

Pequea Valley HS

School Level Plan

07/01/2018 - 06/30/2019

School Profile

Demographics

Pequea Valley HS

4033 E Newport Rd
 PO Box 287
 Kinzers, PA 17535
 (717)768-5500

Federal Accountability Designation: none

Title I Status: No

Schoolwide Status: No

Principal: Arlen Mummau

Superintendent: Erik Orndorff

Stakeholder Involvement

Name	Role
Amy Koberstein	Administrator
Arlen Mummau	Administrator
Kurt Thomas	Business Representative
Chuck Holt	Community Representative
Rebecca Scheuer	Ed Specialist - School Counselor
Abby Houck	High School Teacher - Regular Education
Teresa Laudo	High School Teacher - Regular Education
Tara Reed	High School Teacher - Regular Education
Amy Shay	High School Teacher - Regular Education
Gena Beegle	Parent
Dawn Dixon	Parent

Needs Assessment

School Accomplishments

Accomplishment #1:

2018 IU13 STEM School of the Year

Accomplishment #2:

US News and World Report Silver Status - Rank: 60th in PA - 3rd in Lancaster County

Accomplishment #3:

Apple Distinguished Status for 2017-19 School Years

Accomplishment #4:

Chosen for the Farmers First Bank Planetarium Revision Grant - Planetarium has been renovated as well as a new planetarium course and cross-curricular curriculum being developed.

Accomplishment #5:

Algebra I and Biology PVAAS growth was dark blue representing more than a years growth for the third year in a row.

Accomplishment #6:

Collins Writing has been implemented giving clarity and structure to the writing instruction.

Accomplishment #7:

Pequea Valley leads the county in providing learners opportunities for a CTE education based enrollment percent at CTC and the strong internship program that is in its third year. A career fair has been created bringing in 30 business to connect and potentially interview the learners.

Accomplishment #8:

The implementation of an AG/BIO collaborative course which addressed the previous comp plan concern and increased our Keystone Biology learner scores to a dark blue result.

Accomplishment #9:

Revision of the freshmen course Career Readiness utilizing the STEP Up Curriculum to address the state 339 Career Readiness requirements.

School Concerns

Concern #1:

Attendance is a concern based on the new PA Future Ready Index data that tracks the percent of learners that have missed more than 10% of the school days. Presently PV has 77.4% of the learners attending more than 90% of the days.

Concern #2:

Keystone Literature data reflects that our learners are not growing a year's worth of growth in their ability to respond proficiently to PA Keystone Literature complex prompts. These prompts require the ability to interpret multiple modes of literature and respond to complex questions. Literacy strategies identified should be targeted across curricular areas.

Concern #3:

Elective course participation during learners Junior and Senior year. Balancing these offerings with dual enrollment, internships, and other opportunities.

Concern #4:

The number of learners graduating without a specific plan for the post-secondary career that will allow them to be fiscally independent.

Concern #5:

Increase the level of cultural diversity awareness and acceptance within the school community.

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:

Increase the level of cultural diversity awareness and acceptance within the school community.

Systemic Challenge #2 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

Attendance is a concern based on the new PA Future Ready Index data that tracks the percent of learners that have missed more than 10% of the school days. Presently PV has 77.4% of the learners attending more than 90% of the days.

The number of learners graduating without a specific plan for the post-secondary career that will allow them to be fiscally independent.

Systemic Challenge #3 (*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:

Keystone Literature data reflects that our learners are not growing a year's worth of growth in their ability to respond proficiently to PA Keystone Literature complex prompts. These prompts require the ability to interpret multiple modes of literature and respond to complex questions. Literacy strategies identified should be targeted across curricular areas.

Elective course participation during learners Junior and Senior year. Balancing these offerings with dual enrollment, internships, and other opportunities.

School Level Plan

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: Development of digital portfolios that are attached to each learner's schoology site that each learning facilitator/teacher can easily access.

Specific Targets: Developing an individualized digital portfolio for each student surrounding the students learning style and interest.

Type: Interim

Data Source: Continue to develop the Cultural Diversity Awareness committee.

Specific Targets: Activities and professional development implemented throughout the year.

Strategies:

Digital Portfolio One on One Debriefs

Description:

Each learner will be assigned a success coach that will meet with them throughout the year to develop their portfolio. The artifacts will align with increasing their elective selection and post-secondary plan.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Cultural/Diversity Awareness Committee

Description:

The committee will receive input from PV's diverse population to develop strategies to create a cultural of awareness and empathy for all learners.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Freshmen Career Readiness Course

Description:

All 9th graders will utilize the Step Up and Skill Up curriculum to identify and revise their post-secondary plan to increase their success rate in being fiscally independent and fulfilled.

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources

Implementation Steps:*Digital Portfolio One on One Debriefs***Description:**

Each learner will have a success coach and a digital portfolio that will guide them along with school counseling check-ins towards leveraging course offerings to be prepared for a post-secondary opportunity that will create fiscal independence.

Start Date: 8/20/2018 **End Date:** 6/3/2019

Program Area(s): Student Services

Supported Strategies:

- Digital Portfolio One on One Debriefs

*Cultural/Diversity Awareness Committee***Description:**

The committee will convene 4 times throughout the year to strategize on activities to implement in order to increase cultural diversity awareness and empathy.

Start Date: 8/20/2018 **End Date:** 6/3/2019

Program Area(s): Student Services

Supported Strategies:

- Cultural/Diversity Awareness Committee

Freshmen Career Readiness Course

Description:

Each 9th grader will complete the career readiness course and populate their digital portfolio. This data will drive their course and internship selection.

Start Date: 8/19/2018 **End Date:** 6/3/2019

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

- Freshmen Career Readiness Course

Goal #2: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Attendance Rates and Cohort Graduation Rate percents

Specific Targets: Each learner will either be in two or four year college, military, service work, apprenticeship, accreditation established, and or already established fiscally independent career.

Learners will attend more than 90% of the school days.

Strategies:*District Wide Attendance Improvement Committee***Description:**

The committee will review and revise:

1. Present attendance policies and guidelines
2. Meet with district justice
3. Meet once per month
4. Present consequences
5. Present incentives

SAS Alignment: Safe and Supportive Schools

Harrisburg Area Community College Collaboration

Description:

All learners will be vetted and met with to create a plan for their post-secondary plan. If they do not have a post-secondary plan the district is collaborating with HACC to enroll these learners in a Skill Up Academy that will prepare them for softskill development, leading them into an apprenticeship in their area of interest.

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

District Wide Attendance Improvement Committee

Description:

This team create an environment that will increase the number of learners that attend more than 90% of the school days with an attempt for every learner to attend more than 90% of the school days.

Start Date: 8/20/2018 **End Date:** 6/3/2019

Program Area(s):

Supported Strategies:

- District Wide Attendance Improvement Committee

Harrisburg Area Community College Collaboration

Description:

The counselors and the Career Readiness Coordinator will evaluate every junior and senior to identify those that do not presently have a clear plan in place for post-secondary. These identified ones along with their parents will meet with the CRC and HACC representation to be enrolled. The learners will report to HACC campus in Lancaster for 2 hours each day in the afternoon. They will complete the Skill Up curriculum and work towards being placed in an internship aligned to their post-secondary first choice.

Start Date: 8/20/2018 **End Date:** 6/3/2019

Program Area(s):

Supported Strategies:

- Harrisburg Area Community College Collaboration

Goal #3: 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: Increased Keystone ELA proficiency

Specific Targets: Proficiency rate above state average

Strategies:

Increased English Language Arts Proficiency Level

Description:

1. Ensured that the curriculum with the eligible content.
2. Implement a new diagnostic assessment tool (MAP, STAR, or iReady)
3. Utilize data and resources to model and embed the complexity level of PDE assessment expectations.
4. Utilize data to drive cross-curricular literacy instruction strategies.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Implementation Steps:

Increased ELA Proficiency Level

Description:

A selection committee will review and vet diagnostic assessment solutions to implement in order to improve assessment modeling across all curricular areas.

Start Date: 8/20/2018 **End Date:** 6/3/2019

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

- Increased English Language Arts Proficiency Level

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Pequea Valley HS.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Pequea Valley HS in the Pequea Valley SD has been duly reviewed 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
- 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 HS in the Pequea Valley SD for the 2018-2019 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director