

Pequea Valley Intrmd Sch

**School Level Plan**

07/01/2018 - 06/30/2019

# School Profile

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## Demographics

### *Pequea Valley Intrmd Sch*

166 S New Holland Rd  
 PO Box 257  
 Kinzers, PA 17535  
 (717)768-5535

Federal Accountability Designation: none  
 Title I Status: Yes  
 Schoolwide Status: Yes  
 Principal: Arlen Mummau  
 Superintendent: Erik Orndorff

## Stakeholder Involvement

Name	Role
Tim Hess	Administrator : Schoolwide Plan
Arlen Mummau	Administrator : Schoolwide Plan
Arlen Mummau	Building Principal : Schoolwide Plan
Chuck Holt	Community Representative : Schoolwide Plan
Shira Zimmerman	Community Representative : Schoolwide Plan
Meredith Burnett	Ed Specialist - Home and School Visitor : Schoolwide Plan
Katie Fritz	Ed Specialist - School Counselor : Schoolwide Plan
Patty Shenck	Ed Specialist - School Nurse : Schoolwide Plan
Kati Pusey	Ed Specialist - School Psychologist : Schoolwide Plan
Jodi Houck	Middle School Teacher - Regular Education : Schoolwide Plan
Jeanette Meck	Middle School Teacher - Regular Education : Schoolwide Plan
Sarah Byler	Parent : Schoolwide Plan
Gloria Eby	Parent : Schoolwide Plan
Kristina Porter	Parent : Schoolwide Plan
Elise Roelands	Parent : Schoolwide Plan

# Federal Programs

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## School Improvement

*All Title I Schools required to complete improvement plans* must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

*No assurances have been identified*

### Assurance 13

*No strategies have been identified*

## Coordination of Programs

### Technical Assistance

*The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.*

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

- The Student Information System that houses all demographic, academic data and instructional practices is used along with a newly adopted OnHand data tool. This allows for every single district wide assessment to be housed in one place and be compared against each other in one query.
- Each summer the district level administration coordinates school wide assessment sessions that the building level administration ensures all stakeholders participate.
- During the year there are quarterly grade level data meetings to assess and evaluate the implementation and success of the school wide program.

Provider	Meeting Date	Type of Assistance
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Assistant to the Superintendent	8/13/2018	Technology implementation and differentiation of instruction based on data mining/New Learning Facilitators
Building Level Data Team	10/5/2018	Data evaluation and assessment of plan. Revisions as necessary.
Building Level Data Team	11/2/2018	Data evaluation and assessment of plan. Revisions as necessary.
Building Level Data Team	1/18/2019	Data evaluation and assessment of plan. Revisions as necessary.
Building Level Data Team	2/15/2019	Data evaluation and assessment of plan 3rd Quarter Review. Revisions as necessary.
Building level principal/assistant/Assistant to the Superintendent/All other Stakeholders	7/31/2018	Comprehensive Planning Review with appropriate revisions.
Building level principal/assistant/Assistant to the Superintendent/All other Stakeholders	9/12/2018	Review and Revision of Compact/Policy/Parent and Family Engagment/Funds Use
Building level principal/Assistant/Assistant to the Superintendent/All other Stakeholders	6/5/2019	Year end data evaluation and assessment of plan. Revisions as necessary.

### Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

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#### 2017-18 School Year Attendance and Culture

- Attendance increased by 2% from 92% to 94%
- Intentional Focus on: Reward Program - Recognizing Academic Achievement, Character Education
- Implementation of Learner "Brave Club" to provide opportunities for positive contribution to the school community

### Accomplishment #2:

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#### 2017-18 School Year Academics

- ELA Achievement improved for 7th grade from 45% Pro/Adv to 66%
- ELA Achievement improved from 6th to 7th grade for the same learners from 60% to 66%
- ELA Achievement improved from 7th to 8th grade for the same learners from 45% to 58%
- Math Achievement improved for 7th grade from 28% to 41%
- Math Achievement remained consistent for 6th grade to 7th grade
- Math Achievement improved for 8th graders from 22% to 30%
- Math Achievement improved from 7th to 8th grade for the same learners from 28% to 30%
- The ELA and Math targeted instruction learning facilitators worked with 40 academic need learners during the designated ELA and Math Plus extended instruction times

### Accomplishment #3:

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#### New Implementations:

- Week long manufacturing week to drive career awareness
- Jr Achievement activity to foster financial independence
- Increase clubs based on learner interest and not adult interest
- Increased elective opportunities eliminating grade levels when scheduling electives

## School Concerns

### Concern #1:

Parent and Family Engagement increased participation

### Concern #2:

Career Development

- Many learners do not have a clear idea of the career opportunities available and how their interest and skill set may lead to successful financially sustainable professions. Utilizing the Chapter 339 initiative and learner portfolios, we would like to ensure that each learner has "A Plan" for their future to increase ownership and motivation.

### Concern #3:

Academics

- The continued growth of the learners working with our ELA and Math Plus learning facilitators intentionally identifying ALL learners that need additional support for specific skills.
- Science continues to be an area that struggles to show improvement
- Identify an improved skill diagnostic assessment to drive learner needs
- There is a need for PD on how to utilize the district data repository (EdInsight/On Hand) to analyze and alter instruction and assessment.
- Increase opportunity for ALL learners to participate in the History Williamsburg, VA and Sturbridge MASS learning trips.

### Concern #4:

**Transition**

Evaluate and create a smoother transition from the elementary school to the intermediate school in order to assist the learners readiness for academic expectations and the secondary course offerings and schedule rotation.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

### Aligned Concerns:

#### Career Development

- Many learners do not have a clear idea of the career opportunities available and how their interest and skill set may lead to successful financially sustainable professions. Utilizing the Chapter 339 initiative and learner portfolios, we would like to ensure that each learner has "A Plan" for their future to increase ownership and motivation.

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#### Transition

Evaluate and create a smoother transition from the elementary school to the intermediate school in order to assist the learners readiness for academic expectations and the secondary course offerings and schedule rotation.

**Systemic Challenge #2** (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

### Aligned Concerns:

#### Academics

- The continued growth of the learners working with our ELA and Math Plus learning facilitators intentionally identifying ALL learners that need additional support for specific skills.
- Science continues to be an area that struggles to show improvement
- Identify an improved skill diagnostic assessment to drive learner needs
- There is a need for PD on how to utilize the district data repository (EdInsight/On Hand) to analyze and alter instruction and assessment.
- Increase opportunity for ALL learners to participate in the History Williamsburg, VA and Sturbridge MASS learning trips.

**Systemic Challenge #3** (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**Aligned Concerns:**

Parent and Family Engagement increased participation



# School Level Plan

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## Action Plans

**Goal #1:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Indicators of Effectiveness:**

Type: Interim

Data Source: Learners Portfolio of learning journey and career plan that show evidence of awareness of cultural/learning needs and that they are being addressed.

Specific Targets: WEB (Where Everyone Belongs) showing a decrease in office referrals and absenteeism. Each learner will have a completed portfolio.

### **Strategies:**

#### *Cultural Awareness*

**Description:**

All staff will participate in an abbreviated version of the "Bridges Out Of Poverty" training to improve cultural awareness and develop strategies to better connect to each learner and assist in their portfolio plan.

**SAS Alignment:** Materials & Resources, Safe and Supportive Schools

#### *Math and ELA Plus*

**Description:**

The Title II funded teachers/learning facilitators along with the Title I tutors will group utilizing CDT and achieve data to decrease class sizes and offer targeted skill development personalized instruction.

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

#### *History Authentic Learning Trips*

**Description:**

Learners have the opportunity to engage in off campus learning experiences as it pertains to history of Williamsburg VA and Sturbridge MA. Title IV funds will assist in ensuring that all "Under Resourced" learners have the opportunity to participate.

**SAS Alignment:** Standards, Instruction

### *Transition from Elementary to Intermediate Learning Environment*

**Description:**

Best practices demonstrate that during any transition within a learners academic journey it is critical to implement purposeful supports to ensure their success academically and socially.

**SAS Alignment:** Safe and Supportive Schools

### ***Implementation Steps:***

#### *Math and ELA Plus Groupings*

**Description:**

Utilizing CDT and achievement data learners will be scheduled and grouped fluidly to target their instructional needs. Class learning environment size will be decreased with a target for the higher need groups of 15. Learners will show growth in their CDT, Achieve, PSSA and PVAAS data.

**Start Date:** 8/20/2018    **End Date:** 6/5/2019

**Program Area(s):**

**Supported Strategies:** None selected

#### *History Authentic Learning Trips*

**Description:**

All learners that do not have the resources to attend will be scholarshiped utilizing Title IV Well Rounded funds.

**Start Date:** 9/10/2018    **End Date:** 4/26/2019

**Program Area(s):**

**Supported Strategies:** None selected

### *Building Level Focus on Cultural Heritage*

**Description:**

Building level leadership along with the Together Initiative leadership will coordinate to address cultural awareness.

**Start Date:** 8/21/2018    **End Date:** 6/1/2019

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

**Supported Strategies:**

- Cultural Awareness

### *Transition from Elementary to Intermediate Learning Environment*

**Description:**

Elementary and Intermediate level leaders and learning facilitators will be given the opportunity to meet and discuss the most efficient transition plans for each learner to ensure their successful transition to the intermediate school.

- Sixth grade visit to the PVIS to start the acclimation process to their new learning environment
- This will be followed up with the 5th and 6th grade band LF's meet with 7th grade LF's at the elementary schools to meet the learners for an extended question and answer
- Promote one building level leadership led day as open house in the summer to assist in the transition

**Start Date:** 5/1/2019    **End Date:** 8/20/2019

**Program Area(s):**

**Supported Strategies:** None selected

**Goal #2:** Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Indicators of Effectiveness:**

Type: Interim

Data Source: On Hand Data repository learner learning evidence aligned to learner portfolio goal setting.

Science Curriculum Audit. ELA and Math plus diagnostic.

Specific Targets: All learners will have a google doc and portfolio that align to their diagnostic needs. Science curriculum will be aligned fluidly leading to the 8th grade assessment.

### ***Strategies:***

#### *On Hand Data Tool Training*

**Description:**

All learning facilitators will be able to navigate the On Hand data tool to locate all each learner's data and identify specific needs to make instructional decisions.

**SAS Alignment:** Assessment, Instruction

#### *Science Curriculum Alignment to PDE 8th Grade Assessment*

**Description:**

The middle school science curriculum will be audited to restructure the alignment of curriculum leading into the 8th grade assessment.

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

#### *ELA/Math Learner Diagnostic Assessment*

**Description:**

An improved diagnostic will be vetted and implemented to improve the Math Plus and ELA Plus identification method and instructional strategies implemented. The two instructional specialists and the title tutors will work closely with the data and each learner to guide customized learning for each learner identified as having a high academic need based on the diagnostic, teen biz, IXL data, and PSSA summative data.

**SAS Alignment:** Assessment, Instruction

### ***Implementation Steps:***

#### *On Hand Data Tool Training*

**Description:**

All learning facilitators will receive professional development on the On Hand data navigation tool and be able to utilize to monitor each learner and meet their needs.

**Start Date:** 8/15/2018    **End Date:** 6/1/2019

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

**Supported Strategies:**

- On Hand Data Tool Training

#### *Science Curriculum Audit*

**Description:**

The science curriculum scope and sequence will be revised to ensure alignment to 8th grade assessment. Learner achievement and growth will show positive trends.

**Start Date:** 8/15/2018    **End Date:** 6/3/2019

**Program Area(s):**

**Supported Strategies:**

- Science Curriculum Alignment to PDE 8th Grade Assessment

#### *ELA/Math Learner Diagnostic Assessment*

**Description:**

The present CDT and Aleks assessments will be audited and other options vetted with the selection of an alternative diagnostic assessment to accurately identify

each learner's needs. Each learner's google doc and goals will reflect this assessment findings and the learning facilitator will use to target instruction.

**Start Date:** 8/15/2018    **End Date:** 6/3/2019

**Program Area(s):**

**Supported Strategies:**

- ELA/Math Learner Diagnostic Assessment

**Goal #3:** Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Parent and Family engagement events, contact, and participation numbers.

Specific Targets: Quarterly Parent and Family Engagement PLC's, Participation numbers, Students of high need improving their attendance and achievement.

***Strategies:***

*Parent and Family Engagement Community Collaboration*

**Description:**

The district will continue to collaborate with the Title I funded Factory Social Worker Advocates to work with the school administration and social workers. Plans will be created to diagnose the hurdles a child and family is confronted with and solutions to remove those barriers to increase student attendance and achievement.

**SAS Alignment:** None selected

***Implementation Steps:***

### *Parent and Family Engagement Community Collaboration*

**Description:**

The district will continue to collaborate with the Title I funded Factory Social Worker Advocates to work with the school administration and social workers. Plans will be created to diagnose the hurdles a child and family is confronted with and solutions to remove those barriers to increase student attendance and achievement.

**Start Date:** 8/20/2018    **End Date:** 6/5/2019

**Program Area(s):****Supported Strategies:**

- Parent and Family Engagement Community Collaboration

### *Parent and Family Engagement Quarterly PLC's*

**Description:**

Administration will coordinate quarterly parent and family led PLC's to continue to monitor the Schoolwide Plan and how to improve.

**Start Date:** 9/4/2018    **End Date:** 6/5/2019

**Program Area(s):**

**Supported Strategies:** None selected

# Appendix: Professional Development Implementation Step Details

**LEA Goals Addressed:** Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Strategy #1: On Hand Data Tool Training**

Start	End	Title	Description
8/15/2018	6/1/2019	On Hand Data Tool Training	All learning facilitators will receive professional development on the On Hand data navigation tool and be able to utilize to monitor each learner and meet their needs.
		<b>Person Responsible</b> Tim Hess/Arlen Mummau/Greg Hundermark	<b>SH</b> 1 <b>S</b> 2 <b>EP</b> 60 <b>Provider</b> EdInsight Consultant and Pequea Valley Instructional Tech Coordinator
			<b>Type</b> For Profit Company
			<b>App.</b> No

**Knowledge**

The OnHand Data Platform will give teachers better insight into the strengths and weaknesses of their students, we will be able to push achievement for all learners to new heights. They will understand that seamlessly linking student data, curriculum, interventions and assessments gives them the best opportunity to fine tune instruction and meet each student’s needs. Each teacher will learn how to navigate the reports and set up groups to track each of their learners.

**Supportive Research**

Advanced reports in the Data Dashboard, like the Mann Early Warning System, do predictive analytics around student risk. Identify students that are in danger of not graduating on time years before their senior year.

With the Spotlight report any change +/- in attendance, misconduct, Math grades, Language Arts grades, Science grades, Social Studies grades, all other class grades, State Exams, Benchmark Exams, Risk Scores, and RTI is tracked in real time via a color coded report.



**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.  
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.  
 Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.  
 Provides leaders with the ability to access and use appropriate data to inform decision-making.  
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Training Format**

Series of Workshops  
 School Whole Group Presentation  
 Professional Learning Communities

**Participant Roles**

Classroom teachers  
 Principals / Asst. Principals  
 School counselors  
 New Staff  
 Other educational specialists

**Grade Levels**

Middle (grades 6-8)  
 High (grades 9-12)

**Follow-up Activities**

Analysis of student work, with administrator and/or peers  
 Joint planning period activities

**Evaluation Methods**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  
 Student PSSA data

Standardized student assessment  
data other than the PSSA  
Classroom student assessment data

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Pequea Valley Intrmd Sch in the Pequea Valley SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Pequea Valley Intrmd Sch in the Pequea Valley SD for the 2018-2019 school-year.

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*