

**PLEASANT VALLEY INTRMD SCH**

477 Polk Township Road

TSI Title 1 School Plan | 2023 - 2024

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**VISION FOR LEARNING**

The mission of PVI is to inspire all students towards physical, intellectual, emotional, and social growth as life-long learners.

## STEERING COMMITTEE

Name	Position	Building/Group
Lori Hagerman	District Level Leaders	Pleasant Valley School District
Sabrina Albright	Principal	Pleasant Valley Intermediate
Vickie O'Rourke	Community Member	Pleasant Valley Intermediate
Lauren Cieslak	Teacher	Pleasant Valley Intermediate
Leticia DiPipi	Teacher	Pleasant Valley Intermediate
Francesca McCutchan	Education Specialist	Pleasant Valley Intermediate
Gina Belanger	Paraprofessional	Pleasant Valley Intermediate
Mike McMullen	District Level Leaders	Pleasant Valley School District
Dr. James R. Konrad	Chief School Administrator	Pleasant Valley School District
Carl Mease	Parent	Pleasant Valley Intermediate School
Lauren Nelson	Parent	Pleasant Valley Intermediate School
Kathleen Gray	Education Specialist	Pleasant Valley Intermediate School
Jason Menghini	Education Specialist	Pleasant Valley Intermediate School

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Kelly Williams	Teacher	Pleasant Valley Intermediate School
Josephine Gioia	Community Member	The Growing Place Childcare Center
Tim Mccutchan	Other	Pleasant Valley Intermediate School
Julie Romanisko	Other	Pleasant Valley Intermediate School

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>In addition to core instruction, teachers must provide daily targeted small group instruction for all learners in both reading and math in order to identify and address individual student needs. The needs of all learners must be met and challenged in order to increase achievement and rigor. This includes analysis of data and student performance in order to design personalized instruction. Collaboration time and monitoring of progress must occur to promote success.</p>	English Language Arts  Mathematics
<p>Small group instruction must be consistently delivered and monitored. It must be targeted to address students' needs across the curriculum. The consistency of implementation must increase in both reading and math, addressing the needs of all learners and not just the struggling students. Literacy can also be leveraged by strategically incorporating nonfiction reading and writing in the content areas. This practice must be monitored by building administration for quality and consistency.</p>	English Language Arts
<p>In order to address the needs of all learners, we need to continue to put layers of instruction and interventions in place. In particular, we need to address the needs of English Learners by putting interventions in place to address the various aspects of literacy such as decoding, vocabulary and comprehension. This is not fully in place and needs to be layered on top of core instruction. Scheduling and adherence to schedules is paramount for this to be successful. Additionally, consistent analysis of data is crucial to evaluate the effectiveness of core instruction and interventions and make adjustments accordingly.</p>	English Language Arts

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Targeted small group reading instruction

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
STAR Reading Proficiency	Grades 3 to 5 will achieve 65% proficiency or higher on the STAR Reading Spring Benchmark Assessment.

Informational text goal	Grades 3 to 5 will be 65% proficient or higher on standard 1.2.J, which addresses informational academic vocabulary acquisition and use, on the STAR Reading Spring Benchmark Assessment.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
English Language Arts teachers, Reading Specialists and Social Studies teachers analyze Fall Benchmark STAR Reading data. Look at proficiency levels and informational text standards.	2023-08-28 - 2023-09-22	Timothy McCutchan/ Assistant Principal	Reading Specialists, ESL Program Specialist's involvement and input, STAR Data reports
English Language Arts teachers, Reading Specialists and Social Studies teachers analyze Winter Benchmark STAR Reading data. Look at proficiency levels, growth and informational text standards.	2024-01-08 - 2024-01-31	Timothy McCutchan/ Assistant Principal	Reading Specialists, ESL Program Specialist's involvement and input, STAR Data reports
English Language Arts teachers, Reading Specialists and Social Studies teachers analyze Spring Benchmark STAR Reading data. Look at proficiency levels, growth and informational text standards.	2024-05-06 - 2024-05-17	Timothy McCutchan/ Assistant Principal	Reading Specialists, ESL Program Specialist's involvement and input, STAR Data reports

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Building Administration will hold bi-weekly meetings with ELA and Social Studies Teachers to analyze data, collaborate on cross-curricular literacy instruction (including phonics & word study) and plan how they will meet students' needs with targeted small group instruction.	2023-09-11 - 2024-05-30	Timothy McCutchan/ Assistant Principal	Reading Specialists, ESL Program Specialist's involvement and input, STAR Data, formative assessment data, core curriculum and scope and sequence, 95 Phonics Core Program assessment data (based on LETRS), 95 Phonics Blueprint for Intervention Multisyllable Routine Cards, targeted small group data/anecdotal notes

### Anticipated Outcome

STAR Reading data reports, student assessment data from core instruction, anecdotal notes/data from small group instruction, walk-through evidence of small group instruction

### Monitoring/Evaluation

Mr. McCutchan and Ms. Hagerman will conduct bi-weekly walk-throughs and/or classroom visits during core reading instruction, phonics instruction and Social Studies instruction to ensure small groups and content area literacy instruction are occurring. Providing evidence of small group instruction will be incorporated into the bi-weekly meetings. STAR Reading data will be analyzed and discussed at bi-weekly meetings and will be monitored quarterly by Mr. McCutchan and Ms. Hagerman.

### Evidence-based Strategy

Targeted small group math instruction

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

iReady Math Proficiency      Grades 3 to 5 will achieve 55% proficiency or higher on the iReady Math Spring Diagnostic Assessment.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Math teachers and Math Specialists analyze iReady Math Fall Diagnostic Data. Look at proficiency levels (overall placement) and pre-requisite reports to determine learning needs.

2023-08-28 -  
2023-09-22

Sabrina  
Albright,  
Principal

Math Support teachers, ESL Program Specialist's involvement and input, iReady Math Diagnostic Assessment data

Math teachers and Math Specialists analyze iReady Math Winter Diagnostic Data. Look at proficiency levels (overall placement), growth reports and pre-requisite reports to determine learning needs.

2024-01-08 -  
2024-01-31

Sabrina  
Albright,  
Principal

Math Support teachers, ESL Program Specialist's involvement and input, iReady Math Diagnostic Assessment data

Math teachers and Math Specialists analyze iReady Math Spring Diagnostic Data. Look at proficiency levels (overall placement), and growth reports

2024-05-06 -  
2024-05-17

Sabrina  
Albright,  
Principal

Math Support teachers, ESL Program Specialist's involvement and input, iReady Math Diagnostic Assessment data

Building Administration will hold bi-weekly meetings with Math teachers to analyze data, collaborate on consistent instruction and plan

2023-09-11 -  
2024-05-30

Sabrina  
Albright,  
Principal

Math Support Teachers, ESL Program Specialist's involvement and input, core curriculum and scope and sequence, iReady Math Diagnostic Assessment

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
how they will meet students' needs with targeted small group instruction.			data, iReady Math personalized instruction pathway data, Ready Math assessment data, formative assessment data, targeted small group data/anecdotal notes

Anticipated Outcome
iReady Math Diagnostic and Instruction reports, student assessment data from core instruction, anecdotal notes/data from small group instruction, walk-through evidence of small group instruction

Monitoring/Evaluation
Sabrina Albright will conduct bi-weekly walk-throughs and/or classroom visits during core math instruction to ensure small group math instruction is taking place. Providing evidence of small group instruction will be incorporated into the bi-weekly meetings. iReady Math data will be monitored quarterly by Ms. Albright and Ms. Hagerman. iReady Math data will be analyzed and discussed at bi-weekly meetings.

Evidence-based Strategy
Targeted Reading Interventions

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)



<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
English Learner STAR Reading Proficiency	English Learners will achieve 45% proficiency or higher on the Spring STAR Reading Benchmark Assessment.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
The Reading Supervisor will train the ESL Program Specialist on literacy interventions to use with English Learners that address building vocabulary and comprehension.	2023-08-28 - 2023-09-29	Lori Hagerman, Reading Supervisor	95 Phonics Core Program assessment data (based on LETRS), 95 Phonics Blueprint for Intervention Multisyllable Routine Cards, Additional Interventions that support the Core Phonics Program such as 95 Percent Group Vocabulary Surge, 95 Percent Group Comprehension and computer programs/technology to supplement core instruction, Training and follow up by the Reading Supervisor.
The Reading Supervisor will work with the ESL Program Specialist to analyze data and identify the appropriate interventions to be used based upon students' needs as determined by district screeners and assessments as well as formative assessment data.	2023-09-29 - 2023-10-13	Lori Hagerman, Reading Supervisor	95 Phonics Core Program assessment data (based on LETRS), 95 Phonics Blueprint for Intervention Multisyllable Routine Cards, Additional Interventions that support the Core Phonics Program such as 95 Percent Group Vocabulary Surge, 95 Percent Group Comprehension and computer programs/technology to supplement core instruction, data analysis forms/templates, support and guidance of the Reading Supervisor.
The Reading Supervisor will guide the ESL	2023-10-16 -	Lori	95 Phonics Core Program assessment data (based on

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Program Specialist through the implementation of literacy interventions with the English Learners to address building vocabulary and comprehension.	2024-05-30	Hagerman, Reading Supervisor	LETRS), 95 Phonics Blueprint for Intervention Multisyllable Routine Cards, Additional Interventions that support the Core Phonics Program such as 95 Percent Group Vocabulary Surge, 95 Percent Group Comprehension and computer programs/technology to supplement core instruction, data analysis forms/templates, support and guidance of the Reading Supervisor.

**Anticipated Outcome**

STAR Reading data reports, student assessment data from core instruction and small group instruction, anecdotal notes/data from small group instruction,

**Monitoring/Evaluation**

Ms. Hagerman will monitor STAR Reading data of English Learners Quarterly and meet with the ESL Program Specialist to review the data and guide the adjustment of interventions accordingly. Classroom performance data and anecdotal notes will also be reviewed monthly by Ms. Hagerman to guide the ESL Program Specialist in making data-driven instructional decisions for the English Learners.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Grades 3 to 5 will be 65% proficient or higher on standard 1.2.J, which addresses informational academic vocabulary acquisition and use, on the STAR Reading Spring Benchmark Assessment. (Informational text goal)</p>	<p>Targeted small group reading instruction</p>	<p>Building Administration will hold bi-weekly meetings with ELA and Social Studies Teachers to analyze data, collaborate on cross-curricular literacy instruction (including phonics &amp; word study) and plan how they will meet students' needs with targeted small group instruction.</p>	<p>09/11/2023 - 05/30/2024</p>
<p>Grades 3 to 5 will achieve 65% proficiency or higher on the STAR Reading Spring Benchmark Assessment. (STAR Reading Proficiency)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
English Learners will achieve 45% proficiency or higher on the Spring STAR Reading Benchmark Assessment. (English Learner STAR Reading Proficiency)	Targeted Reading Interventions	The Reading Supervisor will train the ESL Program Specialist on literacy interventions to use with English Learners that address building vocabulary and comprehension.	08/28/2023 - 09/29/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
English Learners will achieve 45% proficiency or higher on the Spring STAR Reading Benchmark Assessment. (English Learner STAR Reading Proficiency)	Targeted Reading Interventions	The Reading Supervisor will work with the ESL Program Specialist to analyze data and identify the appropriate interventions to be used based upon students' needs as determined by district screeners and assessments as well as formative assessment data.	09/29/2023 - 10/13/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
English Learners will achieve 45% proficiency or higher on the Spring STAR Reading Benchmark Assessment. (English Learner STAR Reading Proficiency)	Targeted Reading Interventions	The Reading Supervisor will guide the ESL Program Specialist through the implementation of literacy interventions with the English Learners to address building vocabulary and comprehension.	10/16/2023 - 05/30/2024

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, 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 that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.**

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

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Chief School Administrator

James R. Konrad

2023-06-14

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School Improvement Facilitator Signature

Lori Hagerman

2023-06-14

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Building Principal Signature

Sabrina Albright

2023-07-11

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

On the 2022 English Language Arts PSSA, the all student group had an academic growth score of 100, which exceeded the statewide average growth score of 75.

On the 2022 Math PSSA, the all student group had an academic growth score of 100, which exceeded the statewide average growth score of 75.3.

On the 2022-2023 STAR Reading Benchmark Assessment, all three grade levels showed an average growth between 17 and 34 points from Fall to Winter.

On the 2022 Math PSSA, the Hispanic, White and Economically Disadvantaged subgroups are all trending upward with a growth score of 100, which exceeded the statewide average growth score of 75.3 as well as the statewide growth standard of 70.

On the 2022-2023 Winter STAR Reading Benchmark Assessment, grades 3 to 5 were above 50% proficient on the majority of PA Academic Standards for English Language Arts that addressed informational text.

Continuously monitor implementation of the school improvement plan and adjust as needed.

### Challenges

Although the all student group scored slightly above the statewide average for proficiency at 55%, this needs to increase to demonstrate stronger reading proficiency.

On the 2022 Math PSSA, the all student group was trending upward at 34.2% proficiency, but were slightly below the statewide average of 35.7%

On the 2022-2023 STAR Reading Benchmark Assessment, although third and fourth grade increased in proficiency from Fall to Winter, the increase was nominal (between 4% and 6%).

On the 2022-2023 STAR Reading Benchmark Assessment, fifth grade did not increase in proficiency but maintained.

On the 2022-2023 iReady Winter Math Diagnostic, although grades 3 to 5 all increased in proficiency from Fall to Winter, each of the grade levels fell below 50% proficiency. Third grade in particular was 31% proficient.

On the 2022-2023 Winter STAR Reading Benchmark Assessment, grades 3 to 5 were above 50% proficient on the majority of PA Academic Standards for English Language Arts that addressed informational text. Although this represents a strength, it also

## Strengths

On the 2022-2023 iReady Math Diagnostic, grades 3 to 5 showed typical growth of 65% at mid year, which shows how students are growing compared to average student growth at the same grade and baseline placement level.

On the 2022-2023 iReady Math Diagnostic, grades 3 to 5 increased in proficiency from Fall to Winter with third grade going from 7% to 31% proficiency, fourth grade going from 26% to 47% proficiency and fifth grade going from 21% to 42% proficiency.

Black students were 54% proficient on the Winter 2023 STAR Reading Benchmark Assessment, which is in line with the performance of the overall student population.

On the 2022 English Language Arts PSSA, the Hispanic, White, Multi-racial and Economically Disadvantaged subgroups are all trending upward and exceeded the statewide average growth score of 75 as well as the statewide growth standard of 70.

On the 2022-2023 STAR Reading Benchmark Assessment, all three grade levels were at 50% proficiency or higher at the mid-year mark.

On the 2022-2023 Winter STAR Reading Benchmark Assessment, grades 3 to 5 were above 50% proficient on the majority of PA Academic Standards for English Language Arts that addressed

## Challenges

represents a challenge in that a higher level of proficiency needs to be attained with standards addressing informational text in order to leverage stronger reading comprehension and higher overall literacy proficiency.

On the Winter 2023 STAR Reading Benchmark Assessment, the EL students were less proficient than the overall student population with a proficiency level of 34%, while the overall student population was 55% proficient.

On the Winter 2023 iReady Math Diagnostic Assessment, the EL students were less proficient than the overall student population with a proficiency level of 29% , while the overall student population was 40% proficient.

On the 2022-2023 iReady Winter Math Diagnostic, grades 3 to 5 showed a significant deficiency in the numbers and operations domain. 64% of third grade were below grade level in this domain. 43%% of fourth grade were below grade level and 62% of fifth grade were below grade level in this domain.

On the 2022 English Language Arts PSSA, English Learners are trending downward at 34.4% which is below the statewide average of 54.1% and did not meet the statewide goal.

On the 2022 Math PSSA, the English Learner subgroup is trending upward at 18.2%, but fell well below the statewide average of

## Strengths

informational text.

Grades 3 to 5 are trending upward toward the completion of all Xello lessons for each grade level.

Curricular materials and lesson plans are aligned to the PA Standards

Continue to provide frequent, timely, and systematic feedback and support on instructional practices.

Hispanic students were 50% proficient on the Winter 2023 STAR Reading Benchmark Assessment.

Building administration and teachers promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically \*

Building leadership capacity and empowering staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

## Challenges

35.7% and did not meet the statewide goal.

Science- On the 2022-2023 Winter STAR Reading Benchmark Assessment, grades 3 to 5 were above 50% proficient on the majority of PA Academic Standards for English Language Arts that addressed informational text. Although this represents a strength, it also represents a challenge in that a higher level of proficiency needs to be attained with standards addressing informational text in order to leverage stronger reading comprehension and higher overall literacy proficiency.

Although this is operational, we need to continue to improve the implementation of evidence-based strategies to engage families to support learning.

On the Winter 2023 STAR Reading Benchmark Economically Disadvantaged students were less proficient than the overall student population with a proficiency level of 49%, while the overall student population was 55% proficient.

Using a variety of consistent assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices is an area that continues to be addressed so that it continues to grow and move forward.

Identifying and addressing individual student learning needs is an area that needs growth so that it is consistently being addressed

## Challenges

by all teachers. Consistent delivery of targeted small group instruction for all students continues to be a need across the curriculum. It is imperative to address literacy needs in Social Studies and Science in order to leverage and increase reading achievement.

Fostering a culture of high expectations for success for all students, educators, families, and community members is a work in progress. Building leadership continues to work on cultivating rigor and success.

On the 2022-2023 Winter STAR Reading Benchmark Assessment, PA Academic Standard for English Language Arts 1.2.J, which addresses informational academic vocabulary acquisition and use, students were 59% proficient in 3rd grade, 59% proficient in 4th grade and 51% proficient in 5th grade.

On the Winter 2023 iReady Math Diagnostic Assessment, Economically Disadvantaged students were less proficient than the overall student population with a proficiency level of 35% , while the overall student population was 40% proficient.

Implementing a multi-tiered system of supports for academics and behavior continues to be a challenge. It is a work in progress trying to fit in all academics in the most efficient manner possible. It is imperative to provide consistent targeted small group instruction in reading and math in order to move learning forward.

### Challenges

It is also necessary to address the literacy and math needs in the content areas in order to leverage reading and math achievement.

Social Studies- On the 2022-2023 Winter STAR Reading Benchmark Assessment, PA Academic Standard for English Language Arts 1.2.J, which addresses informational academic vocabulary acquisition and use, students were 59% proficient in 3rd grade, 59% proficient in 4th grade and 51% proficient in 5th grade.

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### Most Notable Observations/Patterns

The team discussed the need to increase Reading and Math proficiency scores. Pleasant Valley Intermediate needs to strengthen the focus on addressing the needs of English Learners so that their ELA and Math Proficiency increases. The team discussed the need to continue to build Tier 2 instruction for Math and English Language Arts. Daily targeted small group instruction in both math and English Language Arts is needed. Expanding the Phonics/Word Study Program to grades four and five will support closing the reading gap that still exists. Social Studies and Science instruction were identified as areas in which we can leverage reading instruction and critical thinking skills in order to increase Reading and Math proficiency.

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**Challenges**

**Discussion Point**

**Priority for Planning**

## Challenges

## Discussion Point

## Priority for Planning

On the 2022-2023 iReady Winter Math Diagnostic, although grades 3 to 5 all increased in proficiency from Fall to Winter, each of the grade levels fell below 50% proficiency. Third grade in particular was 31% proficient.

Using a variety of consistent assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices is an area that continues to be addressed so that it continues to grow and move forward.

Identifying and addressing individual student learning needs is an area that needs growth so that it is consistently being addressed by all teachers. Consistent delivery of targeted small group instruction for all students continues to be a need across the curriculum. It is imperative to address literacy needs in Social Studies and Science in order to leverage and increase reading achievement.

Small group instruction is not consistently delivered. It must be targeted to address students' needs across the curriculum. The consistency of implementation must increase in both reading and math, addressing the needs of all learners and not just the struggling students. Literacy can also be leveraged by strategically incorporating nonfiction reading and writing in the content areas.

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Fostering a culture of high expectations for success for all students, educators, families, and community members is a work in progress. Building leadership continues to work on cultivating rigor and success.

Teachers must provide daily targeted small group instruction for all learners in both reading and math in order to identify and address individual student needs. The needs of all learners must be met and challenged in order to increase achievement and rigor. This includes analysis of data and student performance in order to design personalized

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**Challenges****Discussion Point****Priority for Planning**

instruction.

On the 2022-2023 STAR Reading Benchmark Assessment, although third and fourth grade increased in proficiency from Fall to Winter, the increase was nominal (between 4% and 6%).

On the Winter 2023 STAR Reading Benchmark Assessment, the EL students were less proficient than the overall student population with a proficiency level of 34%, while the overall student population was 55% proficient.

On the Winter 2023 iReady Math Diagnostic Assessment, the EL students were less proficient than the overall student population with a proficiency level of 29% , while the overall student population was 40% proficient.

On the 2022-2023 Winter STAR Reading Benchmark Assessment, grades 3 to 5 were above 50% proficient on the majority of PA Academic Standards for English Language Arts that addressed informational text. Although this represents a strength, it also represents a challenge in that a higher level of proficiency needs to be attained with standards addressing informational text in order to leverage stronger reading comprehension and higher overall literacy proficiency.

Although the all student group scored slightly above the statewide average for proficiency at 55%, this needs to increase to demonstrate stronger reading proficiency.

**Challenges****Discussion Point****Priority for Planning**

On the 2022 Math PSSA, the all student group was trending upward at 34.2% proficiency, but were slightly below the statewide average of 35.7%

On the 2022-2023 Winter STAR Reading Benchmark Assessment, PA Academic Standard for English Language Arts 1.2.J, which addresses informational academic vocabulary acquisition and use, students were 59% proficient in 3rd grade, 59% proficient in 4th grade and 51% proficient in 5th grade.

Implementing a multi-tiered system of supports for academics and behavior continues to be a challenge. It is a work in progress trying to fit in all academics in the most efficient manner possible. It is imperative to provide consistent targeted small group instruction in reading and math in order to move learning forward. It is also necessary to address the literacy and math needs in the content areas in order to leverage reading and math achievement.

In order to address the needs of all learners, we need to continue to put layers of instruction and interventions in place. In particular, we need to address the needs of English Learners by putting interventions in place to address the various aspects of literacy such as decoding, vocabulary and comprehension. This is not in place and needs to be layered on top of core instruction.





## **ADDENDUM B: ACTION PLAN**

**Action Plan: Targeted small group reading instruction**

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

English Language Arts teachers, Reading Specialists and Social Studies teachers analyze Fall Benchmark STAR Reading data. Look at proficiency levels and informational text standards.

08/28/2023 - 09/22/2023

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

Mr. McCutchan and Ms. Hagerman will conduct bi-weekly walk-throughs and/or classroom visits during core reading instruction, phonics instruction and Social Studies instruction to ensure small groups and content area literacy instruction are occurring. Providing evidence of small group instruction will be incorporated into the bi-weekly meetings. STAR Reading data will be analyzed and discussed at bi-weekly meetings and will be monitored quarterly by Mr. McCutchan and Ms. Hagerman.

STAR Reading data reports, student assessment data from core instruction, anecdotal notes/data from small group instruction, walk-through evidence of small group instruction

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

Reading Specialists, ESL Program Specialist's involvement and input, STAR Data reports

no



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

English Language Arts teachers, Reading Specialists and Social Studies teachers analyze Winter Benchmark STAR Reading data. Look at proficiency levels, growth and informational text standards.

01/08/2024 - 01/31/2024

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

Mr. McCutchan and Ms. Hagerman will conduct bi-weekly walk-throughs and/or classroom visits during core reading instruction, phonics instruction and Social Studies instruction to ensure small groups and content area literacy instruction are occurring. Providing evidence of small group instruction will be incorporated into the bi-weekly meetings. STAR Reading data will be analyzed and discussed at bi-weekly meetings and will be monitored quarterly by Mr. McCutchan and Ms. Hagerman.

STAR Reading data reports, student assessment data from core instruction, anecdotal notes/data from small group instruction, walk-through evidence of small group instruction

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

Reading Specialists, ESL Program Specialist's involvement and input, STAR Data reports

no



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

English Language Arts teachers, Reading Specialists and Social Studies teachers analyze Spring Benchmark STAR Reading data. Look at proficiency levels, growth and informational text standards.

05/06/2024 - 05/17/2024

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

Mr. McCutchan and Ms. Hagerman will conduct bi-weekly walk-throughs and/or classroom visits during core reading instruction, phonics instruction and Social Studies instruction to ensure small groups and content area literacy instruction are occurring. Providing evidence of small group instruction will be incorporated into the bi-weekly meetings. STAR Reading data will be analyzed and discussed at bi-weekly meetings and will be monitored quarterly by Mr. McCutchan and Ms. Hagerman.

STAR Reading data reports, student assessment data from core instruction, anecdotal notes/data from small group instruction, walk-through evidence of small group instruction

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

Reading Specialists, ESL Program Specialist's involvement and input, STAR Data reports

no



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

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Building Administration will hold bi-weekly meetings with ELA and Social Studies Teachers to analyze data, collaborate on cross-curricular literacy instruction (including phonics & word study) and plan how they will meet students' needs with targeted small group instruction.

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09/11/2023 - 05/30/2024

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

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Mr. McCutchan and Ms. Hagerman will conduct bi-weekly walk-throughs and/or classroom visits during core reading instruction, phonics instruction and Social Studies instruction to ensure small groups and content area literacy instruction are occurring. Providing evidence of small group instruction will be incorporated into the bi-weekly meetings. STAR Reading data will be analyzed and discussed at bi-weekly meetings and will be monitored quarterly by Mr. McCutchan and Ms. Hagerman.

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STAR Reading data reports, student assessment data from core instruction, anecdotal notes/data from small group instruction, walk-through evidence of small group instruction

**Material/Resources/Supports Needed**

**PD  
Step**

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Reading Specialists, ESL Program Specialist's involvement and input, STAR Data, formative assessment data, core curriculum and scope and sequence, 95 Phonics Core Program assessment data (based on LETRS), 95 Phonics Blueprint for Intervention Multisyllable Routine Cards, targeted small group data/anecdotal notes

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yes

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**Action Plan: Targeted small group math instruction**

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

Math teachers and Math Specialists analyze iReady Math Fall Diagnostic Data. Look at proficiency levels (overall placement) and pre-requisite reports to determine learning needs.

08/28/2023 - 09/22/2023

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

Sabrina Albright will conduct bi-weekly walk-throughs and/or classroom visits during core math instruction to ensure small group math instruction is taking place. Providing evidence of small group instruction will be incorporated into the bi-weekly meetings. iReady Math data will be monitored quarterly by Ms. Albright and Ms. Hagerman. iReady Math data will be analyzed and discussed at bi-weekly meetings.

iReady Math Diagnostic and Instruction reports, student assessment data from core instruction, anecdotal notes/data from small group instruction, walk-through evidence of small group instruction

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

Math Support teachers, ESL Program Specialist's involvement and input, iReady Math Diagnostic Assessment data

no



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

Math teachers and Math Specialists analyze iReady Math Winter Diagnostic Data. Look at proficiency levels (overall placement), growth reports and pre-requisite reports to determine learning needs.

01/08/2024 - 01/31/2024

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

Sabrina Albright will conduct bi-weekly walk-throughs and/or classroom visits during core math instruction to ensure small group math instruction is taking place. Providing evidence of small group instruction will be incorporated into the bi-weekly meetings. iReady Math data will be monitored quarterly by Ms. Albright and Ms. Hagerman. iReady Math data will be analyzed and discussed at bi-weekly meetings.

iReady Math Diagnostic and Instruction reports, student assessment data from core instruction, anecdotal notes/data from small group instruction, walk-through evidence of small group instruction

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

Math Support teachers, ESL Program Specialist's involvement and input, iReady Math Diagnostic Assessment data

no





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

Math teachers and Math Specialists analyze iReady Math Spring Diagnostic Data. Look at proficiency levels (overall placement), and growth reports

05/06/2024 - 05/17/2024

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

Sabrina Albright will conduct bi-weekly walk-throughs and/or classroom visits during core math instruction to ensure small group math instruction is taking place. Providing evidence of small group instruction will be incorporated into the bi-weekly meetings. iReady Math data will be monitored quarterly by Ms. Albright and Ms. Hagerman. iReady Math data will be analyzed and discussed at bi-weekly meetings.

iReady Math Diagnostic and Instruction reports, student assessment data from core instruction, anecdotal notes/data from small group instruction, walk-through evidence of small group instruction

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

Math Support teachers, ESL Program Specialist's involvement and input, iReady Math Diagnostic Assessment data

no



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

Building Administration will hold bi-weekly meetings with Math teachers to analyze data, collaborate on consistent instruction and plan how they will meet students' needs with targeted small group instruction.

09/11/2023 - 05/30/2024

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

Sabrina Albright will conduct bi-weekly walk-throughs and/or classroom visits during core math instruction to ensure small group math instruction is taking place. Providing evidence of small group instruction will be incorporated into the bi-weekly meetings. iReady Math data will be monitored quarterly by Ms. Albright and Ms. Hagerman. iReady Math data will be analyzed and discussed at bi-weekly meetings.

iReady Math Diagnostic and Instruction reports, student assessment data from core instruction, anecdotal notes/data from small group instruction, walk-through evidence of small group instruction

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

Math Support Teachers, ESL Program Specialist's involvement and input, core curriculum and scope and sequence, iReady Math Diagnostic Assessment data, iReady Math personalized instruction pathway data, Ready Math assessment data, formative assessment data, targeted small group data/anecdotal notes

no



## **Action Plan: Targeted Reading Interventions**

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

The Reading Supervisor will train the ESL Program Specialist on literacy interventions to use with English Learners that address building vocabulary and comprehension.

08/28/2023 - 09/29/2023

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

Ms. Hagerman will monitor STAR Reading data of English Learners Quarterly and meet with the ESL Program Specialist to review the data and guide the adjustment of interventions accordingly. Classroom performance data and anecdotal notes will also be reviewed monthly by Ms. Hagerman to guide the ESL Program Specialist in making data-driven instructional decisions for the English Learners.

STAR Reading data reports, student assessment data from core instruction and small group instruction, anecdotal notes/data from small group instruction,

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

95 Phonics Core Program assessment data (based on LETRS), 95 Phonics Blueprint for Intervention Multisyllable Routine Cards, Additional Interventions that support the Core Phonics Program such as 95 Percent Group Vocabulary Surge, 95 Percent Group Comprehension and computer programs/technology to supplement core instruction, Training and follow up by the Reading Supervisor.

yes



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
The Reading Supervisor will work with the ESL Program Specialist to analyze data and identify the appropriate interventions to be used based upon students' needs as determined by district screeners and assessments as well as formative assessment data.	09/29/2023 - 10/13/2023

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Ms. Hagerman will monitor STAR Reading data of English Learners Quarterly and meet with the ESL Program Specialist to review the data and guide the adjustment of interventions accordingly. Classroom performance data and anecdotal notes will also be reviewed monthly by Ms. Hagerman to guide the ESL Program Specialist in making data-driven instructional decisions for the English Learners.	STAR Reading data reports, student assessment data from core instruction and small group instruction, anecdotal notes/data from small group instruction,

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
95 Phonics Core Program assessment data (based on LETRS), 95 Phonics Blueprint for Intervention Multisyllable Routine Cards, Additional Interventions that support the Core Phonics Program such as 95 Percent Group Vocabulary Surge, 95 Percent Group Comprehension and computer programs/technology to supplement core instruction, data analysis forms/templates, support and guidance of the Reading Supervisor.	yes



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
<p>The Reading Supervisor will guide the ESL Program Specialist through the implementation of literacy interventions with the English Learners to address building vocabulary and comprehension.</p>	<p>10/16/2023 - 05/30/2024</p>
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
<p>Ms. Hagerman will monitor STAR Reading data of English Learners Quarterly and meet with the ESL Program Specialist to review the data and guide the adjustment of interventions accordingly. Classroom performance data and anecdotal notes will also be reviewed monthly by Ms. Hagerman to guide the ESL Program Specialist in making data-driven instructional decisions for the English Learners.</p>	<p>STAR Reading data reports, student assessment data from core instruction and small group instruction, anecdotal notes/data from small group instruction,</p>
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
<p>95 Phonics Core Program assessment data (based on LETRS), 95 Phonics Blueprint for Intervention Multisyllable Routine Cards, Additional Interventions that support the Core Phonics Program such as 95 Percent Group Vocabulary Surge, 95 Percent Group Comprehension and computer programs/technology to supplement core instruction, data analysis forms/templates, support and guidance of the Reading Supervisor.</p>	<p>yes</p>







## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Grades 3 to 5 will achieve 65% proficiency or higher on the STAR Reading Spring Benchmark Assessment. (STAR Reading Proficiency)</p> <p>Grades 3 to 5 will be 65% proficient or higher on standard 1.2.J, which addresses informational academic vocabulary acquisition and use, on the STAR Reading Spring Benchmark Assessment. (Informational text goal)</p>	<p>Targeted small group reading instruction</p>	<p>Building Administration will hold bi-weekly meetings with ELA and Social Studies Teachers to analyze data, collaborate on cross-curricular literacy instruction (including phonics &amp; word study) and plan how they will meet students' needs with targeted small group instruction.</p>	<p>09/11/2023 - 05/30/2024</p>
<p>English Learners will achieve 45% proficiency or higher on the Spring STAR Reading Benchmark Assessment. (English Learner STAR Reading Proficiency)</p>	<p>Targeted Reading Interventions</p>	<p>The Reading Supervisor will train the ESL Program Specialist</p>	<p>08/28/2023 - 09/29/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		on literacy interventions to use with English Learners that address building vocabulary and comprehension.	
English Learners will achieve 45% proficiency or higher on the Spring STAR Reading Benchmark Assessment. (English Learner STAR Reading Proficiency)	Targeted Reading Interventions	The Reading Supervisor will work with the ESL Program Specialist to analyze data and identify the appropriate interventions to be used based upon students' needs as determined by district screeners and assessments as well as formative assessment data.	09/29/2023 - 10/13/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
English Learners will achieve 45% proficiency or higher on the Spring STAR Reading Benchmark Assessment. (English Learner STAR Reading Proficiency)	Targeted Reading Interventions	The Reading Supervisor will guide the ESL Program Specialist through the implementation of literacy interventions with the English Learners to address building vocabulary and comprehension.	10/16/2023 - 05/30/2024

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Decoding Multisyllabic words in Content Area Instruction	Grades 3 to 5 content area teachers and ESL Program Specialist	Teachers will learn how to incorporate the 95 Phonics multisyllabic routines and gestures into their daily instruction and use that support and lead into the lesson.

**Evidence of Learning****Anticipated Timeframe****Lead Person/Position**

Evidence will be assessed by analyzing the informational text standards in the STAR Reading Assessment results as well as increased student performance on classroom assessments. This will be part of the discussion and evidence at the bi-weekly meetings. Evidence of implementation will also be noted during classroom walk-throughs by administration.

10/06/2023 - 05/30/2024

Lori Hagerman/ Supervisor of Curriculum and Instruction  
Timothy McCutchan/ Assistant Principal

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

1e: Designing Coherent Instruction

Structured Literacy

3c: Engaging Students in Learning



Professional Development Step	Audience	Topics of Prof. Dev
Literacy Interventions to Support English Language Learners	ESL Program Specialist for grades 3-5	The focus will be on the implementation of literacy interventions that address building vocabulary and comprehension. The trainer will show the ESL Program Specialist how to analyze the STAR Reading data and other available data of English Learners and how to use that data to choose and plan interventions accordingly. Ongoing training and support will be provided to regularly analyze student data and performance and adjust interventions as needed.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
STAR Reading results of English Learners, data and anecdotal notes based on interventions; choice of interventions that match student data and performance	08/28/2023 - 05/30/2024	Lori Hagerman/Supervisor of Curriculum and Instruction

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction  4a: Reflecting on Teaching	Language and Literacy Acquisition for All Students



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The plan will be posted for public review following School Board approval. It will also be shared with parents at the Title I parent meetings and posted on the building website.	Parents will be provided with an overview of the Pleasant Valley Intermediate Schoolwide Plan based on input from the Spring 2023 Schoolwide Planning meeting as well as input from the Spring 2023 parent surveys.	Parent and stakeholder meetings, digital on website, paper copies	Pleasant Valley Intermediate Parents, building and district administration, community members, teachers, paraprofessionals	The plan will be posted for public review on the district website in May 2023, then Board approved in late May 2023 or beginning of June 2023. The Plan will then be posted on the building website by August 2023 and shared and reviewed at the Fall 2023 Parent/Stakeholder Title I meeting and again at the Winter 2024 and Spring 2024 Parent/Stakeholder meetings.
This plan will be shared with Pleasant Valley Intermediate staff at the Title I Parent training provided to staff as well as through staff meetings.	Pleasant Valley Intermediate staff will be trained by parents/SPAC parent videos as well as on the contents of the Title I Schoolwide Plan.	in-person meetings	Pleasant Valley Intermediate Staff	September/October 2022

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