

**PEQUEA VALLEY SD**

166 S New Holland Rd

Comprehensive Plan | 2022 - 2025

---

**MISSION STATEMENT**

The Pequea Valley School District will create an environment that inspires each learner to excel.

**VISION STATEMENT**

Pequea Valley School District - Where Each Learner Counts!

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

The Pequea Valley School District's main purpose is to create an environment and opportunities for each learner to be prepared to receive their post-secondary "First Choice". The learners are expected to be involved from the beginning to the end playing an active role in being engaged in the process. Each learner is expected to demonstrate this engagement by having diligent attendance, participate in a variety of instructional activities that meet their individual learning level, utilize their issued Apple device to demonstrate a high level of efficacy with technology targeting the "redefinition" level of the SAMR ladder rubric used by the district to gauge technology implementation, provide a high level of effort on any assessments provided to track their learning progression and their path to their "First Choice", be a positive influence on the school culture with all their colleagues, learning facilitators, administration, and support staff, participate in extracurricular activities, create and actively influence their "First Choice" career plan, participate in multiple work-based learning activities sponsored by the school, communicate and collaborate with their "First Choice" plan advisor, and make every attempt to build their efficacy in the PV Braves Habits of Success, which include, being a good Problem Solver, being a Visionary, being Brave, being Resilient, being adaptable, using their Voice, having Empathy, and demonstrating Solidarity.

### **STAFF**

The Pequea Valley School District staff will: 1. Create a positive relationship with each PV learner, colleague and staff member 2. Create an environment that gives each learner the opportunity to have a level of autonomy, obtain mastery, and have a purpose aligned with their "First Choice." 3. Be a part of creating flexible learning environments 4. Engage in collaboration with all stakeholders 5. Understand each learner's zone of proximal development level and target it in order to focus on growth 6. Actively engage in all diversity growth activities 7. Be fully invested in their specific role in creating a positive culture that all members feel heard and valued

### **ADMINISTRATION**

The Pequea Valley School District administration will commit to engaging in the PV Braves shared vision and mission. This engagement will look like: 1. Create an environment that supports all stakeholders building their level of efficacy 2. Foster the growth within the district

distributed leadership belief and framework 3. Provide a scheduling and staffing framework that allows for learners to access opportunities to progress towards being prepared for their post-secondary "First Choice" 4. Monitoring, evaluating, and revising the framework with all stakeholders involvement 5. Demonstrating a high level of expectations for all stakeholders 6. Demonstrating a growth mindset 7. Communicating in an A to B stakeholder fashion 8. Being fiscally responsible when providing learners and staff with learning opportunities 9. Being truthful demonstrating a high level of integrity and transparency

## **PARENTS**

The Pequea Valley School District family representatives will be an integral component in creating, monitoring, and revising the PV Braves mission and vision and therefore being actively engaged throughout their time not just while they have learners in the district but also acting as a community member/alum in maintaining a positive community that supports learners on their journey towards their post-secondary "First Choice". Family's should: 1. Feel like a valued contributor 2. Communicate consistently with the school district supporting their learner 3. Ensure their learner is engaged in their learning and is in attendance on a daily basis 4. Participate in school culture activities 5. Be a contributor in promoting PV Brave pride 6. Model the PV Braves Habits of Success for your PV learner

## **COMMUNITY**

The Pequea Valley community will be an active imperative roll in supporting the growth of activities and resources that provide opportunities for the learners to achieve their post-secondary "First Choice". This will look like: 1. Being supportive positive role models for the PV learners 2. Communicating with the school ways that the graduated learner can best be prepared to be a contributing citizen both locally and globally as the district continues to vet and revise the curricular opportunities for the learners 3. Provide work-based learning opportunities for the learners as applicable and appropriate

## STEERING COMMITTEE

Name	Position	Building/Group
Steve Temple	Board Member	Pequea Valley SD
Richard Eby	Administrator	Assistant Superintendent PVSD
Erik Orndorff	Administrator	Superintendent PVSD
Ashley Rednak	Administrator	Director of Technology PVSD
Cathy Koenig	Administrator	Director of Pupil Services PVSD
John Trovato	Administrator	High School Principal
Christy Collins	Administrator	Middle School Assistant Principal
Rick Esche	Administrator	Paradise Elementary Principal
Sheri McGowan	Administrator	Salisbury Elementary Principal
Kate Stoltzfus	Staff Member	Math Chair
Tara Reed	Staff Member	ELA Chair
Amy Shay	Staff Member	Science Chair
Teresa Laudo	Staff Member	Social Studies Chair

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Ryan Donnelly	Staff Member	Instructional Tech Coach
Doug Masser	Staff Member	Career Readiness/Ag Chair/Union President
Jared Erb	Staff Member	Pequea Valley Virtual and Internship Coordinator
Pam Goshert	Staff Member	Elementary MTSS Chair
Jennifer Gilman	Staff Member	Special Education Consultant
Jodi Houck	Administrator	Assistant to the Principal Paradise El.
Melanie Black	Staff Member	K-2 Grade Band Leader Salisbury
Jody Bradley	Staff Member	5-6 Grade Band Leader Paradise
Jill Moore	Staff Member	3-4 Grade Band Leader Paradise
Cortney Bushnell	Staff Member	K-2 Grade Band Leader Paradise
Nate Bushnell	Staff Member	3-4 Grade Band Leader Salisbury
Kayley Gates	Staff Member	5-6 Grade Band Leader Salisbury
Angela DeBalko	Staff Member	Special Eduction
Megan Eckenrode	Parent	Salisbury Parent
Jeanette Meck	Staff Member	PV MTSS Interventionist

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Lisa Eckert	Staff Member	Director of PV Early Learning
Kaitlyn Healy	Parent	Salisbury Parent
Dan Sauder	Parent	Paradise Parent
Megan Beiler	Community Member	High/PVIS School Parent
Adam Nagle	Parent	Factory Advocate Services
Deanne Morales	Community Member	ELD Teacher
Mike Sensenig	Staff Member	PV Business Chamber President
Amanda Ratjavong	Community Member	High School Parent
Ebeth Hoover	Community Member	The Factory Social Services/Secondary
Ruby Byler	Student	High School
Micah Lehman	Community Member	The Factory Social Services/Secondary
Shira Zimmerman	Community Member	The Factory Social Services Elementary

## ESTABLISHED PRIORITIES

### Priority Statement

### Outcome Category

Professional development focused on the science of reading will increase the understanding of the importance of the key instructional components they are being asked to implement with CKLA.

Essential Practices 1: Focus on Continuous Improvement of Instruction

Provide professional development for teachers and support staff to increase the effectiveness of the supports within the MTSS tiers.

Essential Practices 4: Implement Data-Driven Human Capital Strategies

Pedagogy shifts required by the new PDE science standards.

Essential Practices 1: Focus on Continuous Improvement of Instruction

Professional development that includes all stakeholders that support learners.

Social emotional learning

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Vertical Alignment of ELA and math instruction and assessment within the vertical learning progressions.

### Measurable Goals

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

MTSS Triangle Correction    Reduce the number of learners that receive MTSS tier III interventions from 44% as the current baseline to 15%.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Create the vertical steering committees and initiate vertical crosswalk conversations.	2022-04-18 - 2022-08-15	Rich Eby - Assistant Superintendent MTSS Chair -	Copy of PA Core standards crosswalk documents.
Monthly grade level meetings to receive qualitative and quantitative proficiency data.	2022-08-23 - 2023-06-02	Rick Esche and Sheri McGowan Building level principals	Google doc logging data
Quarterly steering committee collaboration to monitor crosswalk success and identify continued challenges that need to be addressed.	2022-09-23 - 2023-06-02	Rich Eby - Assistant Superintendent MTSS Chair -	PDE crosswalk document Content specific chair expertise support

**Anticipated Outcome**

Proficiency of PA Core standards for ELA and math on unit assessments

**Monitoring/Evaluation**

CKLA and Eureka Squared unit assessments



## Evidence-based Strategy

Science of Reading Pedagogy Implementation

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Science of Reading Literacy

All literacy educators will demonstrate the ability to implement the pedagogical strategies embedded in the science of reading philosophy.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continued Professional Development on Science of Reading Knowledge and Skills Pedagogy	2022-09-23 - 2023-06-02	Rich Eby - Assistant Superintendent MTSS Chair -	IU13 Training and Coaching
Survey and Walkthrough implementation - 1 A and 1 D of the Educator Effectiveness Framework	2022-08-29 - 2023-06-02	Rick Esche and Sheri McGowan - Building level principal	Survey - Frontline observation and walkthrough tool
Family Information on the Science of Reading components	2022-09-13 - 2022-09-13	MTSS Chair	Presentation and Informative Brochure

## Anticipated Outcome

All educators will be utilizing the science of reading pedagogy in their instruction.

## Monitoring/Evaluation

## Observation and walkthrough tools

---

### Evidence-based Strategy

Reducing the number of learners in the MTSS Tier III category.

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS Triangle Correction	Reduce the number of learners that receive MTSS tier III interventions from 44% as the current baseline to 15%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional development on how to plan with and utilize the MTSS staff capital effectively.	2022-08-17 - 2022-08-17	IU 13 Professional	IU 13 staff - Title I Funds will be utilized
Initiate progress monitoring of the MTSS Tier II learners	2022-08-23 - 2023-06-02	MTSS Staff	mClass (DIBELS)

### Anticipated Outcome

Eighty-five percent of the learners will be categorized within the MTSS tier I and II framework.

### Monitoring/Evaluation

---

---

### Evidence-based Strategy

New PDE State Science Revision

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
New PDE state science standards	All teachers that are charged with either teaching a science course as a stand-a-lone or teach curriculum that embeds science in the younger grades, will receive professional learning on the key shifts required by the new standards.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
PD on the required science pedagogy shift for instruction.	2022-09-21 - 2023-06-01	IU 13 expert Lauren Beal	Curriculum Revision Funds, PDE SAS transition toolkit
Science Committee work on the new standards and proficiency evidence.	2022-09-21 - 2023-06-01	Amy Shay - Science Chair Lis Martin - Elementary Science Liaison	PDE SAS standard crosswalk and assessment exemplars to revise from.

### Anticipated Outcome

All learners will be able to demonstrate proficiency success on the revised PDE science assessment expectations.

---

## Monitoring/Evaluation

---

Monthly content meetings to monitor understanding on both the teacher and the learner.

---

---

## Evidence-based Strategy

100% of PV Learners Receive their Post Secondary First Choice

## Measurable Goals

---

Goal Nickname	Measurable Goal Statement (Smart Goal)
Science of Reading Literacy	All literacy educators will demonstrate the ability to implement the pedagogical strategies embedded in the science of reading philosophy.
New PDE state science standards	All teachers that are charged with either teaching a science course as a stand-a-lone or teach curriculum that embeds science in the younger grades, will receive professional learning on the key shifts required by the new standards.
MTSS Triangle Correction	Reduce the number of learners that receive MTSS tier III interventions from 44% as the current baseline to 15%.

---

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue to have bi-monthly First Choice team oversight meetings.	2022-08-23 - 2023-06-01	Rich Eby/Assistant Superintendent Jared Erb/First Choice Coordinator	Community based grants/Pequea Valley Education Foundation

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop a community outreach mentoring program for all of the PV 10th graders.	2022-08-23 - 2023-06-01	Heather Valudes/Lancaster Chamber	support PV Workforce Development Team/Lancaster Chamber

### Anticipated Outcome

All 10th graders will have a mentor aligned to the theme of their post-secondary first choice assisting to them being prepared to receive their post-secondary first choice.

### Monitoring/Evaluation

Monthly PV Workforce Development Team and bi-monthly PV First Choice Team meetings to monitor progress and effectiveness.

### Evidence-based Strategy

Trauma/Diversity Training

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Trauma and Diversity Professional Learning	All of the Pequea Valley teachers, support staff and administration will receive professional development for diversity and trauma informed practices.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional Development during 2022 convocation	2022-08-23 - 2022-08-23	Rich Eby/Assistant Superintendent Cathy Koenig/Director of Pupil Services	Utilize ESSER III SEL funds acquire professional trainers

**Anticipated Outcome**

All PV staff will be trained on SEL Trauma/Diversity practices.

**Monitoring/Evaluation**

Danielson Framework Domain 2 components proficiency

---

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All literacy educators will demonstrate the ability to implement the pedagogical strategies embedded in the science of reading philosophy. (Science of Reading Literacy)	Science of Reading	Continued	09/23/2022
	Pedagogy Implementation	Professional Development on Science of Reading Knowledge and Skills Pedagogy	- 06/02/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Reduce the number of learners that receive MTSS tier III interventions from 44% as the current baseline to 15%. (MTSS Triangle Correction)	Reducing the number of learners in the MTSS Tier III category.	Professional development on how to plan with and utilize the MTSS staff capital effectively.	08/17/2022 - 08/17/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All teachers that are charged with either teaching a science course as a stand-a-lone or teach curriculum that embeds science in the younger grades, will receive professional learning on the key shifts required by the new standards. (New PDE state science standards)	New PDE State Science Revision	PD on the required science pedagogy shift for instruction.	09/21/2022 - 06/01/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All of the Pequea Valley teachers, support staff and administration will receive professional development for diversity and trauma informed practices. (Trauma and Diversity Professional Learning)	Trauma/Diversity Training	Professional Development during 2022 convocation	08/23/2022 - 08/23/2022

---

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Reduce the number of learners that receive MTSS tier III interventions from 44% as the current baseline to 15%. (MTSS Triangle Correction)	Reducing the number of learners in the MTSS Tier III category.	Initiate progress monitoring of the	08/23/2022
		MTSS Tier II learners	- 06/02/2023

---

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
All literacy educators will demonstrate the ability to implement the pedagogical strategies embedded in the science of reading philosophy. (Science of Reading Literacy)	Science of Reading Pedagogy Implementation	Family Information on the Science of Reading components	09/13/2022 - 09/13/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>All literacy educators will demonstrate the ability to implement the pedagogical strategies embedded in the science of reading philosophy. (Science of Reading Literacy)</p> <p>All teachers that are charged with either teaching a science course as a stand-a-lone or teach curriculum that embeds science in the younger grades, will receive professional learning on the key shifts required by the new standards. (New PDE state science standards)</p> <p>Reduce the number of learners that receive MTSS tier III interventions from 44% as the current baseline to 15%. (MTSS Triangle Correction)</p>	<p>100% of PV Learners Receive their Post Secondary First Choice</p>	<p>Continue to have bi-monthly First Choice team oversight meetings.</p>	<p>08/23/2022 - 06/01/2023</p>

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>All literacy educators will demonstrate the ability to implement the pedagogical strategies embedded in the science of reading philosophy. (Science of Reading Literacy)</p> <p>All teachers that are charged with either teaching a science course as a stand-a-lone or teach curriculum that embeds science in the younger grades, will receive professional learning on the key shifts required by the new standards. (New PDE state science standards)</p> <p>Reduce the number of learners that receive MTSS tier III interventions from 44% as the current baseline to 15%. (MTSS Triangle Correction)</p>	<p>100% of PV Learners Receive their Post Secondary First Choice</p>	<p>Develop a community outreach mentoring program for all of the PV 10th graders.</p>	<p>08/23/2022 - 06/01/2023</p>

## **APPROVALS & SIGNATURES**

### **Assurance of Quality and Accountability**

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

---

School Board Minutes or Affirmation Statement

---

**Signature (Entered Electronically and must have access to web application).**

---

Chief School Administrator

---

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

---

Foster a vision and culture of high expectations for success for all students, educators, and families.

Ensure effective, standards-aligned curriculum and assessment.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district.

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.

The district attendance team has worked extremely hard to work with the local magistrate and families to improve the level of urgency for good attendance and oversight on a day to day basis.

The district has made a concerted effort to ensure all learners are prepared for their post-secondary First Choice, which starts with kindergarten readiness. All subgroups at Paradise Elementary scored blue demonstrating the running record narrative that all learners engaged in this process and are well on their way goal setting and compiling their career artifacts.

### Challenges

---

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.

Paradise Elementary ELA is trending red in growth. - A new ELA curriculum, assessment and MTSS supports aligned with the "Science of Reading" is being implemented in 2021-22 to address the issues.

Math and ELA Growth with learners with disabilities - At the PV High School the systemic math foundation that had been lacking shows up in a lack of growth for these learners in the Algebra curriculum. We have implemented an aligned to Alg I STEM course and flexible grouping that has shown a definite evidence of success in recent diagnostic data that we expect to show up in the upcoming state assessments.

ELA Achievement and Growth - Salisbury Elementary learners

## Strengths

---

The kindergarten learners have showed tremendous growth from their entry level MAP diagnostic data in the fall of 2021 coming out of the pandemic where we had a challenging time getting learners in a pre-k education, to January 2022. This is the second year in the grade level with the newly implemented CKLA literacy curriculum and the new assessment procedure.

CKLA curriculum implementation through the thread of the science of reading and the PD and coaching.

MTSS interventions that are now aligned directly to the CORE.

We are seeing the majority of our learners show reasonable growth coming out of the pandemic that is very encouraging.

The literacy growth of the majority of our learners coming out of the pandemic and motivation at the middle level. The learners receiving explicit reading instruction at the older grades shows great dividends.

Data shows that we have been able to stabilize the learning loss trend coming out of the pandemic to build on.

Eureka Math Squared curriculum implementation

---

## Challenges

---

with disabilities showed red in achievement and growth in ELA achievement. Recent MAP diagnostic data has shown and improvement in these areas. The MTSS team has spent in depth time restructuring the alignment between the CORE instruction and learning support ELA instruction tied into the MTSS Tier III programming.

The pacing of the newly implemented CKLA curriculum has been identified as a key component for a lack of growth.

Early learning program engagement leading into kindergarten.

Continuing to increase the understanding of the Science of Reading and specifically why it is so important to decode non-sense words as a part of the foundation.

MTSS Tutor and teacher skill-set to utilize staffing effectively within the tiers of instruction and creating these tiers at the middle level as well.

Additional PD is needed to better understand the MAP growth quadrant data and how to utilize to drive instruction within the MTSS tiers.

Identifying early foundational math interventions

---

## Strengths

Re-established monthly grade level meetings that have been extremely helpful to bring an increase in consistency across grade levels that has been lacking.

Middle level statistics

### STEM Course Offerings

Basic biological principles knowledge

Post-secondary First Choice initiative where the district knows what every single learner's post-secondary First Choice is and is customizing their education in order to allow that to come to fruition.

Pequea Valley only has 35% of the learners go on to attend a four year higher education institution. Our "Every Learner Counts" and "Post Secondary First Choice" initiative focuses on preparing the other 65% as well to ensure all are prepared to advance successfully. The Work Based Learning state initiative and the graduation pathways align perfectly with this vision.

The Pequea Valley school district is an Apple One to One district with a strong infrastructure. The district also has made an emphasis on ensuring there are quality instructional tools for each grade to facilitate learning.

Pequea Valley's vision statement is that "Each Learner Counts".

## Challenges

Aligning curriculum CORE and interventions with special ed in order to improve the fluidity back into the CORE instruction and meet IEP goals.

Middle level foundational skills that were never established over the course of the last few years. An increased grouping and skill focus is being implemented.

Knowledge in the Theory of Evolution/ Ecology

Knowledge of cell growth and reproduction

We will need to explicitly map out a three year plan to address curriculum, pedagogy, and assessment shifts.

The district would like to increase number of SAE participants based on the overall enrollment and increase the number of industry based certifications received through the SAE offerings. This will assist in allowing the First Choice vision to come to fruition for each learner.

We will continue to find ways to increase the civic duty learning of our learners earlier in their school years. The CKLA curriculum will assist on this as well as the planning we are preparing for the three year roll-out new science standards.

Three year required roll out of new PDE science standards.

---

## Strengths

The 339 Plan has processes and resources in place to ensure that each learner is on track to identify and be prepared to attain their personal "Post Secondary College or Career First Choice." This drives the work on a daily basis.

Utilizing ESSER learning loss funds, the district has secured all the necessary math and ELA intervention curriculum resources for each MTSS tier.

The district's elementary MTSS committee is working to align the math programming across all levels of support with programming, previewing of vocabulary and use of manipulatives.

Our EI Learners are showing outstanding growth in both ELA and Math over the course of the year.

Our ED learners are showing great growth over the course of the year in both ELA and math.

## Challenges

The staffing of the Tier I supports is one of the largest challenges. We have only been able to staff approximately 60% of the title tutor positions coming out of the pandemic. This staffing is critical in order to provide the targeted interventions in tiers II and III of the MTSS framework. The district is putting an emphasis on marketing and compensation to improve vacancy fill rate.

Narrative qualitative feedback from parents and learners demonstrates a need for an increase in diversity training and trauma informed strategies.

Recruiting and hiring qualified staff to fill all the support staff required to service all the MTSS tiers of support for our highest need learners.

At the elementary level, scheduling of seven grade levels and incorporating additional supports for all tiers and services has been a challenge given the time frame of the school day.

Primary grade learners aren't showing the level of desired growth in ELA foundational growth.

Our ED learners growth needs to get them closer to grade level in ELA and math.

Narrative qualitative feedback from parents and learners demonstrates a need for an increase in diversity training and an increased knowledge on how to best support learners that have

### Challenges

gone through an increased level of trauma.

---

### Most Notable Observations/Patterns

We believe that with an intentional focus on the identified challenges to include in the plan, learning data growth will absolutely occur.

---

---

### Challenges

### Discussion Point

### Priority for Planning

The pacing of the newly implemented CKLA curriculum has been identified as a key component for a lack of growth.

Teacher growth curve in understanding the components of the curriculum and comfort level with the science of reading strategies.

Continuing to increase the understanding of the Science of Reading and specifically why it is so important to decode non-sense words as a part of the foundation.

The shift in philosophies from going from the Balance Literacy approach to the Science of Reading.

MTSS Tutor and teacher skill-set to utilize staffing effectively within the tiers of instruction and creating these tiers at the middle level as well.

Scheduling the staff appropriately, teacher time to plan with the support staff and guide effectively within tier II in the classroom.

Additional PD is needed to better understand the MAP growth

Increase strategies to differentiate for each

Challenges	Discussion Point	Priority for Planning
quadrant data and how to utilize to drive instruction within the MTSS tiers.	learner.	
Primary grade learners aren't showing the level of desired growth in ELA foundational growth.	The second year of CKLA and the strategies mentioned above increasing the teacher science of reading knowledge will result in the desired growth.	
We will continue to find ways to increase the civic duty learning of our learners earlier in their school years. The CKLA curriculum will assist on this as well as the planning we are preparing for the three year roll-out new science standards.	Audit of the CKLA social studies and map up to the civic assessment.	
We will need to explicitly map out a three year plan to address curriculum, pedagogy, and assessment shifts.	The key points will be for teachers to clearly understand the learning expectations of the assessments and back map pedagogy shifts that will need to occur.	
Narrative qualitative feedback from parents and learners demonstrates a need for in increase in diversity training and an increased knowledge on how to best support learners that have gone through an increased level of trauma.	Inclusive diversity training for that includes all stakeholders.	
Narrative qualitative feedback from parents and learners demonstrates a need for in increase in diversity training and trauma informed strategies.	Trauma informed practices professional development including all stakeholders.	

## ADDENDUM B: ACTION PLAN

Action Plan: Vertical Alignment of ELA and math instruction and assessment within the vertical learning progressions.

Action Steps	Anticipated Start/Completion Date
Create the vertical steering committees and initiate vertical crosswalk conversations.	04/18/2022 - 08/15/2022

  

Monitoring/Evaluation	Anticipated Output
CKLA and Eureka Squared unit assessments	Proficiency of PA Core standards for ELA and math on unit assessments

  

Material/Resources/Supports Needed	PD Step	Comm Step
Copy of PA Core standards crosswalk documents.	no	no

-----

**Action Steps****Anticipated Start/Completion Date**

---

Monthly grade level meetings to receive qualitative and quantitative proficiency data.

---

08/23/2022 - 06/02/2023

---

**Monitoring/Evaluation****Anticipated Output**

---

CKLA and Eureka Squared unit assessments

---

Proficiency of PA Core standards for ELA and math on unit assessments

---

**Material/Resources/Supports Needed****PD Step****Comm Step**

---

Google doc logging data

---

no

no

---

---

**Action Steps****Anticipated Start/Completion Date**

Quarterly steering committee collaboration to monitor crosswalk success and identify continued challenges that need to be addressed.

09/23/2022 - 06/02/2023

**Monitoring/Evaluation****Anticipated Output**

CKLA and Eureka Squared unit assessments

Proficiency of PA Core standards for ELA and math on unit assessments

**Material/Resources/Supports Needed****PD Step****Comm Step**

PDE crosswalk document Content specific chair expertise support

no

no

**Action Plan: Science of Reading Pedagogy Implementation**

**Action Steps****Anticipated Start/Completion Date**

---

Continued Professional Development on Science of Reading Knowledge and Skills Pedagogy

---

09/23/2022 - 06/02/2023

---

**Monitoring/Evaluation****Anticipated Output**

---

Observation and walkthrough tools

---

All educators will be utilizing the science of reading pedagogy in their instruction.

---

**Material/Resources/Supports Needed****PD Step****Comm Step**

---

IU13 Training and Coaching

---

yes

no

---



**Action Steps****Anticipated Start/Completion Date**

Survey and Walkthrough implementation - 1 A and 1 D  
of the Educator Effectiveness Framework

08/29/2022 - 06/02/2023

**Monitoring/Evaluation****Anticipated Output**

Observation and walkthrough tools

All educators will be utilizing the science of reading pedagogy in their instruction.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Survey - Frontline observation and walkthrough tool

no

no



**Action Steps**

**Anticipated Start/Completion Date**

Family Information on the Science of Reading components

09/13/2022 - 09/13/2022

**Monitoring/Evaluation**

**Anticipated Output**

Observation and walkthrough tools

All educators will be utilizing the science of reading pedagogy in their instruction.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

Presentation and Informative Brochure

no

yes

-----  
-----  
**Action Plan: Reducing the number of learners in the MTSS Tier III category.**

**Action Steps****Anticipated Start/Completion Date**

Professional development on how to plan with and utilize the MTSS staff capital effectively.

08/17/2022 - 08/17/2022

**Monitoring/Evaluation****Anticipated Output**

mClass/Tier III intervention rosters

Eighty-five percent of the learners will be categorized within the MTSS tier I and II framework.

**Material/Resources/Supports Needed****PD Step****Comm Step**

IU 13 staff - Title I Funds will be utilized

yes

no



**Action Steps****Anticipated Start/Completion Date**

Initiate progress monitoring of the MTSS Tier II learners

08/23/2022 - 06/02/2023

**Monitoring/Evaluation****Anticipated Output**

mClass/Tier III intervention rosters

Eighty-five percent of the learners will be categorized within the MTSS tier I and II framework.

**Material/Resources/Supports Needed****PD Step****Comm Step**

mClass (DIBELS)

no

yes

**Action Plan: New PDE State Science Revision**

**Action Steps****Anticipated Start/Completion Date**

PD on the required science pedagogy shift for instruction.

09/21/2022 - 06/01/2023

**Monitoring/Evaluation****Anticipated Output**

Monthly content meetings to monitor understanding on both the teacher and the learner.

All learners will be able to demonstrate proficiency success on the revised PDE science assessment expectations.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Curriculum Revision Funds, PDE SAS transition toolkit

yes

no



**Action Steps**

**Anticipated Start/Completion Date**

Science Committee work on the new standards and proficiency evidence.

09/21/2022 - 06/01/2023

**Monitoring/Evaluation**

**Anticipated Output**

Monthly content meetings to monitor understanding on both the teacher and the learner.

All learners will be able to demonstrate proficiency success on the revised PDE science assessment expectations.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

PDE SAS standard crosswalk and assessment exemplars to revise from.

no

no

**Action Plan: 100% of PV Learners Receive their Post Secondary First Choice**

**Action Steps****Anticipated Start/Completion Date**

Continue to have bi-monthly First Choice team oversight meetings.

08/23/2022 - 06/01/2023

**Monitoring/Evaluation****Anticipated Output**

Monthly PV Workforce Development Team and bi-monthly PV First Choice Team meetings to monitor progress and effectiveness.

All 10th graders will have a mentor aligned to the theme of their post-secondary first choice assisting to them being prepared to receive their post-secondary first choice.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Community based grants/Pequea Valley Education Foundation support

no

yes



**Action Steps****Anticipated Start/Completion Date**

Develop a community outreach mentoring program for all of the PV 10th graders.

08/23/2022 - 06/01/2023

**Monitoring/Evaluation****Anticipated Output**

Monthly PV Workforce Development Team and bi-monthly PV First Choice Team meetings to monitor progress and effectiveness.

All 10th graders will have a mentor aligned to the theme of their post-secondary first choice assisting to them being prepared to receive their post-secondary first choice.

**Material/Resources/Supports Needed****PD Step****Comm Step**

PV Workforce Development Team/Lancaster Chamber

no

yes



## Action Plan: Trauma/Diversity Training

Action Steps	Anticipated Start/Completion Date
Professional Development during 2022 convocation	08/23/2022 - 08/23/2022

Monitoring/Evaluation	Anticipated Output
Danielson Framework Domain 2 components proficiency	All PV staff will be trained on SEL Trauma/Diversity practices.

Material/Resources/Supports Needed	PD Step	Comm Step
Utilize ESSER III SEL funds acquire professional trainers	yes	no

---

---

## **ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All literacy educators will demonstrate the ability to implement the pedagogical strategies embedded in the science of reading philosophy. (Science of Reading Literacy)	Science of Reading Pedagogy Implementation	Continued Professional Development on Science of Reading Knowledge and Skills Pedagogy	09/23/2022 - 06/02/2023
Reduce the number of learners that receive MTSS tier III interventions from 44% as the current baseline to 15%. (MTSS Triangle Correction)	Reducing the number of learners in the MTSS Tier III category.	Professional development on how to plan with and utilize the MTSS staff capital effectively.	08/17/2022 - 08/17/2022
All teachers that are charged with either teaching a science course as a stand-alone or teach curriculum that embeds science in the younger grades, will receive professional learning on the key shifts required by the new standards. (New PDE state science standards)	New PDE State Science Revision	PD on the required science pedagogy shift for instruction.	09/21/2022 - 06/01/2023
All of the Pequea Valley teachers, support staff and administration will receive professional development for diversity and trauma informed practices. (Trauma and Diversity Professional Learning)	Trauma/Diversity Training	Professional Development during 2022 convocation	08/23/2022 - 08/23/2022

---

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Science of Reading	All literacy educators	Science of Reading Pedagogy pieces
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Outcome from survey, coaching and walkthrough data	09/23/2022 - 06/02/2023	Rich Eby - Assistant Superintendent IU13 Professionals Building level leadership MTSS Staff
<b>Danielson Framework Component Met in this Plan:</b>		<b>This Step meets the Requirements of State Required Trainings:</b>
		Language and Literacy Acquisition for All Students Language and Literacy Acquisition for All Students
Professional Development Step	Audience	Topics of Prof. Dev
MTSS Framework Supports	All educators	Evidence based strategies to capitalize on the MTSS supports to support learners within the tiers.

---

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Decrease in number of tier III learners	08/17/2022 - 08/17/2022	IU 13 Professionals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
PDE New Science Standard Pedagogical Shift	All K-12 teachers charged to instruct science standard driven curriculum	PD back mapped from the new PDE State assessment expectations

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
85% of the learners will demonstrate proficiency	10/10/2022 - 11/11/2022	Amy Shay - Department Chair - Lis Martin - Elementary Liaison.

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Trauma Informed Practices	Teachers-Support Staff-Administration	A deeper awareness of key trauma-related concepts. A greater understanding of trauma's effects on behavior. Tips for understanding and preventing vicarious trauma. A De-Escalation Preferences Form to use with students and colleagues. Resources to explore trauma-informed care further.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
A qualitative understanding in student support team meetings of the result of particular student behavior. Decreased number of referrals that may have been avoided utilizing learned strategies.	08/18/2022 - 08/18/2022	Rich Eby/Assistant Superintendent Cathy Koenig/Director of Pupil Services

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Trauma Informed Training (Act 18)



## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Reduce the number of learners that receive MTSS tier III interventions from 44% as the current baseline to 15%. (MTSS Triangle Correction)	Reducing the number of learners in the MTSS Tier III category.	Initiate progress monitoring of the MTSS Tier II learners	2022-08-23 - 2023-06-02
All literacy educators will demonstrate the ability to implement the pedagogical strategies embedded in the science of reading philosophy. (Science of Reading Literacy)	Science of Reading Pedagogy Implementation	Family Information on the Science of Reading components	2022-09-13 - 2022-09-13
All literacy educators will demonstrate the ability to implement the pedagogical strategies embedded in the science of reading philosophy. (Science of Reading Literacy)	100% of PV Learners Receive their Post Secondary First Choice	Continue to have bi-monthly First Choice team oversight meetings.	2022-08-23 - 2023-06-01
All teachers that are charged with either teaching a science course as a stand-a-lone or teach curriculum that embeds science in the younger grades, will receive professional learning on the key shifts required by the new standards. (New PDE state science standards)			
Reduce the number of learners that receive MTSS tier III interventions from 44% as the current baseline to 15%. (MTSS Triangle Correction)			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>All literacy educators will demonstrate the ability to implement the pedagogical strategies embedded in the science of reading philosophy. (Science of Reading Literacy)</p> <p>All teachers that are charged with either teaching a science course as a stand-a-lone or teach curriculum that embeds science in the younger grades, will receive professional learning on the key shifts required by the new standards. (New PDE state science standards)</p> <p>Reduce the number of learners that receive MTSS tier III interventions from 44% as the current baseline to 15%. (MTSS Triangle Correction)</p>	<p>100% of PV Learners Receive their Post Secondary First Choice</p>	<p>Develop a community outreach mentoring program for all of the PV 10th graders.</p>	<p>2022-08-23 - 2023-06-01</p>



## COMMUNICATIONS PLAN

<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Family Information on the Science of Reading Components	Family and Community Stakeholders	Science of Reading Support Strategies
<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
09/13/2022 - 09/13/2022	Once	Presentation
<b>Lead Person/Position</b>		
Rick Esche and Sheri McGowan - Principals MTSS Chair -		

---

## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

