

PEQUEA VALLEY INTRMD SCH

166 S New Holland Rd

Schoolwide Title 1 School Plan | 2022 - 2023

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
John Trovato	Principal	Pequea Valley Intermediate School	john_trovato@pequeavalley.org
Christy Collins	Principal	Pequea Valley Intermediate School	christy_collins@pequeavalley.org
Tracy Forsythe	Parent	Pequea Valley	traforsythe2@gmail.com
Shannon Donovan	Parent	Pequea Valley	emsbiddle@gmail.com
Janette Meck	Reading Specialist	Pequea Valley Intermediate School	janette_meck@pequeavalley.org
Katie Fritz	School Counselor	Pequea Valley Intermediate School	katie_fritz@pequeavalley.org
Lesley Rada	Teacher	Pequea Valley Intermediate School	brooke_sexton@pequeavalley.org
Micah Leahman	Factory Social Worker	Factory	micah@factoryministries.com
Richard Eby	Assistant Superintendent	Pequea Valley School District	rich_eby@pequeavalley.org
Cathy Koenig	Director of Pupil Services	Pequea Valley School District	cathy_koenig@pequeavalley.org
Thea Johnson	Paraprofessional	Pequea Valley Intermediate School	thea_johnson@pequeavalley.org

Vision for Learning

Mission Statement The Pequea Valley School District will strive to create an "Ideal Learning Environment" that inspires each learner to excel. "Ideal Learning Experience" - Meeting each learner at his/her (interest/learning) level, challenging them, so that everyone is motivated to return tomorrow. Vision Statement Pequea Valley School District, "Where Each Learner Counts." Belief Statements 1. Learning occurs when a positive relationship is developed with each PV learner. 2. Learning occurs when the environment is focused around autonomy, mastery, and purpose. 3. Learning will occur in flexible environments. 4. Learning is a collaborative activity. 5. Learning occurs when associated with a child's interest, strengths, and zone of proximal development. 6. Learning occurs at different paces and rates. 7. Learning will allow EACH PV learner to receive their Post-Secondary "First Choice." *Within the framework of the school district vision, mission and beliefs the intermediate school will create a safe environment for our learners to grow physically, mentally and emotionally in the constraints of the COVID safety plan.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Use of Achieve/Empower to improve Lexile Reading levels.	No
Use of STAR data to develop lesson plans	No
Improvement in Attendance	Yes
PVAAS - in ELA learners with disabilities - Lacking data at this point. Will address in sessions in October	No
PVAAS - in Math learners with disabilities - Lacking data at this point. Will address in sessions in October	No
Attendance Increase	No
Hybrid Learning Model	No
Re-align curriculum in 8th grade	No
Need to incorporate the new science standards in our curriculum, phase it in	No
Every single learner at PVIS has a conference with a facilitator who links them with a connection to the school i.e. sport, club, activity, etc.	No
We linked with both elementary buildings in our district, specifically with administration, counselors, and the 6th grade team, to create better tours of the building in the spring, improving our WEB Leaders program that helps 6th graders transition, etc. We also held a "Step Up" Day for all incoming 7th graders, and held individual meetings with all incoming learners with IEPs, their families, their case manager, and a member of administration.	Yes
	No
Flexible Grouping allows the shifting of learners to better meet their abilities/needs - this needs to be more thoroughly implemented.	No
Regrouping of the math plus support class + the addition of co-taught math class.	Yes
Attendance improvement	No

We resumed events such as: Girls on the run, Girls in STEM, CTC visitations, manufacturing tours, Junior Achievement, college tours, etc. as safety guidelines are altered.	No
Due to our Prep for Success classes, and the stellar efforts of our individual staff members, we were able to hit 100% of learners with regards to Career Readiness benchmarks and standards in 2022.	Yes
We would like to use our strength of working with community resources to better target economically disadvantaged and special needs learners.	Yes
Through our targeting of state standards, our team will be using Xello platform to connect to career readiness standards to all learner subgroups in our school, thus providing equal opportunities.	Yes
Need to use data to create targeted groups/lesson planning	No
We are partnering with the Lancaster Chamber and the Workforce Development Committee to continue to develop a mentoring program and get feedback on how to improve our programming and work towards learners First Choice	Yes

Challenges

Challenge	Consideration In Plan
Special Education supports/paraprofessional needs	Yes
Our PSSA scores in Reading/writing, math, and science all need to improve coming out of Covid - and steps need to be taken to address both motivation and data driven decisions in lesson planning/learner interventions.	Yes
	No
Special Education supports	No
More targeted direct instruction groups, altering of schedule to allow this.	No
Now that we have allowed trips to resume, we want to increase the % of learners who attend the Williamsburg and Sturbridge Experiential Learning trips.	No
We want to continue to implement Xello, Prep for Success, and First Choice conversations as we prepare them for transitioning to	Yes

the HS	
If we improve our monitoring and evaluating of techniques used in the classroom, such as our new hybrid/rotational learning model, we feel it would improve learning in a variety of subgroups.	No
If we expand our current character education program to include more positive behavior outcomes, we would do a better job of providing interventions and supports. We need to recommence our outside guest speakers for character education. We also want to work on a PB plan for rewarding learners monthly for showing traits of character education.	Yes
Special Education supports	No
PSSA improvement	No
We need to ensure that despite school disruptions, we get all learners back on track with regards to academic growth. How do we adjust curriculum in courses to make that happen is a central conversation point?	Yes
Community engagement with families of all cultures.	No
PBL incorporation moving forward	No
Increased targeted direct instruction	No
Hybrid Learning Model	No
More targeted use of the flex grouping pretesting to determine grouping.	Yes
The new state science standards.	No
We want to continue to make inroads with the growing Hispanic culture in our district - improved ELL training for staff, improved level of communication, and improved level of welcoming including through aspects such as Manufacturing Week and the free community concert.	Yes

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Improvement in Attendance	We worked together through attendance meetings with parents, which should increase parental involvement moving forward.
We linked with both elementary buildings in our district, specifically with administration, counselors, and the 6th grade team, to create better tours of the building in the spring, improving our WEB Leaders program that helps 6th graders transition, etc. We also held a "Step Up" Day for all incoming 7th graders, and held individual meetings with all incoming learners with IEPs, their families, their case manager, and a member of administration.	We want incoming 7th graders to have a more immediate connection with the staff and the building, as well as link parents of special education learners with their case managers and administration prior to arrival.
Regrouping of the math plus support class + the addition of co-taught math class.	
Due to our Prep for Success classes, and the stellar efforts of our individual staff members, we were able to hit 100% of learners with regards to Career Readiness benchmarks and standards in 2022.	These courses will continue to improve special education learners' selection of their first-choice career, helping to create pathways for them as they approach scheduling at the high school.
We would like to use our strength of working with community resources to better target economically disadvantaged and special needs learners.	Members of the Factory have begun assisting in the teaching of Life Skills classes in the building.
Through our targeting of state standards, our team will be using Xello platform to connect to career readiness standards to all learner subgroups in our school, thus providing equal opportunities.	Xello is now an accepted part of our building - it will continue to increase in usage.
We are partnering with the Lancaster Chamber and the Workforce Development Committee to continue to develop a mentoring program and get feedback on how to improve our programming and work towards learners First Choice	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Special Education supports/paraprofessional needs	We had an increase in need and numbers in special education and learners with IEPs, and have made adjustments with staffing and scheduling to better support.	Yes	We will continue to work to support learners with academic needs.
Our PSSA scores in Reading/writing, math, and science all need to improve coming out of Covid - and steps need to be taken to address both motivation and data driven decisions in lesson planning/learner interventions.	We need to formulate game plans in each core subject area for data driven instruction as well as MTSS support in ELA.	Yes	Our priority is to better involve parents as they transition from elementary to middle school, including to provide more opportunities for involvement in the school moving forward.
We want to continue to implement Xello, Prep for Success, and First Choice conversations as we prepare them for transitioning to the HS		No	
If we expand our current character education program to include more positive behavior outcomes, we would do a better job of providing interventions and supports. We need to recommence our outside guest speakers for character education. We also want to work on a PB plan for rewarding learners monthly for showing traits of character education.		No	
We need to ensure that despite school disruptions, we get all learners back on track with regards to academic growth. How do we adjust curriculum in courses to make that happen is a central conversation point?	Implementing conversations, using PDE guidelines, with our Department Chairs/Lead Facilitators on how to adjust curriculums in courses to get all learners back on academic track regardless of placement.	Yes	We have been doing leadership training with all Lead Facilitators on how they can better lead their teams forward.

<p>More targeted use of the flex grouping pretesting to determine grouping.</p>	<p>This is a point of emphasis for our math department this year - how can we increase buy-in and the frequency with which we flexibly group learners according to pretest data.</p>	<p>Yes</p>	<p>We need to increase the frequency of adjusting groups using pre-test data.</p>
<p>We want to continue to make inroads with the growing Hispanic culture in our district - improved ELL training for staff, improved level of communication, and improved level of welcoming including through aspects such as Manufacturing Week and the free community concert.</p>		<p>No</p>	

Goal Setting

Priority: We will continue to work to support learners with academic needs.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 1: Focus on Continuous Improvement of Instruction	Implement MTSS - PVIS will be working with the elementary to implement parts of the MTSS model. Facilitators and Title 1 tutors will collaborate to discuss targeted interventions for learners.	Special Education/Title Tutors/MTSS	Facilitators/Title 1 tutors communicate with math and ELA facilitators the MTSS plan	Review data. Implement interventions in regular education/intervention classes.	Review data in order to determine the best course of action for individual students	Review data to assist in the transition between grade levels, elementary to IS, IS to HS.

Priority: Our priority is to better involve parents as they transition from elementary to middle school, including to provide more opportunities for involvement in the school moving forward.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Parent and family engagement	Increase attendance at Back to School Night/Parent Conferences	Parent Engagement	50% attendance at Back to School Night	35% attendance at parent conferences	35% attendance at parent conferences.	Parent communication log for PVIS fully documented, each learner home has been contacted at least once via the telephone.

Priority: We have been doing leadership training with all Lead Facilitators on how they can better lead their teams forward.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
School climate and culture	Our goal is that Lead Facilitators (department chairs) take a larger leadership role with their teams in moving the needle for improved teacher performance and academic growth for learners. We are recommending a minimum of 2 walk-throughs per month, plus follow-up team meetings to discuss progress towards department goals and growth points for instruction.	Leadership	Team meeting - plus 2 walk-throughs per team member.	Team meeting - data check - plus two walk-throughs per team member.	Team meeting - data check - plus two walk-throughs per team member.	Team meeting - data check - plus two walk-throughs per team member. Verify data for the year.
Citizenship	Increase the level of learners attending both Williamsburg and Sturbridge experiences - expose learners to the founding values of our nation.	Social Studies Experiences	Recruitment begins for the experiences	Link with social worker and assistant principal to determine need and reach out to families	Williamsburg experience occurs - attendance increased	Sturbridge experience occurs - attendance increased

Priority: We need to increase the frequency of adjusting groups using pre-test data.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	Increase achievement in math (15% increase) with increased usage of flexible grouping format plus the usage of a co-taught math classroom.	Math Growth and Achievement -	Increase frequency of pre-test grouping to once per unit	Increase usage of standards-based grading.	Standards based grading fully implemented	PSSA tests taken - demonstrate 15% increase in achievement and more than a year's worth of growth.

Action Plan

Action Plan for: Williamsburg/Sturbridge

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Social Studies Experiences 		Increased attendance in the 8th grade History Learning Experiences		Conducted by the Principal and History Experience Coordinator	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Advertise the experiences - targeted advertising to learners and households with those in financial need through our counselor/social worker	08/31/2022	04/14/2023	History Experience Coordinator	Social worker, Assistant Principal, School Counselor, funds to assist low-income household learners in attending the experiences (\$5000 Title IV)	No

Action Plan for: Improve Math Achievement

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Math Growth and Achievement - 		10% growth on PSSA scores in grades 7th and 8th		Results will be known in the summer of 2023 - evaluated by the Assistant Superintendent, Principal, and Math Lead Facilitator.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Use performance data from PSSA/STAR to target anchors and areas of improvement.	08/23/2022	05/12/2023	Director of C and I/Assistant Superintendent	Math Lead Facilitator, Principal, Assistant Principal, Freckle training, planning time for flexible grouping facilitators, data from STAR testing. Title I funded paraprofessionals (\$66,954.96) push-in to support tier II interventions.	Yes
Use pretest data to flexible group for every unit.	08/23/2022	05/05/2023	Assistant Principal	Pretest data, time to coplan, math lead facilitator.	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Improve Math Achievement	<ul style="list-style-type: none">• Use performance data from PSSA/STAR to target anchors and areas of improvement.• Use pretest data to flexible group for every unit.

Professional Development Activities

Freckle Training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Use performance data from PSSA/STAR to target anchors and areas of improvement. 	PVIS math and special education facilitators	Freckle Training	Implementation and usage in the classroom	Assistant Superintendent	08/16/2022	08/18/2022
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Inservice day	Initially at the beginning of the school year				Language and Literacy Acquisition for All Students	

PV to Singapore

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Use pretest data to flexible group for every unit. 	7-12 Facilitators	Assessments, data, classroom management, parent communication, project-based learning, SAMR model, etc.	Monthly walk-throughs by the Lead Facilitator - 2x per semester walk-throughs by the building administration	Principal	08/23/2022	05/31/2023

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	Every facilitator must conduct 2 per month - frequency by the leads and administration mentioned above.		Teaching Diverse Learners in Inclusive Settings