

★ CHARACTER

★ COMMUNITY

★ COMMITMENT



Conestoga Valley
SCHOOL DISTRICT

Schoolwide Plans Overview 2026-2027

CVSD Mission, Vision, & Values

Our Vision

Setting the standard for learning innovation to ***meet the needs of all students***, our community, and global society.

Our Mission

Empowering ***all students*** to pursue their goals, strive for personal excellence, and contribute to their communities through access to innovative and rigorous learning opportunities and ***unwavering support***.

Shared Values

Character

- We believe in creating a safe and respectful learning environment where everyone belongs.
- We believe in promoting and modeling the CV character traits.
- We believe there is value in the diversity of backgrounds, experiences, and perspectives of all members of our learning organization.

Community

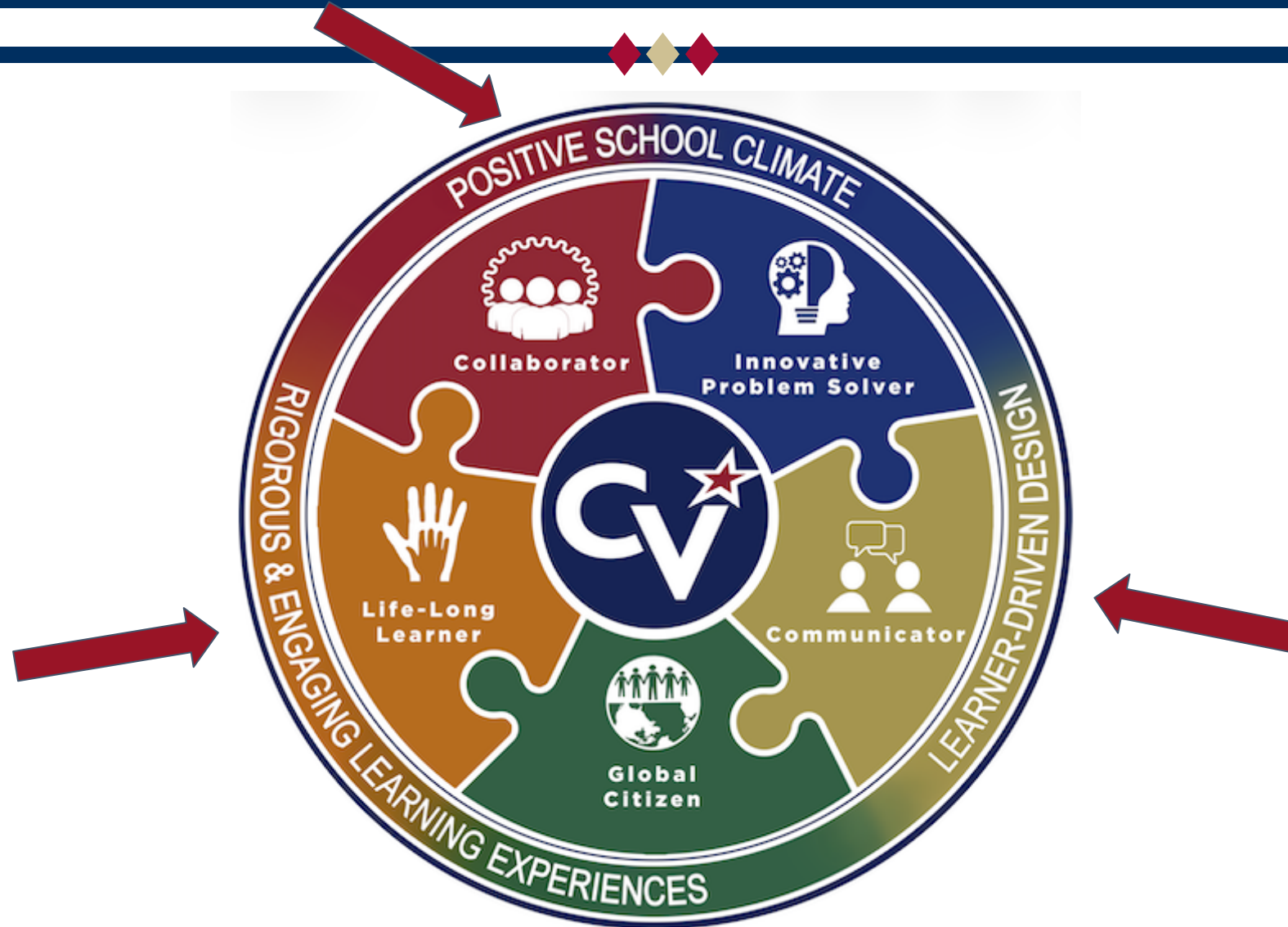
- We believe in sustaining strong school-family relationships.
- We believe in investing in mutually-beneficial community partnerships.

Commitment

- We are committed to being a learning organization that focuses on the ***continual growth and development of all students***, staff, and stakeholders.
- We are committed to delivering a ***learner-centered education*** that values voice and choice and emphasizes the development of the whole child (social, emotional, academic).
- We are committed to developing the skills, mindsets, and dispositions identified in the Profile of a CV Learner in all learners to prepare them for success in college, career, life, and citizenship in a constantly changing society.



PCVL + CV Instructional Model



CV Comprehensive Plan Priorities



<u>Personalization & Growth</u>	<u>Wellbeing, Achievement & Belonging</u>	<u>Innovation & Community Partnerships</u>
PK-12 MTSS (Academic) ● Elementary: Advanced Tiers ● Middle: BLT and Assessment Map ● High: BLT and Advanced Tiers Integrated MTSS (with Behavior)	PBIS - Behavior-Specific Praise SEB - Restorative Practices Inclusive Learning Environments - Common Ground Competencies Standards-Based Curriculum - New Departments Phase IV! ● Art ● Health/PE ● Music ● Library	Profile of a CV Learner AI Training & Support Work-Based Learning & Internships Higher Education Opportunities Community Partnerships



PENNSYLVANIA'S Essential Practices for Schools and their Communities

Evidence-based practices for sustained improvement in teaching and learning

Culture of high expectations for success
Collective vision for teaching and learning
Empowered staff
Needs-based organization and allocation of resources
Continuous monitoring of school improvement plan implementation

Empower Leadership



Foster Quality Professional Learning

Professional learning responsive to teacher and student needs
Multiple professional learning designs
Evaluating the impact of professional learning



Focus on Continuous Improvement of Instruction

Aligned curriculum, instruction and assessment
Collaborative instructional planning
Variety of assessments to monitor student learning
Identify and address individual student learning needs
Frequent, timely feedback and support on instructional practices



Every
Student
Succeeds



Provide Student-Centered Supports

Positive school environment where all members feel welcomed, supported, and safe
Schoolwide positive behavior interventions and supports
Multi-tiered system of supports for academics and behavior
Family engagement to support learning
Partnerships with local businesses, community organizations, and other agencies

Last revised September 2021.

Title I Schoolwide Plan: FR, LE, ST

Elementary

M T S S	<u>Instructional Model</u>	<u>Big Idea</u>	<u>Specific Focus/Strategy</u>
	Positive School Climate	PBIS	Behavior Specific Praise
		Inclusive Learning Environments	Understanding key components of culturally responsive instruction
	Rigorous & Engaging Learning Experiences	Student Engagement	Schlecty's Levels of Engagement Evidence-Based Strategies for Engagement
		Flexible Instruction	Small group in the core Small group in ELA WIN
	Learner-Driven Design	Purposeful and strategic technology and Artificial Intelligence (AI) integration	Introducing teachers and students to AI Tools to enhance learning
	MTSS	Advanced Tiers	Implementation of Advanced Tiers protocols and procedures



Title I Schoolwide Plan



GHMS

<u>Instructional Model</u>	<u>Big Idea</u>	<u>Specific Focus</u>
Positive School Climate	PBIS	Behavior Specific Praise
Rigorous & Engaging Learning Experiences	Standards-Based Curriculum & Assessment	6th Grade ELA/FLEX 6-8 Grade Math Core Resource Focus
	Student Engagement	Schlecty's Levels of Engagement Top 10 Instructional Strategies (Add 2 Instructional Strategies)
Learner-Driven Design	Adaptive Use of Space and Time	Intentionally shift the use of space, time, routines, and structures - Formative Assessment - Student Collaboration - Evidence- Based adjustments (Data)
MTSS	Implementation of an MTSS Team representative of a comprehensive stakeholder group.	Development and implementation of the middle school BLT



CVHS TSI Plan, Year 2



CVHS

<u>Instructional Model</u>	<u>Danielson Component</u>	<u>Topic</u>	<u>Specific Focus/Strategy</u>
Positive School Climate	1B, 2B, 4C	Attendance	Consecutive absences, SAIP completion
Rigorous & Engaging Learning Experiences	1C, 1E, 1F, 3C, 3D	Standards Based Curriculum and Assessment	Curriculum writing for alignment to state standards Implementation of Essential Questions/Learning Targets Formative Assessment and Differentiation
		Flexible Instruction	Continued usage of co-teaching model in tested subjects
		Advanced Tiers	Implementation of Advanced Tiers protocols and procedures
Learner-Driven Design	1B, 1C, 1E, 4D	Flexible and future-focused learning pathways	Continued development of Graduation Blueprint Development Exploration with career cluster-based pathways and alignment to course offerings



Targeted Support & Improvement (TSI)



- ❖ Early Warning System
- ❖ 1+ more student groups consistently perform below the state's established thresholds for academic proficiency and growth
 - *CVHS: Students with Disabilities - Graduation Rate, Achievement, Growth, Attendance*
- ❖ Annual Designation (Year 2 for CVHS)
- ❖ Design a TSI Schoolwide Plan to address the needs for the identified subgroups

Note: Applies to all schools in PA - Does not relate to Title I status



CVHS TSI Plan Summary



- ❑ **Achievement Goal:** Students with IEPs will increase their achievement on the Algebra and Literature Keystone by 5.83% a year, over the next three years.
- ❑ **Growth Goal:** Students with IEPs will exceed the achievement-academic growth standard in Algebra and Literature as measured by PVAAS from -3.37 to 2.0 within the next three years.
- ❑ **Graduation Rate Goal:** Conestoga Valley High School will increase 4 and 5-year cohort combined graduation rate for students with IEPs by 1.0% per year over the next three years.
- ❑ **Attendance Goal:** Conestoga Valley High School will increase regular attendance rate for students with IEPs by 2.0% per year over the next three years.



CVHS TSI Plan Summary: Essential Practices

Curriculum	Instruction	Assessment	Organizational Structures
<u>Action Steps</u> Practice 1: Align curriculum, assessments, and instruction to the PA Academic Standards. • Conduct a comprehensive rewrite of the curriculum to ensure alignment with PA Standards. • Provide professional development (PD) to support effective implementation of the revised curriculum	<u>Action Steps</u> Practice 2: Implement systematic and collaborative planning processes to ensure instruction is coordinated, standards-aligned, and evidence-based. • Deliver PD focused on differentiation and scaffolding to meet diverse student needs. • Embed ongoing PD throughout the 2025–2026 school year on evidence-based co-teaching strategies to strengthen inclusive practices.	<u>Action Steps</u> Practice 5: Provide timely, frequent, and systematic feedback to improve instructional practices. • Strengthen data literacy among educators in Keystone Exam subject areas. • Use assessment data intentionally to guide instructional decision-making. • Engage students in regular data conversations using CDT and classroom assessment results to support ownership of learning.	<u>Action Steps</u> Practice 9: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community • Redesign the master schedule to ensure students with IEPs have access to grade-level standards and instruction. • Utilize teacher-specific PVAAS data to inform and optimize teaching assignments. • Utilize our MTSS Advanced Tier team to identify students with IEPs who have attendance barriers and providing attendance intervention protocols



CVHS TSI Plan: Year 1 Highlights



- ❖ Co-teaching model instituted in all Keystone Exam courses (Algebra 1A, Algebra 1B, and English 2).
- ❖ After-school remediation sessions had a passing rate of 47% for students retaking the Keystone Exams.
- ❖ Enhanced data literacy among educators in Keystone Exam subject areas using MTSS coordinator to lead data analysis.
- ❖ Analyzed PVAAS specific student growth data with department leaders.
- ❖ Revamped attendance and Student Attendance Improvement Plan process to provide more student-specific interventions.



CVHS TSI Plan: Timeline & Approvals



August 10, 2026: School Board Presentation and Review of Draft

August 17, 2026: Anticipated School Board Approval of TSI Plan

September 1, 2026: TSI Plan due to PDE

September 1, 2026 - June 30, 2027: Implement the TSI Plan





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