

PLEASANT VALLEY EL SCH

476 Polk Township Road

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Pleasant Valley Elementary will focus on student centered learning and promoting the education of the WHOLE child! We will ALL work together in a collaborative manner to promote student success.

STEERING COMMITTEE

Name	Position	Building/Group
Lori Hagerman	District Level Leaders	Pleasant Valley School District
Roger Pomposello	Building Principal	Pleasant Valley Elementary School
Sabrina Albright	Assistant Principal	Pleasant Valley Elementary School
Vickie O'Rourke	Community Member	Pleasant Valley Community
Christie Doll	Education Specialist	Pleasant Valley Elementary School
Melissa Kern	Teacher	Pleasant Valley Elementary School
Michael McMullen	District Level Leaders	Pleasant Valley School District
Linda Barney	Community Member	The Growing Place
Melissa Kern	Teacher	Pleasant Valley School District
Susan Price	Education Specialist	Pleasant Valley School District
Nancy Harkins	Education Specialist	Pleasant Valley School District
Dr. James Konrad	Chief School Administrator	Pleasant Valley School District
Christie Doll	Education Specialist	Pleasant Valley School District

Name	Position	Building/Group
Sarah Adams	Other	Pleasant Valley School District
Rachel Frable	Parent	Pleasant Valley School District
Madeline Imparato	Paraprofessional	Pleasant Valley School District
April Kresge	Teacher	Pleasant Valley School District
Jerome Stallings	Parent	Pleasant Valley School District
Lorat Guinn	Parent	Pleasant Valley School District
Elizabeth Velazquez	Parent	Pleasant Valley School District
Gwendoly Stallings	Parent	Pleasant Valley School District
TaVonne Stallings	Parent	Pleasant Valley School District

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

The level of English Language Arts instruction must be lifted consistently across the grade levels in order to increase student achievement and set the students up for success in third grade.

English
Language
Arts

Students in the primary grades need more in-depth interactions with nonfiction text. They must be taught how to use various nonfiction text features and how to locate key facts or information in a text. Writing about their nonfiction reading is paramount to solidify their learning. Students' comprehension improves when they write about what they read and learn from content classroom instruction. This will leverage reading and writing proficiency.

English
Language
Arts

Effective use of materials and delivery of instruction that is differentiated is paramount. The level of instruction must be lifted consistently in order to increase student achievement and set the students up for success in the next grade.

Mathematics

English
Language
Arts

ACTION PLAN AND STEPS

Evidence-based Strategy

targeted small group reading instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
K-2 STAR growth goal	K-2 students will increase the STAR Early Literacy average scaled score by at least 100 points from Fall 2023 to Spring 2024.
Reading Achievement-STAR proficiency goal	Students in grades K-2 will achieve 70% proficiency or higher on the Spring STAR Early Literacy benchmark assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
K-2 teachers will provide written evidence of daily targeted small group reading instruction that shows adjustment to instruction based upon student performance and that demonstrates student growth.	2023-08-28 - 2024-05-30	Roger Pomposello/ Building Principal, Lori Hagerman/ Reading Supervisor	Reading Specialists input and support, STAR Early Literacy Data Reports, running records, guided reading books, decodable text

Anticipated Outcome
 STAR Early Literacy Data reports, student data from core reading instruction, anecdotal notes/data from small group instruction, walk-through evidence of targeted small group instruction

Monitoring/Evaluation
 Mr. Pomposello will conduct monthly grade level meetings to address expectations; Mr. Pomposello and Ms. Adams or Ms. Hagerman will conduct bi-weekly walk-throughs and/or classroom visits during reading instruction to ensure targeted small group instruction is occurring and evidence of student progress is documented. STAR Early Literacy data will be analyzed and monitored quarterly by Mr. Pomposello,

Ms. Adams and Ms. Hagerman.

Evidence-based Strategy

Gradual release of responsibility for writing about reading

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Nonfiction text STAR goal	K-2 students will achieve 70% proficiency or higher on nonfiction PA standard 1.2.K which addresses informational vocabulary acquisition by Spring 2024.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
K-2 teachers will provide explicit content area reading and writing instruction using a gradual release of responsibility model	2023-08-28 - 2024-05-30	Roger Pomposello, Principal; Sarah Adams, Assistant Principal; Melissa Kern, ELA Curriculum Leader; Susan Price, ELA Curriculum Leader,; Lori Hagerman, Reading Supervisor	nonfiction text, writing supplies, digital and paper resources to support explicit content area reading and writing instruction, published units and lessons to support content area reading and writing

Anticipated Outcome

Observation of the following teaching principles during classroom walk-throughs/visits: use of mentor texts as models for writing, think-aloud approach, opportunities for peer collaboration, , gradual release of responsibility while students write about reading, scaffolding to support learning. Student journals or notebooks that display a progression of writing skills will also serve as evidence for this action plan.

Monitoring/Evaluation

Mr. Pomposello and Ms. Adams will conduct bi-weekly walk-throughs and/or classroom visits during content area reading and writing instruction to ensure students are writing about their reading. Students' notebooks will be checked during these visits. STAR Early Literacy nonfiction standards will be monitored quarterly by Ms. Hagerman and Mr. Pomposello.

Evidence-based Strategy

targeted small group Math instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Achievement-iReady Proficiency goal	Students in grades K-2 will achieve 70% proficiency or higher on the Spring iReady Math Diagnostic Benchmark Assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
K-2 teachers will provide written evidence of daily targeted small group Math instruction that shows adjustment to instruction based upon student performance and that demonstrates student growth.	2023-08-28 - 2024-05-30	Roger Pomposello/ Principal, Sarah Adams/ Assistant Principal	iReady paper and digital resources, supplemental math supplies and manipulatives, math support teachers

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Anticipated Outcome

K-2 teachers will provide written evidence of daily targeted small group math instruction that shows adjustment to instruction based upon student performance and that demonstrates student growth.

Monitoring/Evaluation

Mr. Pomposello will conduct monthly grade level meetings to address expectations; Mr. Pomposello and Ms. Adams will conduct bi-weekly walk-throughs and/or classroom visits during math instruction to ensure targeted small group instruction is occurring and evidence of student progress is documented. iReady diagnostic math data will be analyzed and monitored after each benchmark by Mr. Pomposello, Ms. Adams and Ms. Hagerman. iReady Personalized Instruction will be monitored monthly by Mr. Pomposello and/or Ms. Adams.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
K-2 students will achieve 70% proficiency or higher on nonfiction PA standard 1.2.K which addresses informational vocabulary acquisition by Spring 2024. (Nonfiction text STAR goal)	Gradual release of responsibility for writing about reading	K-2 teachers will provide explicit content area reading and writing instruction using a gradual release of responsibility model	08/28/2023 - 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).

Chief School Administrator

School Improvement Facilitator Signature

Lori Hagerman

2023-07-19

Building Principal Signature

Roger Pomposello

2023-07-19

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Although third grade moved to Pleasant Valley Intermediate for the 2022-2023 school year, it is noted that on the 2022 Math PSSA , the all student group was trending upward since 20-21 at 63.4% which was a 25% increase and met the interim target.

Although third grade moved to Pleasant Valley Intermediate School for the 2022-2023 school year, it is noted that on the 2022 English Language Arts PSSA the all student group exceeded the statewide average of 54.1% proficiency with 55.6% proficiency.

Grades K-2 all showed growth on the 2022-2023 STAR Early Literacy Assessment from fall to spring. Kindergarten had an average growth of 167 points. First grade had an average growth of 121 points. Second grade had an average growth of 90 points. Overall, K-2 had an average growth of 126 points.

Overall STAR Early Literacy proficiency for end of year 2023 in grades K-2 was 71%.

On the Spring 2023 STAR Early Literacy Benchmark Assessment, economically disadvantaged students scored higher than the overall student population with a proficiency level of 73%, while

Challenges

Although third grade moved to Pleasant Valley Intermediate School for the 2022-2023 school year, it is noted that the although the all student group exceeded the statewide average, they did not meet the interim target on the 2022 English Language Arts PSSA.

Although third grade moved to Pleasant Valley Intermediate School for the 2022-2023 school year, it is noted that the students with disabilities subgroup fell significantly below the statewide average and all student group on the 2022 English Language Arts PSSA.

On the spring 2023 iReady Math Diagnostic Assessment, 45% of first grade students were one grade level or more below. 43% of second graders were one grade level or more below. This is in line with last spring's results.

Although grades 1 and 2 showed remarkable annual growth on the 2022-2023 iReady Math Diagnostic Assessment, both grade levels fell below 70% proficiency. First grade was 55% proficient and second grade was 66% proficient on the spring benchmark. Both grade levels combined showed 59% proficiency.

Strengths

the overall student population was 71% proficient.

The 2 or more races student population were 71% proficient on the Spring STAR Early Literacy Benchmark Assessment, which is in line with the overall student population at 71% proficiency.

Using a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices will leverage our efforts to address academic recovery and continue to close the learning gap.

Grades one and two showed 128% annual growth on the iReady Math Diagnostic Assessment from Fall 2022 to Spring 2023.

Building leadership capacity and empowering staff in the development and successful implementation of initiatives that better serve students, staff, and the school is a strong stepping stone to work towards meeting the varying needs of students and increasing student growth and achievement.

Science- On the 2022-2023 Spring 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 67% proficient in Kindergarten, 62% proficient in first grade and 88% proficient in second grade. That is an overall proficiency of 72% in K-2.

The primary grades are working towards improvement with

Challenges

On the Spring 2023 STAR Early Literacy Benchmark Assessment, students with disabilities were less proficient than the overall student population with a proficiency level of 49%, while the overall student population was 71% proficient.

Science- On the 2022-2023 Spring STAR Reading Benchmark Assessment, first grade was 45% or less proficient on 10 out of the 12 standards that address informational text.

Grades 1 and 2 ended the 2022-2023 school year less than 70% proficient on the STAR Early Literacy Assessment. First grade was 67% proficient on the Spring STAR Early Literacy benchmark and second grade was 64% proficient. This is similar to last year's end of year performance.

There is room for reading growth in the content areas. This can be addressed by teaching Social Studies and Science through Literacy instruction, a cross-curricular approach, in the primary grades.

Rebuilding and refining a multi-tiered system of supports for academics as well as identifying and addressing individual student learning needs are areas that need growth so that they are consistently being addressed by all teachers. This is a work in progress that needs further growth and refinement.

Providing frequent, timely, and systematic feedback and support on instructional practices is imperative to lift the level of

Strengths

nonfiction text interaction as well as nonfiction writing. This will help to leverage literacy skills with informational text and build a foundation for the students as they move to the Intermediate School.

On the 2022-2023 STAR Early Literacy Assessment, the number of students requiring intervention decreased from fall to spring in kindergarten, first grade and second grade. The biggest decrease was in kindergarten which decreased by 110 students needing intervention from Fall 2022 to Spring 2023.

Social Studies-On the 2022-2023 Spring Winter STAR Early Literacy Benchmark Assessment, PA Academic Standard for English Language Arts 1.2.J, which addresses informational academic vocabulary acquisition and use, students were 67% proficient in Kindergarten, 62% proficient in first grade and 88% proficient in second grade. That is an overall proficiency of 72% in K-2.

On the Spring 2023 iReady Math Diagnostic Assessment, economically disadvantaged students were slightly less proficient than the overall student population with a proficiency level of 56%, while the overall student population was 59% proficient.

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

Challenges

instruction and address the academic needs of all students. This must be addressed within whole group and small group instruction.

Although third grade moved to Pleasant Valley Intermediate School for the 2022-2023 school year, it is noted that the students with disabilities subgroup fell significantly below the statewide average and all student group on the 2022 Math PSSA.

On the Spring 2023 iReady Math Diagnostic Assessment, students with disabilities were less proficient than the overall student population with a proficiency level of 45%, while the overall student population was 59% proficient.

On the 2022-2023 Spring STAR Early Literacy Benchmark Assessment, first grade was 45% or less proficient on 10 out of the 12 standards that addressed informational text.

Social Studies- 34% of first grade students were proficient at PA Academic Standard for English Language Arts 1.2.1.E which addresses the use of various text features and search tools to locate key facts or information in a text.

Strengths

and physically. This creates a strong learning environment where children can grow and thrive emotionally and academically. It is imperative to motivate students and leverage our efforts to address academic, social and emotional needs.

Most Notable Observations/Patterns

The team discussed the concern over low levels of reading and math proficiency , particularly in first and second grade. Although there has been improvement, students continue to struggle with early reading behaviors, including decoding. This prevents them from applying critical thinking skills on district benchmark assessments and state assessments when they move to third grade. Consequently, this is causing struggles in math as well. There was a strong discussion regarding the students' need in grades K-2 to have more interactions with nonfiction text. Utilizing nonfiction text to leverage reading and writing proficiency will increase student achievement.

Challenges

Discussion Point

Priority for Planning

Although grades 1 and 2 showed remarkable annual growth on the 2022-2023 iReady Math Diagnostic Assessment, both grade levels fell below 70% proficiency. First grade was 55% proficient and second grade was 66% proficient on the spring benchmark. Both grade levels

Challenges	Discussion Point	Priority for Planning
combined showed 59% proficiency.		
<p>There is room for reading growth in the content areas. This can be addressed by teaching Social Studies and Science through Literacy instruction, a cross-curricular approach, in the primary grades.</p>	<p>Students in the primary grades need more in-depth interactions with nonfiction text. They must be taught how to use various nonfiction text features and how to locate key facts or information in a text. Writing about their nonfiction reading is paramount to solidify their learning. This will leverage reading and writing proficiency.</p>	✓
<p>Rebuilding and refining a multi-tiered system of supports for academics as well as identifying and addressing individual student learning needs are areas that need growth so that they are consistently being addressed by all teachers. This is a work in progress that needs further growth and refinement.</p>		
<p>Providing frequent, timely, and systematic feedback and support on instructional practices is imperative to lift the level of instruction and address the academic needs of all students. This must be addressed within whole group and small group instruction.</p>	<p>Instructional practices must address the needs of all students in both core instruction (whole group and small group) and targeted interventions. Effective data analysis, record keeping and tracking student progress are imperative.</p>	✓
<p>Grades 1 and 2 ended the 2022-2023 school year less than 70% proficient on the STAR Early Literacy Assessment. First grade was 67%</p>	<p>Effective use of materials and delivery of instruction that is differentiated is paramount. The level of instruction must be lifted consistently in order to increase student achievement and</p>	✓

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

proficient on the Spring STAR Early Literacy benchmark and second grade was 64% proficient. This is similar to last year's end of year performance.

On the 2022-2023 Spring STAR Early Literacy Benchmark Assessment, first grade was 45% or less proficient on 10 out of the 12 standards that addressed informational text.

Social Studies- 34% of first grade students were proficient at PA Academic Standard for English Language Arts 1.2.1.E which addresses the use of various text features and search tools to locate key facts or information in a text.

set the students up for success in the next grade.

Students in the primary grades need more in-depth interactions with nonfiction text. They must be taught how to use various nonfiction text features and how to locate key facts or information in a text. Writing about their nonfiction reading is paramount to solidify their learning. Students' comprehension improves when they write about what they read and learn from content classroom instruction.

ADDENDUM B: ACTION PLAN

Action Plan: targeted small group reading instruction

Action Steps	Anticipated Start/Completion Date
K-2 teachers will provide written evidence of daily targeted small group reading instruction that shows adjustment to instruction based upon student performance and that demonstrates student growth.	08/28/2023 - 05/30/2024

Monitoring/Evaluation	Anticipated Output
Mr. Pomposello will conduct monthly grade level meetings to address expectations; Mr. Pomposello and Ms. Adams or Ms. Hagerman will conduct bi-weekly walk-throughs and/or classroom visits during reading instruction to ensure targeted small group instruction is occurring and evidence of student progress is documented. STAR Early Literacy data will be analyzed and monitored quarterly by Mr. Pomposello, Ms. Adams and Ms. Hagerman.	STAR Early Literacy Data reports, student data from core reading instruction, anecdotal notes/data from small group instruction, walk-through evidence of targeted small group instruction

Material/Resources/Supports Needed	PD Step
Reading Specialists input and support, STAR Early Literacy Data Reports, running records, guided reading books, decodable text	no



Action Plan: Gradual release of responsibility for writing about reading

Action Steps	Anticipated Start/Completion Date
K-2 teachers will provide explicit content area reading and writing instruction using a gradual release of responsibility model	08/28/2023 - 05/30/2024

Monitoring/Evaluation	Anticipated Output
Mr. Pomposello and Ms. Adams will conduct bi-weekly walk-throughs and/or classroom visits during content area reading and writing instruction to ensure students are writing about their reading. Students' notebooks will be checked during these visits. STAR Early Literacy nonfiction standards will be monitored quarterly by Ms. Hagerman and Mr. Pomposello.	Observation of the following teaching principles during classroom walk-throughs/visits: use of mentor texts as models for writing, think-aloud approach, opportunities for peer collaboration, , gradual release of responsibility while students write about reading, scaffolding to support learning. Student journals or notebooks that display a progression of writing skills will also serve as evidence for this action plan.

Material/Resources/Supports Needed	PD Step
nonfiction text, writing supplies, digital and paper resources to support explicit content area reading and writing instruction, published units and lessons to support content area reading and writing	yes



Action Plan: targeted small group Math instruction

Action Steps**Anticipated Start/Completion Date**

K-2 teachers will provide written evidence of daily targeted small group Math instruction that shows adjustment to instruction based upon student performance and that demonstrates student growth.

08/28/2023 - 05/30/2024

Monitoring/Evaluation**Anticipated Output**

Mr. Pomposello will conduct monthly grade level meetings to address expectations; Mr. Pomposello and Ms. Adams will conduct bi-weekly walk-throughs and/or classroom visits during math instruction to ensure targeted small group instruction is occurring and evidence of student progress is documented. iReady diagnostic math data will be analyzed and monitored after each benchmark by Mr. Pomposello, Ms. Adams and Ms. Hagerman. iReady Personalized Instruction will be monitored monthly by Mr. Pomposello and/or Ms. Adams.

K-2 teachers will provide written evidence of daily targeted small group math instruction that shows adjustment to instruction based upon student performance and that demonstrates student growth.

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

iReady paper and digital resources, supplemental math supplies and manipulatives, math support teachers

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
K-2 students will achieve 70% proficiency or higher on nonfiction PA standard 1.2.K which addresses informational vocabulary acquisition by Spring 2024. (Nonfiction text STAR goal)	Gradual release of responsibility for writing about reading	K-2 teachers will provide explicit content area reading and writing instruction using a gradual release of responsibility model	08/28/2023 - 05/30/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Writing in the content areas in grades K-2	K-2 Classroom teachers	Teachers will learn how to effectively teach students to write about what they have read in nonfiction text using explicit research-based instructional practices that support student motivation and engagement , modeling of effective writing behaviors and gradual release of responsibility. This will strengthen students' writing skills and in turn strengthen comprehension skills. This will be delivered in a train the trainer format in which the ELA Curriculum Leaders will be the trainers.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Evidence will be assessed by analyzing the informational text standards in the STAR Early Literacy Assessment results as well as student responses in their writer's notebooks/journals.	09/05/2023 - 05/30/2024	Lori Hagerman, Reading Supervisor; Melissa Kern, ELA Curriculum Leader; Susan Price; ELA Curriculum Leader

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



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
This plan will be communicated to the PVE parents at the Fall parent meeting as well as being posted on the district website.	Parents will be provided with an overview of the Schoolwide Plan based on input from last spring and parent surveys.	meeting ; digital on website; paper copy as requested	PVE parents & stakeholders, community members, teachers	By end of September 2023
This plan will be shared with PVE staff at the Title I Parent training provided to staff.	PVE Staff will be trained by parents/parent videos as well as on the contents of the Title I Schoolwide Plan.	in-person meeting and also posted on district website for review	PVE Staff	September/October 2023
