



Conestoga Valley High School 2026-2027 Schoolwide Plan Summary *Targeted Support and Improvement (TSI)*

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.

Why We Have a Schoolwide Plan

Each year, Conestoga Valley High School evaluates student performance data to celebrate successes and address key growth areas. The 2026–2027 Targeted Support and Improvement (TSI) Schoolwide Plan focuses on accelerating academic growth, boosting Keystone proficiency, improving regular attendance, and raising graduation rates—specifically targeting enhanced support for Students with Disabilities (Students with IEPs).

This plan was created by a team of teachers, administrators, parents, students, and community members.

Key Strengths

- **Keystone Academic Growth:** Students with IEPs met the statewide PA Academic Growth (PVAAS) standards in both Keystone Literature and Keystone Algebra I.
 - **Subgroup Progress:** Economically Disadvantaged students exceeded the statewide PVAAS academic growth standard in Keystone Literature.
 - **Career Readiness:** Students with IEPs and students in the Black/African-American subgroup met career standards benchmarks at high rates on par with or exceeding state benchmarks.
 - **Curriculum Alignment:** Active implementation of revised science curricula aligned to PA STEELS Standards, supported by co-curricular resources such as Illinois Storylines.
 - **Experienced Staff & Systems:** CVHS maintains a highly experienced, veteran teaching staff and an established framework of professional learning aligned with district strategic priorities.
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Areas for Improvement

- Keystone Achievement Gaps: Proficiency rates for Students with Disabilities on the Keystone Algebra I and Keystone Literature exams significantly lag behind statewide performance goals and overall school averages.
 - English Learner Progress: Growth and attainment indicators for English Learners dropped across all subgroups in recent performance data.
 - Regular Attendance: The regular attendance rate for Students with Disabilities is 65%, which is 16.7% lower than the overall school average.
 - Graduation Rate: The graduation rate for Students with Disabilities stands at 77.6%, compared to 92% for the overall high school cohort.
 - Systemic Practice Priorities: Needs exist to align curriculum and assessments to standards (EP 1), strengthen collaborative planning (EP 2), increase instructional feedback (EP 5), and optimize resource allocations (EP 9).
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Our Goals for 2026-2027

Focus Area	Goal	How We'll Measure Progress
Academic Achievement	Increase proficiency for students with IEPs on the Algebra and Literature Keystone Exams by 5.83% each year.	State Keystone Exam results, Classroom Diagnostic Tools (CDT) assessments
Academic Growth	Students with IEPs will move from below growth standards to meeting growth expectations in Algebra and Literature.	PVAAS growth data
Attendance	Improve the attendance rate for students with IEPs by 2.0% per year.	Attendance reports
Graduation	Increase the graduation rate for students with IEPs by 1.0% per year.	4- and 5-year cohort data
Instructional Quality	Strengthen teacher collaboration, feedback, and curriculum alignment to PA Standards.	Learning walks, teacher feedback, PD participation

Our Action Steps

1. Update and Align Curriculum (Essential Practice 1)

- Conduct a comprehensive rewrite of core course curricula in EduPlanet 21 to align with PA Academic Standards.
- Deliver targeted professional development on Understanding by Design (UbD) curriculum frameworks and assessment design.

2. Support Inclusive Teaching and Collaborative Planning (Essential Practice 2)

- Provide professional development on differentiation, scaffolding, and inclusive instructional strategies for teachers in Keystone courses.
- Fully implement and monitor co-teaching models in Keystone exam courses to support diverse learner needs.

3. Improve Data Literacy and Feedback (Essential Practice 5)

- Strengthen data literacy among educators using CDT and Keystone performance protocols.
- Use assessment data intentionally during collaborative planning time to adjust daily instruction.
- Engage students in regular data conversations using CDT results to foster ownership of learning goals.

4. Mobilize Resources for Attendance and Graduation (Essential Practice 9)

- Redesign the master schedule in PowerSchool to ensure students with IEPs have uninterrupted access to grade-level standards.
 - Utilize teacher-specific PVAAS growth data to optimize course assignments.
 - Deploy the MTSS Advanced Tier team to identify attendance barriers for students with IEPs and provide Tier 2/3 intervention protocols.
 - Monitor course credit completion and attendance for Tier 2/3 graduation caseloads.
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What Families Can Do

- Stay Involved: Participate in school events, IEP meetings, and parent discussions to stay informed.
 - Encourage Attendance: Establish daily routines to support consistent attendance and contact the school when challenges arise.
 - Discuss Goals: Ask your student about their learning targets, CDT progress, and personal academic goals.
 - Partner with Educators: Work collaboratively with teachers, counselors, and support teams to reinforce learning at home.
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How We'll Monitor Progress

The TSI Monitoring Team—comprising the High School Principal, Assistant Principals, Director of Special Education, Director of Curriculum, MTSS Coordinator, and Pupil Personnel Services Consultants—will meet quarterly using the TSI Plan Tracking Tool to review assessment data, monitor action steps, and adjust supports as needed.
