

Conestoga Valley SHS

TSI non-Title 1 School Plan | 2026 – 2027

Final Draft for School Board Review (August 10, 2026)

Profile and Plan Essentials

School		AUN/Branch
Conestoga Valley SHS		113361703
Address 1		
2110 Horseshoe Rd		
Address 2		
City	State	Zip Code
Lancaster	PA	17601
Chief School Administrator		Chief School Administrator Email
Dr Daniel Hartman		daniel_hartman@conestogavalley.org
Principal Name		
Matthew Fox		
Principal Email		
matthew_fox@conestogavalley.org		
Principal Phone Number		Principal Extension
(717)397-5231		

Steering Committee

Name	Position/Role	Building/Group/Organization
Dr. Matthew Fox	Principal	CVHS
Dr. Don Mann	District Level Leaders	Asst Supt for Secondary
Dr. Robin Hamme	District Level Leaders	Director of Spec Ed
Dawn Eby	Other	Assistant Principal
Julie Kobie	Data Analyst	CVSD
Susan Sneath	Other	Devopar Consulting
Desiree Samberg	Education Specialist	MTSS Coordinator
Kirstin Kelly	Education Specialist	Pupil Services Consultant
Erica Whitley	Teacher	CVHS - Emotional Support
Doug Helsel	Education Specialist	CVHS - Counselor
Katie Fake	Teacher	English/Reading Spec
Amanda Manuel	Teacher	Math Department Chair
Shaun Karli	Teacher	English Department Chair
Henry Oxendine	Teacher	Special Education
Tori Byers	Parent	CVHS
Jeane Miller	Parent	CVHS
Dr. Dan Hartman	Chief School Administrator	CVSD
Dr. Jill Koser	District Level Leaders	Asst Supt Elementary
Leo Silva	Community Member	Attollo

Vision for Learning

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.

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

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

Comments/Notable Observations

2025 English Keystone - Did not meet the interim target, but exceeded the statewide average in proficiency.

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	2025 According to the Future Ready PA Index and CVHS schoolwide performance data, Students with Disabilities (Students with IEPs) demonstrated significant PVAAS Academic Growth in Keystone Literature, meeting state growth expectations. While achievement gaps in overall proficiency persist, value-added growth for this subgroup reflects positive instructional impact.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	2025 Academic Achievement in Keystone Exams (Students with IEPs): Conestoga Valley High School's Students with Disabilities (Students with IEPs) subgroup significantly lags behind statewide performance goals and overall school proficiency averages in Keystone Algebra I and Keystone Literature. Scores for students receiving special education services indicate that a substantial majority do not yet meet proficient performance thresholds.
English Learners	2025 Academic Achievement in Keystone Literature (English Learners): The English Learners (EL) subgroup did not meet the statewide interim performance target in Keystone Literature, showing a persistent proficiency gap compared to the overall student body.

Proficient or Advanced in Mathematics/Algebra

Comments/Notable Observations

2025 Algebra Keystone - Did not meet the interim target in math, but exceeded the statewide average by 9%

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	2025 - Academic Growth in Keystone Algebra I (Students with IEPs): According to Future Ready PA Index data and CVHS TSI performance metrics, Students with Disabilities (Students with IEPs) met the statewide standard for PA Academic Growth (PVAAS) in Keystone Algebra I, demonstrating measurable value-added learning progress.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	2025 Academic Achievement in Keystone Algebra I (Economically Disadvantaged): According to the Future Ready PA Index profile for Conestoga Valley High School, the Economically Disadvantaged student group did not meet the statewide interim performance target for percent Proficient or Advanced on the Keystone Algebra I exam. While PVAAS growth indicators show positive student progress, overall baseline proficiency remains significantly lower than the all-student average, creating a persistent achievement gap.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Comments/Notable Observations

2025 Literature: PVAAS Academic Growth in Keystone Literature: The high school met/exceeded the standard for PA Academic Growth (PVAAS) in Literature, demonstrating significant value-added growth across diverse learner profiles.

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	2025 Economically Disadvantaged PVAAS Academic Growth in Keystone Literature: The Economically Disadvantaged student group exceeded the statewide standard for PA Academic Growth (PVAAS) in Keystone Literature. This significant value-added growth indicates that students made more than a year's worth of academic progress in literary analysis and reading comprehension.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	English PVAAS 2025 - SWDs had lowest growth score of subgroups

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

Comments/Notable Observations

2025 Academic Growth and Value-Added Progress in Mathematics (Keystone Algebra I): Conestoga Valley High School's overall mathematics data demonstrates significant value-added progress, highlighted by the school meeting or exceeding the statewide standard for PA Academic Growth (PVAAS) in Keystone Algebra I across both the all-student cohort and key historically underperforming student groups. While baseline proficiency rates remain an area of ongoing focus, PVAAS growth indicators show that students are consistently making a year or more of academic progress in secondary mathematics.

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	2025 Algebra Growth - Black Subgroup and Combined Ethnicity Subgroup were the only two groups whose growth scores declined.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Algebra PVAAS 2025 - Black subgroup had lowest growth score of all groups

English Language Growth and Attainment

Comments/Notable Observations

2025 EL Growth & Attainment: Data is concerning overall - lower than state average, did not interim target, and all subgroups (4/4) showed a drop in proficiency this year compared to last.

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	2025 EL Growth & Attainment - Economically Disadvantaged Subgroup of ELs was the highest performing group in this area.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	2025 EL Growth & Attainment: Hispanic ELs showed lowest proficiency in EL goals for language growth

Regular Attendance

Comments/Notable Observations

2025 - The high school did not meet the statewide performance standard for Regular Attendance (defined as the percentage of students attending school 90 or more of instructional days). Chronic absenteeism disproportionately impacts our designated TSI student cohorts, directly reducing instructional time and exacerbating learning loss in core Keystone subjects. (Lagging Indicator: 2023-2024 Attendance Data)

Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	96.6% Regular Attendance rate for the Asian Subgroup. This is 15% higher than the All Student Group.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	65% Regular Attendance rate for SWD subgroup. This is 16.7% lower than the all student group.

Career Standards Benchmark

Comments/Notable Observations

94.2% of students met the Career Standards Benchmark. This is higher than the state average; however, it is a decrease from the previous school year.

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	2025 - 100% of students in the Black subgroup met the career standards benchmark.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	2025 - Two or More Races Subgroup - lowest subgroup meeting the benchmark at 84%

High School Graduation Rate Four-Year Cohort

Comments/Notable Observations

2025: 92% graduation rate from 2023-2024 (lagging indicator) - 4% higher than the state average and already met the state's goal of 92% for 2033

Strengths

ESSA Student Subgroups	Indicator
White	96.9% graduation rate for the White subgroup
African-American/Black	93.8% graduation rate for the Black subgroup

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	77.6% Graduation Rate - 15% lower than the All student group

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

2025 Literature: PVAAS Academic Growth in Keystone Literature: The high school met/exceeded the standard for PA Academic Growth (PVAAS) in Literature, demonstrating significant value-added growth across diverse learner profiles.
According to the Future Ready PA Index and CVHS schoolwide performance data, Students with Disabilities (Students with IEPs) demonstrated significant PVAAS Academic Growth in Keystone Literature, meeting state growth expectations. While achievement gaps in overall proficiency persist, value-added growth for this subgroup reflects positive instructional impact.
2025 - Academic Growth in Keystone Algebra I (Students with IEPs): According to Future Ready PA Index data and CVHS TSI performance metrics, Students with Disabilities (Students with IEPs) met the statewide standard for PA Academic Growth (PVAAS) in Keystone Algebra I, demonstrating measurable value-added learning progress.
2025 Academic Growth and Value-Added Progress in Mathematics (Keystone Algebra I): Conestoga Valley High School's overall mathematics data demonstrates significant value-added progress, highlighted by the school meeting or exceeding the statewide standard for PA Academic Growth (PVAAS) in Keystone Algebra I across both the all-student cohort and key historically underperforming student groups. While baseline proficiency rates remain an area of ongoing focus, PVAAS growth

indicators show that students are consistently making a year or more of academic progress in secondary mathematics.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Academic Achievement in Keystone Exams (Students with IEPs): Conestoga Valley High School's Students with Disabilities (Students with IEPs) subgroup significantly lags behind statewide performance goals and overall school proficiency averages in Keystone Algebra I and Keystone Literature. Scores for students receiving special education services indicate that a substantial majority do not yet meet proficient performance thresholds.

Academic Achievement in Keystone Literature (English Learners): The English Learners (EL) subgroup did not meet the statewide interim performance target in Keystone Literature, showing a persistent proficiency gap compared to the overall student body.

2025 Academic Achievement in Keystone Algebra I (Economically Disadvantaged): According to the Future Ready PA Index profile for Conestoga Valley High School, the Economically Disadvantaged student group did not meet the statewide interim performance target for percent Proficient or Advanced on the Keystone Algebra I exam. While PVAAS growth indicators show positive student progress, overall baseline proficiency remains significantly lower than the all-student average, creating a persistent achievement gap.

English PVAAS 2025 - SWDs had lowest growth score of subgroups

Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA CDT Data (2025-2026) - Students scoring in the "on grade level" category increased by 2% across the year.	Semester 1 and Semester 2 courses can make this difficult to track and analyze.

English Language Arts Summary

Strengths

CVHS has a highly experienced and veteran teaching staff with graduate degrees.

Challenges

Cross-Programming - Special education roles within the regular education setting
Alignment of instructional practices
Improving data culture/literacy with data

Mathematics

Data	Comments/Notable Observations
2025-2026 Algebra CDT - 83% of students in spring CDT cohort at the "approaching" or "exceeding" performance level.	Math curriculum revisions highlighted increased opportunities for formative assessment and use of data to inform instruction.

Mathematics Summary

Strengths

Curriculum recently redesigned to ensure consistent Tier 1 instruction
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Challenges

Strengthening intervention practices for students not passing Algebra and Keystone exam

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Biology CDT - 1st year implementing the assessment	First year of Biology STEELS Standards implementation

Science, Technology, and Engineering Education Summary

Strengths

Recent curriculum revisions to align to PA STEELS Standards has resulted in changes to instruction and assessment. Implementation of Illinois Storylines resource as a co-curricular resource to use alongside the PA STEEL Standards.
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Challenges

Continuing to unpack the STEELS Standards and ensure instruction aligns to practices outlined in the new standards with limited background and experience with test-type questions and samples.

Related Academics

Summary

Strengths

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

Students with IEPs - Career Readiness on par with all student group
"All students belong" mentality of staff and students

Challenges

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

Opportunity: K-12 Curriculum update in core subject based on Profile of a CV Learner
Opportunity: Multi-Tiered Systems of Support (MTSS) - Updating the systems of support at all 3 tiers

Equity Considerations

Summary

Strengths

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

2025 - Academic Growth in Keystone Algebra I (Students with IEPs): According to Future Ready PA Index data and CVHS TSI performance metrics, Students with Disabilities (Students with IEPs) met the statewide standard for PA Academic Growth (PVAAS) in Keystone Algebra I, demonstrating measurable value-added learning progress.

2025 Economically Disadvantaged PVAAS Academic Growth in Keystone Literature: The Economically Disadvantaged student group exceeded the statewide standard for PA Academic Growth (PVAAS) in Keystone Literature. This significant value-added growth indicates that students made more than a year's worth of academic progress in literary analysis and reading comprehension.
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2025 96.6% Regular Attendance rate for the Asian Subgroup. This is 15% higher than the All Student Group.

Challenges

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

Academic Achievement in Keystone Exams (Students with IEPs): Conestoga Valley High School's Students with Disabilities (Students with IEPs) subgroup significantly lags behind statewide performance goals and overall school proficiency averages in Keystone Algebra I and Keystone Literature. Scores for students receiving special education services indicate that a substantial majority do not yet meet proficient performance thresholds.
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65% Regular Attendance rate for SWD subgroup. This is 16.7% lower than the all student group.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

Professional Learning has been aligned to the district's comprehensive plan in recent years
Operations function effectively at the building
Initial development of MTSS systems during the 2025-2026 school year

Challenges

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

Practice 1: Align curriculum, assessments, and instruction to the PA Academic Standards.
Practice 2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Practice 5: Provide frequent, timely, and systematic feedback and support on instructional practices
Practice 9: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
2025 Literature: PVAAS Academic Growth in Keystone Literature: The high school met/exceeded the standard for PA Academic Growth (PVAAS) in Literature, demonstrating significant value-added growth across diverse learner profiles.	√
According to the Future Ready PA Index and CVHS schoolwide performance data, Students with Disabilities (Students with IEPs) demonstrated significant PVAAS Academic Growth in Keystone Literature, meeting state growth expectations. While achievement gaps in overall proficiency persist, value-added growth for this subgroup reflects positive instructional impact.	√
2025 - Academic Growth in Keystone Algebra I (Students with IEPs): According to Future Ready PA Index data and CVHS TSI performance metrics, Students with Disabilities (Students with IEPs) met the statewide standard for PA Academic Growth (PVAAS) in Keystone Algebra I, demonstrating measurable value-added learning progress.	√
2025 Academic Growth and Value-Added Progress in Mathematics (Keystone Algebra I): Conestoga Valley High School's overall mathematics data demonstrates significant value-added progress, highlighted by the school meeting or exceeding the statewide standard for PA Academic Growth (PVAAS) in Keystone Algebra I across both the all-student cohort and key historically underperforming student groups. While baseline proficiency rates remain an area of ongoing focus, PVAAS growth indicators show that students are consistently making a year or more of academic progress in secondary mathematics.	√
2025 Literature: PVAAS Academic Growth in Keystone Literature: The high school met/exceeded the standard for PA Academic Growth (PVAAS) in Literature, demonstrating significant value-added growth across diverse learner profiles.	
2025 Economically Disadvantaged PVAAS Academic Growth in Keystone Literature: The Economically Disadvantaged student group exceeded the statewide standard for PA Academic Growth (PVAAS) in Keystone Literature. This significant value-added growth indicates that students made more than a year's worth of academic progress in literary analysis and reading comprehension.	√
2025 Academic Growth and Value-Added Progress in Mathematics (Keystone Algebra I): Conestoga Valley High School's overall mathematics data demonstrates significant value-added progress, highlighted by the school meeting or exceeding the statewide standard for PA Academic Growth (PVAAS) in Keystone Algebra I across both the all-student cohort and key historically underperforming student groups. While baseline proficiency rates remain an area of ongoing focus, PVAAS growth indicators show that students are consistently making a year or more of academic progress in secondary mathematics.	

2025 Algebra Keystone - Did not meet the interim target in math, but exceeded the statewide average by 9%	
96.6% Regular Attendance rate for the Asian Subgroup. This is 15% higher than the All Student Group.	
2025 - 100% of students in the Black subgroup met the career standards benchmark.	
CVHS has a highly experienced and veteran teaching staff with graduate degrees.	
Curriculum recently redesigned to ensure consistent Tier 1 instruction	
Recent curriculum revisions to align to PA STEELS Standards has resulted in changes to instruction and assessment. Implementation of Illinois Storylines resource as a co-curricular resource to use alongside the PA STEEL Standards.	√
Students with IEPs - Career Readiness on par with all student group	
"All students belong" mentality of staff and students	
2025 - Academic Growth in Keystone Algebra I (Students with IEPs): According to Future Ready PA Index data and CVHS TSI performance metrics, Students with Disabilities (Students with IEPs) met the statewide standard for PA Academic Growth (PVAAS) in Keystone Algebra I, demonstrating measurable value-added learning progress.	√
2025 Economically Disadvantaged PVAAS Academic Growth in Keystone Literature: The Economically Disadvantaged student group exceeded the statewide standard for PA Academic Growth (PVAAS) in Keystone Literature. This significant value-added growth indicates that students made more than a year's worth of academic progress in literary analysis and reading comprehension.	
2025 96.6% Regular Attendance rate for the Asian Subgroup. This is 15% higher than the All Student Group.	
Professional Learning has been aligned to the district's comprehensive plan in recent years	
Operations function effectively at the building	
Initial development of MTSS systems during the 2025-2026 school year	

Challenges

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

Strength	Check for Consideration in Plan
Academic Achievement in Keystone Exams (Students with IEPs): Conestoga Valley High School's Students with Disabilities (Students with IEPs) subgroup significantly lags behind statewide performance goals and overall school proficiency averages in Keystone Algebra I and Keystone Literature. Scores for students receiving special education services indicate that a substantial majority do not yet meet proficient performance thresholds.	√
Academic Achievement in Keystone Literature (English Learners): The English Learners (EL) subgroup did not meet the statewide interim performance target in	

Keystone Literature, showing a persistent proficiency gap compared to the overall student body.	
2025 Academic Achievement in Keystone Algebra I (Economically Disadvantaged): According to the Future Ready PA Index profile for Conestoga Valley High School, the Economically Disadvantaged student group did not meet the statewide interim performance target for percent Proficient or Advanced on the Keystone Algebra I exam. While PVAAS growth indicators show positive student progress, overall baseline proficiency remains significantly lower than the all-student average, creating a persistent achievement gap.	
English PVAAS 2025 - SWDs had lowest growth score of subgroups	
2025 EL Growth & Attainment: Data is concerning overall - lower than state average, did not interim target, and all subgroups (4/4) showed a drop in proficiency this year compared to last.	√
2025 EL Growth & Attainment: Hispanic ELs showed lowest proficiency in EL goals for language growth	
2025 - The high school did not meet the statewide performance standard for Regular Attendance (defined as the percentage of students attending school 90 or more of instructional days). Chronic absenteeism disproportionately impacts our designated TSI student cohorts, directly reducing instructional time and exacerbating learning loss in core Keystone subjects. (Lagging Indicator: 2023-2024 Attendance Data)	√
65% Regular Attendance rate for SWD subgroup. This is 16.7% lower than the all student group.	√
94.2% of students met the Career Standards Benchmark. This is higher than the state average; however, it is a decrease from the previous school year.	
77.6% Graduation Rate - 15% lower than the All student group	√
Cross-Programming - Special education roles within the regular education setting	
Alignment of instructional practices	
Improving data culture/literacy with data	
Strengthening intervention practices for students not passing Algebra and Keystone exam	
Continuing to unpack the STEELS Standards and ensure instruction aligns to practices outlined in the new standards with limited background and experience with test-type questions and samples.	
Opportunity: K-12 Curriculum update in core subject based on Profile of a CV Learner	
Opportunity: Multi-Tiered Systems of Support (MTSS) - Updating the systems of support at all 3 tiers	
Academic Achievement in Keystone Exams (Students with IEPs): Conestoga Valley High School's Students with Disabilities (Students with IEPs) subgroup significantly lags behind statewide performance goals and overall school proficiency averages in Keystone Algebra I and Keystone Literature. Scores for students receiving special education services indicate that a substantial majority do not yet meet proficient performance thresholds.	
65% Regular Attendance rate for SWD subgroup. This is 16.7% lower than the all student group.	

Practice 1: Align curriculum, assessments, and instruction to the PA Academic Standards.	
Practice 2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	
Practice 5: Provide frequent, timely, and systematic feedback and support on instructional practices	
Practice 9: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Academic Achievement in Keystone Exams (Students with IEPs): Conestoga Valley High School's Students with Disabilities (Students with IEPs) subgroup significantly lags behind statewide performance goals and overall school proficiency averages in Keystone Algebra I and Keystone Literature. Scores for students receiving special education services indicate that a substantial majority do not yet meet proficient performance thresholds.	Achievement of Students with Disabilities remains a year 2 focus of the TSI Plan	√
2025 EL Growth & Attainment: Data is concerning overall - lower than state average, did not interim target, and all subgroups (4/4) showed a drop in proficiency this year compared to last.		√
2025 - The high school did not meet the statewide performance standard for Regular Attendance (defined as the percentage of students attending school 90 or more of instructional days). Chronic absenteeism disproportionately impacts our designated TSI student cohorts, directly reducing instructional time and exacerbating learning loss in core Keystone subjects. (Lagging Indicator: 2023-2024 Attendance Data)	Attendance for Students with Disabilities remains a year 2 focus of the TSI Plan	√
65% Regular Attendance rate for SWD subgroup. This is 16.7% lower than the all student group.		
77.6% Graduation Rate - 15% lower than the All student group	Graduation Rate for Students with Disabilities remains a year 2 focus of the TSI Plan	√

Analyzing Strengths

Analyzing Strengths	Discussion Points
2025 Literature: PVAAS Academic Growth in Keystone Literature: The high school met/exceeded the standard for PA Academic Growth (PVAAS) in Literature, demonstrating significant value-added growth across diverse learner profiles.	Curriculum redesign of core courses in 2023

According to the Future Ready PA Index and CVHS schoolwide performance data, Students with Disabilities (Students with IEPs) demonstrated significant PVAAS Academic Growth in Keystone Literature, meeting state growth expectations. While achievement gaps in overall proficiency persist, value-added growth for this subgroup reflects positive instructional impact.	
2025 - Academic Growth in Keystone Algebra I (Students with IEPs): According to Future Ready PA Index data and CVHS TSI performance metrics, Students with Disabilities (Students with IEPs) met the statewide standard for PA Academic Growth (PVAAS) in Keystone Algebra I, demonstrating measurable value-added learning progress.	Continued implementation of redesigned curriculum and assessment opportunities
2025 Academic Growth and Value-Added Progress in Mathematics (Keystone Algebra I): Conestoga Valley High School's overall mathematics data demonstrates significant value-added progress, highlighted by the school meeting or exceeding the statewide standard for PA Academic Growth (PVAAS) in Keystone Algebra I across both the all-student cohort and key historically underperforming student groups. While baseline proficiency rates remain an area of ongoing focus, PVAAS growth indicators show that students are consistently making a year or more of academic progress in secondary mathematics.	
2025 Economically Disadvantaged PVAAS Academic Growth in Keystone Literature: The Economically Disadvantaged student group exceeded the statewide standard for PA Academic Growth (PVAAS) in Keystone Literature. This significant value-added growth indicates that students made more than a year's worth of academic progress in literary analysis and reading comprehension.	
Recent curriculum revisions to align to PA STEELS Standards has resulted in changes to instruction and assessment. Implementation of Illinois Storylines resource as a co-curricular resource to use alongside the PA STEEL Standards.	Science department has invested significant time and learning into redesigning curriculum and assessment to align to STEELS expectations
2025 - Academic Growth in Keystone Algebra I (Students with IEPs): According to Future Ready PA Index data and CVHS TSI performance metrics, Students with Disabilities (Students with IEPs) met the statewide standard for PA Academic Growth (PVAAS) in Keystone Algebra I, demonstrating measurable value-added learning progress.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	EP 1: Align curriculum, assessments, and instruction to the PA Academic Standards.

	EP 5: Provide timely, frequent, and systematic feedback to improve instructional practices.
	EP 9: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.
	EP 2: Implement systematic and collaborative planning processes to ensure instruction is coordinated, standards-aligned, and evidence-based.

Goal Setting

Priority: EP 1: Align curriculum, assessments, and instruction to the PA Academic Standards.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
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.			
Measurable Goal Nickname (35 Character Max)			
Algebra & Literature Keystone			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
CDT Proficiency - Administer baseline assessment.	CDT Proficiency - Increase the percentage of students reaching proficiency by a minimum of 5%.	CDT Proficiency - Increase the percentage of students reaching proficiency by an additional 5-10%.	Students with IEPs will increase their achievement on the Algebra and Literature Keystone by 5.83% a year, over the next three years. (Baseline of 62% in 2025 for Literature and 24% in 2025 for Algebra)

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
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. SY26-27 Goal for the purposes of the TSI Plan: Students with IEPs will "meet" the growth standard in Algebra and Literature this school year.			
Measurable Goal Nickname (35 Character Max)			
Growth - Algebra & Literature Keystone			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
CDT Growth - Collect baseline student data from Algebra and Literature CDT assessment	CDT Growth - Monitor the percentage of students who demonstrate "significant growth" from baseline assessment.	CDT Midyear Administration - CDT Growth - Increase the number of students who demonstrate "significant growth" from initial CDT administration.	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.

Priority: EP 5: Provide timely, frequent, and systematic feedback to improve instructional practices.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
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.			
Measurable Goal Nickname (35 Character Max)			
Academic Achievement Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
CDT Proficiency - Administer baseline assessment.	CDT Proficiency - Increase the percentage of students reaching proficiency by a minimum of 5%.	CDT Proficiency - Increase the percentage of students reaching proficiency by an additional 5-10%.	Students with IEPs will increase their achievement on the Algebra and Literature Keystone by 5.83% a year, over the next three years. (Baseline of 62% in 2025 for Literature and 24% in 2025 for Algebra)

Priority: EP 9: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.

Outcome Category			
Essential Practices 2: Empower Leadership			
Measurable Goal Statement (Smart Goal)			
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.			
Measurable Goal Nickname (35 Character Max)			
Graduation Rate Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline goals for students with IEPs who are in their final 1-2 years of education with CV in need of Tier 2 or 3 support for graduation requirements.	Monitor/provide support to 50% of the students on the Tier 2/3 caseload, ensuring their course credits are complete, grades are on track, and attendance is in line with graduation requirements.	Monitor/provide support to all students on the Tier 2/3 graduation caseload.	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 (2025-78%)

Priority: EP 2: Implement systematic and collaborative planning processes to ensure instruction is coordinated, standards-aligned, and evidence-based.

Outcome Category			
Essential Practices 2: Empower Leadership			
Measurable Goal Statement (Smart Goal)			
Attendance Goal: Conestoga Valley High School will increase the regular attendance rate for students with IEPs by 2.0% per year over the next three years.			
Measurable Goal Nickname (35 Character Max)			
Attendance - Students with Disabilities			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Maintain attendance rate for Students with IEPs in 1st Quarter to 90% or higher.	Maintain attendance rate for Students with IEPs in 2nd Quarter to 85% or higher.	Maintain attendance rate for Students with IEPs in 1st Quarter to 82% or higher.	Year 1: Increase overall regular attendance rate for students with IEPs to 73%.

Action Plan

Measurable Goals

Algebra & Literature Keystone	Growth - Algebra & Literature Keystone
Academic Achievement Goal	Graduation Rate Goal
Attendance - Students with Disabilities	

Action Plan For: Practice 1: Align curriculum, assessments, and instruction to the PA Academic Standards.

Measurable Goals:
- 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. SY26-27 Goal for the purposes of the TSI Plan: Students with IEPs will "meet" the growth standard in Algebra and Literature this school year. - 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.

Action Step	Anticipated Start Date	Anticipated Completion Date
Conduct a comprehensive rewrite of the curriculum to ensure alignment with PA Standards.	2025-08-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
High School Principal Director of Curriculum & Instruction	EduPlanet 21 Department Meetings District Curriculum Resources	No

Action Step	Anticipated Start Date	Anticipated Completion Date
Provide professional development (PD) to support effective implementation of the revised curriculum.	2025-08-18	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
High School Principal Director of Curriculum & Instruction	UbD Resources - District Curriculum EduPlanet 21	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Full redesign and implementation of Standards-Based Curriculum for core subjects	TSI Monitoring Team (Principal, Director of Special Education, Director of Curriculum, MTSS Coordinator, PPS Consultants, Assistant Principals) Quarterly Meetings Method: TSI Plan Tracking Tool

Action Plan For: Practice 2: Implement systematic and collaborative planning processes to ensure instruction is coordinated, standards-aligned, and evidence-based.

Measurable Goals:
- 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. SY26-27 Goal for the purposes of the TSI Plan: Students with IEPs will "meet" the growth standard in Algebra and Literature this school year. - 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.

Action Step		Anticipated Start Date	Anticipated Completion Date
Deliver PD focused on differentiation and scaffolding to meet diverse student needs.		2025-08-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Coordinator Director of Academic Supports	CV Instructional Model PD Time & Schedule	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Fully implement co-teaching model in Keystone exam courses. Monitor for effective implementation through analysis of student achievement and growth.		2025-08-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
HS Admin Team Director of Special Education	CV Instructional Model Co-Teaching strategies training from 2025-2026 school year	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers engaged in the support of students with IEPs will develop their toolkit for effective strategies to support students.	TSI Monitoring Team (Principal, Director of Special Education, Director of Curriculum, MTSS Coordinator, PPS Consultants, Assistant Principals) Quarterly Meetings Method: TSI Plan Tracking Tool

Action Plan For: Practice 5: Provide timely, frequent, and systematic feedback to improve instructional practices.

Measurable Goals:
- 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. SY26-27 Goal for the purposes of the TSI Plan: Students with IEPs will "meet" the growth standard in Algebra and Literature this school year. - 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.

Action Step		Anticipated Start Date	Anticipated Completion Date
Strengthen data literacy among educators in Keystone Exam subject areas.		2025-08-01	2027-05-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
High School Principal MTSS Coordinator Director of Academic Supports	CDT Results Data protocols Time scheduled for collaborative practices discussions	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Use assessment data intentionally to guide instructional decision-making.		2025-08-01	2027-05-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
High School Principal MTSS Coordinator	CDT Results Data protocols Time scheduled for collaborative practices discussions	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Engage students in regular data conversations using CDT and classroom assessment results to support ownership of learning.		2025-08-01	2027-05-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Coordinator	CDT Results	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Students and staff increase their data literacy.	TSI Monitoring Team (Principal, Director of Special Education, Director of Curriculum, MTSS Coordinator, PPS Consultants, Assistant Principals) Quarterly Meetings Method: TSI Plan Tracking Tool
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Action Plan For: Practice 9: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Measurable Goals:	
- 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 the regular attendance rate for students with IEPs by 2.0% per year over the next three years.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Redesign the master schedule to ensure students with IEPs have access to grade-level standards and instruction		2025-08-01	2027-05-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
High School Principal High School Assistant Principal	PowerSchool resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilize teacher-specific PVAAS data to inform and optimize teaching assignments.		2025-08-01	2027-05-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
High School Principal	PVAAS Reports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilize our MTSS Advanced Tier team to identify students with IEPs who have attendance barriers and provide attendance intervention protocols.		2025-08-01	2027-05-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pupil Personnel Services Consultants MTSS Coordinator Director of Academic Supports	PowerSchool Attendance Reports Tier 2 Attendance Interventions	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students with IEPs will have the support they need to be successful in core classes.	TSI Monitoring Team (Principal, Director of Special Education, Director of Curriculum, MTSS Coordinator, PPS Consultants, Assistant Principals) Quarterly Meetings Method: TSI Plan Tracking Tool

Expenditure Tables

School Improvement Set Aside Grant

√ School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

√ School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
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.

Curriculum Development & Implementation

Action Step		
Deliver PD focused on differentiation and scaffolding to meet diverse student needs.		
Audience		
Teachers in Keystone-tested courses		
Topics to be Included		
Understanding by Design Curriculum updates and revisions Stage 2 Assessment Strategies aligned to Keystone		
Evidence of Learning		
Tier 1 Learning Walks - MTSS Academic		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum & Instruction High School Principal	2025-08-01	2027-05-27

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date