary school, middle school, and high schools.

**Systemic Challenge #3** (*System #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Aligned Concerns:**

Current PSSA data and PVAAS projections show that no group or subgroup in the elementary school, middle school, or high school will meet or exceed proficiency targets of 100% on state reading and math assessments in 2014.

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Current PSSA and PVAAS data show decreased proficiency levels of economically disadvantaged students in math and reading at the elementary school, middle school, and high school.

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Current PSSA and PVAAS data show decreased proficiency levels of IEP students in math and reading at the elementary school, middle school, and high schools.

**Systemic Challenge #4** (*System #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Aligned Concerns:**

Current PSSA data and PVAAS projections show that no group or subgroup in the elementary school, middle school, or high school will meet or exceed proficiency targets of 100% on state reading and math assessments in 2014.

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Current PSSA and PVAAS data show decreased proficiency levels of economically disadvantaged students in math and reading at the elementary school, middle school, and high school.

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Current PSSA and PVAAS data show decreased proficiency levels of IEP students in math and reading at the elementary school, middle school, and high schools.

**Systemic Challenge #5** (*System #*) The Need to Prioritize Administrative, Professional and Support Resources in Lieu of the Current Economic Challenges and Pressures Faced by Public Schools in the Commonwealth.

**Aligned Concerns:**

Current PSSA data and PVAAS projections show that no group or subgroup in the elementary school, middle school, or high school will meet or exceed proficiency targets of 100% on state reading and math assessments in 2014.

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Current PSSA and PVAAS data show decreased proficiency levels of economically disadvantaged students in math and reading at the elementary school, middle school, and high school.

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Current PSSA and PVAAS data show decreased proficiency levels of IEP students in math and reading at the elementary school, middle school, and high schools.



# District Level Plan

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## Action Plans

**Goal #1:** Enhance and continue to build a rigorous curriculum and use relevant instructional strategies that challenge all learners at their level of ability, and speak to the uniqueness of individuals.

**Related Challenges:**

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Summative

Data Source: PSSA, Keystone Exam, and other Formative and Summative Building and District Level Data Available

Specific Targets: Meet or exceed PSSA and Keystone Exam No Child Left Behind proficiency benchmarks established by the federal and state governments.

## ***Strategies:***

### ***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://en.wikipedia.org/wiki/Curriculum\\_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)

**SAS Alignment:** Standards, Materials & Resources

## *Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, [http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf) Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

## *Reading Across the Curriculum*

**Description:** While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement. (Source: [http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL\\_2007003.pdf](http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf) )

**SAS Alignment:** Instruction

## *Action Steps:*

### *Map Curriculum to the Pennsylvania Common Core*

**Indicator of Implementation:**

All courses and curricular areas will be mapped to the Common Core Standards by the end of the 2013-2014 school year.

**Start Date:** 9/1/2013     **End Date:** 6/1/2014

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- *Curriculum Mapping*

*Provide Substantial Professional Development for Differentiating Instruction in the Classroom*

**Indicator of Implementation:**

Ongoing professional development training for professional staff and administration.

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

**Program Area(s):** Professional Education, Special Education

**Supported Strategies:**

- *Differentiating Instruction*

*Increased Instruction on Reading Skills at Various Curricular Areas*

**Indicator of Implementation:**

Providing additional training and opportunities to enhance these 'best practices'.

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- *Reading Across the Curriculum*

**Goal #2:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Related Challenges:**

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Formative

Data Source: Grade level and building level curriculum and data review meetings.

Specific Targets: Increased attainment of PSSA and Keystone Exam benchmark proficiency levels.

## ***Strategies:***

### ***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:

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following link provides an overview of curriculum mapping:

[http://en.wikipedia.org/wiki/Curriculum\\_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)

**SAS Alignment:** Standards, Materials & Resources

## ***Action Steps:***

### ***Map Curriculum to the Pennsylvania Common Core***

**Indicator of Implementation:**

All courses and curricular areas will be mapped to the Common Core Standards by the end of the 2013-2014 school year.

**Start Date:** 9/1/2013     **End Date:** 6/1/2014

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:** None selected

**Goal #3:** Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement, attendance, and graduation rates.

**Related Challenges:**

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Summative

Data Source: PSSA and Keystone Exam Assessment data, district graduation and attendance rates.

Specific Targets: Increased attainment of PSSA and Keystone Exam benchmark proficiency levels, graduation and attendance rates.

## ***Strategies:***

### ***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://en.wikipedia.org/wiki/Curriculum\\_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)

**SAS Alignment:** Standards, Materials & Resources

### ***Differentiating Instruction***

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, [http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades,

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf)

Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>;

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms,

<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

### ***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&web site=NCEE%2FWWC&x=6&y=9> )

**SAS Alignment:** Instruction, Materials & Resources

### *Reading Across the Curriculum*

**Description:** While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement. (Source:

[http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL\\_2007003.pdf](http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf) )

**SAS Alignment:** Instruction

### ***Action Steps:***

#### *Development and Implementation of Data Review Teams*

**Indicator of Implementation:**

With the start of the 2013-2014 school year, the high school and middle school will have designed and implemented data review teams across grade level and curricular areas.

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

**Program Area(s):** Professional Education, Special Education, Educational Technology

**Supported Strategies:**

- *Curriculum Mapping*
- *Differentiating Instruction*
- *Problem Solving Skill Building Programs*
- *Reading Across the Curriculum*

#### *Credit Recovery Programming*

**Indicator of Implementation:**

Conemaugh Township High School will offer credit recovery courses through the Conemaugh Township Cyber Academy in assisting students and families that necessary credit requirements will be met by the end of their senior year.

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

**Program Area(s):** Special Education, Student Services, Educational Technology

**Supported Strategies:**

- *Differentiating Instruction*

**Goal #4:** Continue to refine professional development practices and processes to enhance teacher and administrative capacities.

**Related Challenges:**

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- The Need to Prioritize Administrative, Professional and Support Resources in Lieu of the Current Economic Challenges and Pressures Faced by Public Schools in the Commonwealth.

**Indicators of Effectiveness:**

Type: Summative

Data Source: District and building level PSSA and Keystone exam assessment data and annual professional development survey given to professional staff/principals.

Specific Targets: Increased effectiveness in achieving district comprehensive plan goals.

***Strategies:***

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

**SAS Alignment:** Instruction

***Reading Across the Curriculum***

**Description:** While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement. (Source: [http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL\\_2007003.pdf](http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf) )

**SAS Alignment:** Instruction

### ***Action Steps:***

#### ***Increased Instruction on Reading Skills at Various Curricular Areas***

**Indicator of Implementation:**

Providing additional training and opportunities to enhance these 'best practices'.

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- *Reading Across the Curriculum*

#### ***Professional Development with Particular Focus on SAS Resources***

**Indicator of Implementation:**

The district will adopt the PDE's substantial professional development recommendations as identified in the Standards Aligned System.

**Start Date:** 9/1/2013     **End Date:** 6/1/2015

**Program Area(s):** Professional Education

**Supported Strategies:**

- *Substantial Professional Development*

**Goal #5:** Provide Additional Opportunities for Online and Distance Learning for Students.

**Related Challenges:**

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Indicators of Effectiveness:**

Type: Formative

Data Source: Graduation rates, attendance rates, and PSSA and Keystone Exam assessment data.

Specific Targets: Increased attainment of PSSA and Keystone Exam benchmark proficiency levels.



## ***Strategies:***

### ***Dual Enrollment Opportunities***

**Description:** Postsecondary Achievement of Participants in Dual Enrollment: An analysis of student outcomes in two States from the National Research Center for CTE at the University of Minnesota, reports that dual enrollment was positively related to the likelihood of earning a HS diploma, the likelihood of persisting to a second semester of college, and a statistically significant higher GPA one year after HS Graduation.

**SAS Alignment:** Safe and Supportive Schools

### ***Technology Infrastructure Enhancement/Technology Access and Training Increase***

**Description:** The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source:

[http://www.k12hsn.org/files/research/Technology/ISTE\\_policy\\_brief\\_student\\_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) )

**SAS Alignment:** Instruction, Materials & Resources

### ***Credit Recovery Program***

**Description:** Credit Recovery Programs provide a structured way for students to pass and receive credits for a course in which a student was previously unsuccessful in earning academic credit toward graduation, which is thought to increase the probability of school completion and graduation. While there is a large amount of inferential support for the institution of various approaches to credit recovery, insufficient empirical evidence is available to indicate that credit recovery has a positive effect on school completion. (Sources:

[http://www.blackboard.com/resources/k12/Bb\\_K12\\_WP\\_CreditRecovery.pdf](http://www.blackboard.com/resources/k12/Bb_K12_WP_CreditRecovery.pdf) ;

[http://www.centerii.org/handbook/Resources/4\\_C\\_h\\_Credit\\_recovery\\_programs\\_hs.pdf](http://www.centerii.org/handbook/Resources/4_C_h_Credit_recovery_programs_hs.pdf) ; and

[http://www.inacol.org/research/promisingpractices/NACOL\\_CreditRecovery\\_PromisingPractices.pdf](http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf) )

**SAS Alignment:** Safe and Supportive Schools

## ***Action Steps:***

### ***Continued and Enhanced Development of Dual Enrollment Partnerships***

**Indicator of Implementation:**

Additional dual enrollment credits and opportunities will be made available for students at Conemaugh Township Area School District High School.

**Start Date:** 9/1/2013    **End Date:** 6/1/2015

**Program Area(s):**

**Supported Strategies:**

- *Dual Enrollment Opportunities*

### ***Online Learning and Increased Technology Access***

**Indicator of Implementation:**

Students and staff will have additional opportunities for distance and online learning in the district. This will be monitored and reviewed by the administration and board of directors on a continuous basis.

**Start Date:** 9/1/2013    **End Date:** 6/1/2015

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

**Supported Strategies:**

- *Technology Infrastructure Enhancement/Technology Access and Training Increase*
- *Credit Recovery Program*

### ***Expansion of Conemaugh Township Cyber Academy Course Offerings***

**Indicator of Implementation:**

Comparison of classes and courses currently available to students through the Conemaugh Township Cyber Academy.

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

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

**Supported Strategies:** None selected

**Goal #6:** Development and Enhancement of STEM (Science, Technology, Engineering and Math) Infusion into Classrooms at ALL Building Levels.

**Related Challenges:**

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Formative

Data Source: Increased attainment of PSSA and Keystone Exam benchmark proficiency levels.

Specific Targets: Administrative observation.

***Strategies:***

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

**SAS Alignment:** Instruction

***Technology Infrastructure Enhancement/Technology Access and Training Increase***

**Description:** The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: [http://www.k12hsn.org/files/research/Technology/ISTE\\_policy\\_brief\\_student\\_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) )

**SAS Alignment:** Instruction, Materials & Resources

***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://en.wikipedia.org/wiki/Curriculum\\_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)

**SAS Alignment:** Standards, Materials & Resources

### ***Action Steps:***

#### ***Map Curriculum to the Pennsylvania Common Core***

**Indicator of Implementation:**

All courses and curricular areas will be mapped to the Common Core Standards by the end of the 2013-2014 school year.

**Start Date:** 9/1/2013      **End Date:** 6/1/2014

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- *Substantial Professional Development*
- *Technology Infrastructure Enhancement/Technology Access and Training Increase*
- *Curriculum Mapping*

#### ***Provide Substantial Professional Development for Differentiating Instruction in the Classroom***

**Indicator of Implementation:**

Ongoing professional development training for professional staff and administration.

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

**Program Area(s):** Professional Education, Special Education

**Supported Strategies:**

- *Substantial Professional Development*
- *Technology Infrastructure Enhancement/Technology Access and Training Increase*

### *Online Learning and Increased Technology Access*

**Indicator of Implementation:**

Students and staff will have additional opportunities for distance and online learning in the district. This will be monitored and reviewed by the administration and board of directors on a continuous basis.

**Start Date:** 9/1/2013      **End Date:** 6/1/2015

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

**Supported Strategies:**

- *Substantial Professional Development*
- *Technology Infrastructure Enhancement/Technology Access and Training Increase*

### *Expansion of Conemaugh Township Cyber Academy Course Offerings*

**Indicator of Implementation:**

Comparison of classes and courses currently available to students through the Conemaugh Township Cyber Academy.

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

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

**Supported Strategies:** None selected

### **Goal #7:** Creation of Building Level Department Chairs

**Related Challenges:**

- The Need to Prioritize Administrative, Professional and Support Resources in Lieu of the Current Economic Challenges and Pressures Faced by Public Schools in the Commonwealth.

**Indicators of Effectiveness:**

Type: Formative

Data Source: Increased attainment of PSSA and Keystone Exam benchmark proficiency levels.

Specific Targets: Beginning with the start of the 2013-2014 school year, department chairpersons will head multiple curricular areas in both buildings.

## ***Strategies:***

### ***Create Grade Level and Department Chairpersons***

**Description:**

With the start of the 2013-2014 school year the district will have professional staff appointed to serve as department chairpersons in curricular areas for the elementary school and middle/high school.

It will be the chairperson's assignment to assist in the transition to the Common Core and other curricular goals established as part of annual and comprehensive planning at Conemaugh Township.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Materials & Resources

## ***Action Steps:***

### ***Map Curriculum to the Pennsylvania Common Core***

**Indicator of Implementation:**

All courses and curricular areas will be mapped to the Common Core Standards by the end of the 2013-2014 school year.

**Start Date:** 9/1/2013     **End Date:** 6/1/2014

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- *Create Grade Level and Department Chairpersons*

### ***Provide Substantial Professional Development for Differentiating Instruction in the Classroom***

**Indicator of Implementation:**

Ongoing professional development training for professional staff and administration.

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

**Program Area(s):** Professional Education, Special Education

**Supported Strategies:**

- *Create Grade Level and Department Chairpersons*

### ***Increased Instruction on Reading Skills at Various Curricular Areas***

**Indicator of Implementation:**

Providing additional training and opportunities to enhance these 'best practices'.

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- *Create Grade Level and Department Chairpersons*

### *Development and Implementation of Data Review Teams*

**Indicator of Implementation:**

With the start of the 2013-2014 school year, the high school and middle school will have designed and implemented data review teams across grade level and curricular areas.

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

**Program Area(s):** Professional Education, Special Education, Educational Technology

**Supported Strategies:**

- *Create Grade Level and Department Chairpersons*

**Goal #8:** The Need to Prioritize Administrative, Professional and Support Resources in Lieu of the Current Economic Challenges and Pressures Faced by Public Schools in the Commonwealth.

**Related Challenges:**

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Formative

Data Source: Ongoing financial concerns with regards to future state funding.

Specific Targets: The district will continue to review all budgetary processes to see that goals outlined in the comprehensive plan can be met cost effectively.

## ***Strategies:***

### ***Create Grade Level and Department Chairpersons***

#### **Description:**

With the start of the 2013-2014 school year the district will have professional staff appointed to serve as department chairpersons in curricular areas for the elementary school and middle/high school.

It will be the chairperson's assignment to assist in the transition to the Common Core and other curricular goals established as part of annual and comprehensive planning at Conemaugh Township.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Materials & Resources

## ***Action Steps:***

### ***Development and Implementation of Data Review Teams***

#### **Indicator of Implementation:**

With the start of the 2013-2014 school year, the high school and middle school will have designed and implemented data review teams across grade level and curricular areas.

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

**Program Area(s):** Professional Education, Special Education, Educational Technology

#### **Supported Strategies:**

- *Create Grade Level and Department Chairpersons*

**Goal #9:** Continued Development, Implementation and Use of Telecommunication and Information Technology to Improve Education and Efficiencies in the District.

#### **Related Challenges:**

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- The Need to Prioritize Administrative, Professional and Support Resources in Lieu of the Current Economic Challenges and Pressures Faced by Public Schools in the Commonwealth.



**Indicators of Effectiveness:**

Type: Formative

Data Source: Annual PATI survey and other formative data sources in use in the district.

Specific Targets: Comprehensive plan review processes that will take place over the life of the 5 year plan within the district.

***Strategies:******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](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) )

**SAS Alignment:** Instruction

***Technology Infrastructure Enhancement/Technology Access and Training Increase***

**Description:** The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: [http://www.k12hsn.org/files/research/Technology/ISTE\\_policy\\_brief\\_student\\_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) )

**SAS Alignment:** Instruction, Materials & Resources

***Action Steps:******Development and Implementation of Data Review Teams*****Indicator of Implementation:**

With the start of the 2013-2014 school year, the high school and middle school will have designed and implemented data review teams across grade level and curricular areas.

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

**Program Area(s):** Professional Education, Special Education, Educational Technology

**Supported Strategies:**

- *Technology Infrastructure Enhancement/Technology Access and Training Increase*

### *Credit Recovery Programming*

**Indicator of Implementation:**

Conemaugh Township High School will offer credit recovery courses through the Conemaugh Township Cyber Academy in assisting students and families that necessary credit requirements will be met by the end of their senior year.

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

**Program Area(s):** Special Education, Student Services, Educational Technology

**Supported Strategies:**

- *Substantial Professional Development*
- *Technology Infrastructure Enhancement/Technology Access and Training Increase*

### *Online Learning and Increased Technology Access*

**Indicator of Implementation:**

Students and staff will have additional opportunities for distance and online learning in the district. This will be monitored and reviewed by the administration and board of directors on a continuous basis.

**Start Date:** 9/1/2013      **End Date:** 6/1/2015

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

**Supported Strategies:**

- *Substantial Professional Development*
- *Technology Infrastructure Enhancement/Technology Access and Training Increase*

### *Expansion of Conemaugh Township Cyber Academy Course Offerings*

**Indicator of Implementation:**

Comparison of classes and courses currently available to students through the Conemaugh Township Cyber Academy.

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

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

**Supported Strategies:**

- *Substantial Professional Development*
- *Technology Infrastructure Enhancement/Technology Access and Training Increase*