

**Pequea Valley Intrmd Sch**

Schoolwide Title 1 School Plan | 2023 - 2024

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Pequea Valley Intermediate School		113365303
<b>Address 1</b>		
166 South New Holland Rd		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Kinzers	United States	17535
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Erik Orndorff		erik_orndorff@@pequeavalley.org
<b>Principal Name</b>		
John Trovato		
<b>Principal Email</b>		
john_trovato@pequeavalley.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
717-768-5535		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Rich Eby		rich_eby@pequeavalley.org

## 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
Shannon Donovan	Parent	Pequea Valley	emsbiddle@gmail.com
Janette Meck	Reading Specialist	Pequea Valley Intermediate School	janette_meck@pequeavalley.org
Doug Masser	Teacher	Pequea Valley Intermediate School	doug_masser@pequeavalley.org
Eric Wentzel	Teacher	Pequea Valley Secondary	eric_wentzel@pequeavalley.org
Mike Sensenig	Community Member	Paradise Township	dsensenig@comcast.net
Richard Eby	Assistant to the Superintendent	Pequea Valley School District	rich_eby@pequeavalley.org
Cathy Koenig	Director of Pupil Services	Pequea Valley School District	cathy_koenig@pequeavalley.org
Kent Haberern	Paraprofessional	Pequea Valley Intermediate School	kent_haberern@pequeavalley.org

## Vision for Learning

### **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.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
True 7	True 8	False 9	False 10	False 11	False 12	

### Review of the School Level Performance

### Review of Grade Level(s) and Individual Student Group(s)

#### Strengths

<p><b>Indicator</b> Learner connections to the school</p> <p><b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> All learners have one on one meetings with the "disciplinarian" who helps facilitate a connection with each learner to a school sanctioned activity.</p>
<p><b>Indicator</b> <b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> Attendance</p> <p><b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b> PVAAS data is unavailable at this time, but due to the use of SAIPs and involvement of our school social worker we believe this will be a strength this year.</p>
<p><b>Indicator</b> Science Achievement</p> <p><b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> PVIS scored 42% advanced/proficient. Growth was demonstrated, and we as we move towards the new standards and a concentrated effort on project-based learning, we will this area is a strength.</p>

#### Challenges

<p><b>Indicator</b> Math PSSA Achievement</p>	<p><b>Comments/Notable Observations</b> We had 20.6% of learners in PVIS test</p>
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<p><b>ESSA Student Subgroups</b>  African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>proficient/advanced on the math PSSAs.</p>
<p><b>Indicator</b>  ELA PSSA Scores  <b>ESSA Student Subgroups</b>  Students with Disabilities</p>	<p><b>Comments/Notable Observations</b>  We want to work to improve our special education learners performance on ELA PSSAs.</p>

**Summary**

**Strengths**

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

<p>Every single learner at PVIS has a conference with a facilitator who links them with a connection to the school ie. sport, club, activity, etc.</p>
<p>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.</p>

**Challenges**

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

<p>Special Education supports/paraprofessional needs</p>
<p>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 also need to implement new ELA curriculum and begin implementation of science standards</p>

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
STAR Improvement	Continue to implement STAR testing to target areas of need, individualize instruction as able
Lexile Level Improvement	Lexile testing is conducted at the beginning of the school year and then checked throughout the year for progress
PSSA Data	Will need to review new curriculum, state benchmarks, timing/pacing of using the curriculum with fidelity.
TDA Performance	Review TDA assessments 3x per year

### English Language Arts Summary

#### Strengths

Use of Achieve/Empower to improve Lexile Reading levels. Re-assess throughout the school year.
Use of STAR data to develop lesson plans
Implement Pearson curriculum
Need to use data to create targeted groups/lesson planning

#### Challenges

Special Education supports
PSSA improvement
Tier 2/3 interventions
Must adopt new curriculum

### Mathematics

Data	Comments/Notable Observations
STAR Data	Need to better incorporate this data in lesson planning.
PVAAS Data	Data has come in - being reviewed to make decisions in terms of pacing and use of programs in the classroom
Individual conference 3x per year	Review STAR testing/assessment data with each learner.

### Mathematics Summary

#### Strengths

Have 2.5 math facilitators to be able to keep class sizes lower.
Regrouping of the math plus support class + the addition of co-taught math class. This needs to be re-evaluated in terms of how Math Plus is being used.
Access to technology to individualize instruction to meet each learner's needs

### Challenges

More targeted use of the data from STAR/MAP as learners progress - less emphasis on GMM as a platform for original learning.
Special Education supports
More targeted direct instruction groups, altering of schedule to allow this. Should we increase the amount of time in math and ELA class?

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	42% proficient/advanced

### Science, Technology, and Engineering Education Summary

#### Strengths

Need to incorporate the new science standards in our curriculum, phase it in over the next 2 years
Trainings scheduled for new science standards
Hybrid Learning Model - have returned to this as a model in 7th grade
Re-evaluate lessons and assessments in terms of the new science standards

#### Challenges

Increased targeted direct instruction
Hybrid Learning Model
Need to train the entire 7-12 team. Bring in coaches.
PBL incorporation moving forward - our goal is to use the "phenomena" concept for lessons/assessments.



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
100% learners met Career Readiness Benchmark	This was a targeted objective this past school year involving multiple facilitators and our school counselor.
Prep for Success is a required 7th and 8th grade course, which includes Career Readiness standards	This class occurs every other day for each PVIS learner
Manufacturing Week	This is back this year - working with local businesses and colleges. This year we want to add back in CTC visits.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**False** Social Studies (Civics and Government, Economics, Geography, History) Omit

Data	Comments/Notable Observations
Want to increase the % of learners who attend the Williamsburg and Sturbridge experiential learning trips. The % increased last year, but with the total removal of Covid restrictions we believe we can increase the amount of attendees.	Will use funds to assist in lower income families ability to attend these experiences. We will advertise availability.

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

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 2023.

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. We want to add CTC visits back into the equation.

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

CTC visits have been an issue since Covid. We would like to add CTC visits back into the manufacturing week agenda so we can expose all learners to the local career and technical school options.

We want to get a solidified staff in place for the Prep for Success classes and Career Readiness (9th grade) so there is continuity in the curriculum and experience for all learners.

## Equity Considerations

### English Learners

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
We have had an increase in learners with ELL services needed. We want to look at the data involving their performance on state mandated measures.	Examine PSSA/STA/MAP Data with ELL facilitator and director of learner services.

### Students with Disabilities

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
PVAAS - in ELA learners with disabilities met or exceeded the interim target	Lacking data at this point. Will address in sessions in October
PVAAS - in Math learners with disabilities met or exceeded the interim target	Lacking data at this point. Will address in sessions in October

### Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

### Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Hispanic	Due to increasing population, we want to do more in terms of community out reach. Last year we held a community event. This year our goal is to do more targeted outreach for events and extracurriculars.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

PVAAS - in ELA learners with disabilities - Lacking data at this point. Will address in sessions in October
PVAAS - in Math learners with disabilities - Lacking data at this point. Will address in sessions in October

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

We want to work to meet the needs of ELL Learners in our buildings. Due to the increase in ELL learners, we want to provide more support to facilitators and to learners to ensure we are best meeting their needs.
Community engagement with families of all cultures.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

We would like to use our strength of working with community resources to better target economically disadvantaged and special needs learners. We have linked with the Factory Ministries to partner in this endeavor, as well as through the Together Initiative.

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.

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. We have worked on a mentoring program, as well as working on getting site visits operational.

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

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.

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. We want to use a "Battle of the Grades" format to encourage positive behaviors and academic achievement.

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.

We want to adopt and implement an ELA Curriculum. This is a massive undertaking and one that we believe, if done with integrity, will impact our performance on state mandated assessments.

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Every single learner at PVIS has a conference with a facilitator who links them with a connection to the school ie. sport, club, activity, etc.	True
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.	False
	False
Use of Achieve/Empower to improve Lexile Reading levels. Re-assess throughout the school year.	True
Use of STAR data to develop lesson plans	False
Implement Pearson curriculum	True
Need to use data to create targeted groups/lesson planning	False
Have 2.5 math facilitators to be able to keep class sizes lower.	False
Access to technology to individualize instruction to meet each learner's needs	False
Trainings scheduled for new science standards	True
Hybrid Learning Model - have returned to this as a model in 7th grade	False
Re-evaluate lessons and assessments in terms of the new science standards	False
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 2023.	True
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. We want to add CTC visits back into the equation.	False
PVAAS - in ELA learners with disabilities - Lacking data at this point. Will address in sessions in October	False
PVAAS - in Math learners with disabilities - Lacking data at this point. Will address in sessions in October	False
We would like to use our strength of working with community resources to better target economically disadvantaged and special needs learners. We have linked with the Factory Ministries to partner in this endeavor, as well as through the Together Initiative.	True
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.	True
We are partnering with the Lancaster Chamber and the Workforce Development Committee to continue to develop a	True

mentoring program and get feedback on how to improve our programming and work towards learners First Choice. We have worked on a mentoring program, as well as working on getting site visits operational.	
Need to incorporate the new science standards in our curriculum, phase it in over the next 2 years	False
Regrouping of the math plus support class + the addition of co-taught math class. This needs to be re-evaluated in terms of how Math Plus is being used.	False

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Special Education supports/paraprofessional needs	True
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 also need to implement new ELA curriculum and begin implementation of science standards	True
	False
More targeted use of the data from STAR/MAP as learners progress - less emphasis on GMM as a platform for original learning.	True
Special Education supports	False
Special Education supports	False
PSSA improvement	False
PBL incorporation moving forward - our goal is to use the "phenomena" concept for lessons/assessments.	False
Need to train the entire 7-12 team. Bring in coaches.	False
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.	True
More targeted direct instruction groups, altering of schedule to allow this. Should we increase the amount of time in math and ELA class?	False
Increased targeted direct instruction	False
Hybrid Learning Model	False
CTC visits have been an issue since Covid. We would like to add CTC visits back into the manufacturing week agenda so we can expose all learners to the local career and technical school options.	True
We want to get a solidified staff in place for the Prep for Success classes and Career Readiness (9th grade) so their is continuity in the curriculum and experience for all learners.	True
We want to work to meet the needs of ELL Learners in our buildings. Due to the increase in ELL learners, we want to	True



provide more support to facilitators and to learners to ensure we are best meeting their needs.	
Community engagement with families of all cultures.	False
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.	False
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. We want to use a "Battle of the Grades" format to encourage positive behaviors and academic achievement.	True
Tier 2/3 interventions	False
Must adopt new curriculum	True
We want to adopt and implement an ELA Curriculum. This is a massive undertaking and one that we believe, if done with integrity, will impact our performance on state mandated assessments.	False

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
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.	True
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 also need to implement new ELA curriculum and begin implementation of science standards	We need to formulate game plans in each core subject area for data driven instruction as well as MTSS support in ELA.	True
More targeted use of the data from STAR/MAP as learners progress - less emphasis on GMM as a platform for original learning.	This is a point of emphasis for our math department this year - how can we increase buy-in and the frequency with which we use individual conferencing to improve student performance.	True
CTC visits have been an issue since Covid. We would like to add CTC visits back into the manufacturing week agenda so we can expose all learners to the local career and technical school options.	We believe that proper exposure to the CTCs will increase enrollment - our clientele sends 35% to a 4-year institution - how can we better expose learners to the skilled trades?	False
We want to get a solidified staff in place for the Prep for Success classes and Career Readiness (9th grade) so there is continuity in the curriculum and experience for all learners.	Due to staffing shifts, we have not had consistency with the classes. Our goal is that this current staff set-up will be the "permanent" operation.	False
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.	As an example, we want to better use technology to make people in the community aware of events through the school.	False
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. We want to use a "Battle of the Grades" format to encourage positive behaviors and academic achievement.		False

We want to work to meet the needs of ELL Learners in our buildings. Due to the increase in ELL learners, we want to provide more support to facilitators and to learners to ensure we are best meeting their needs.	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.	True
Must adopt new curriculum	Pearson. Trainings occur shortly. We must hold monthly data meetings to ensure the program is being used with fidelity.	False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Use of Achieve/Empower to improve Lexile Reading levels. Re-assess throughout the school year.	Our ELA facilitators review the data after all benchmark testing and chart progress throughout the child's education.
Implement Pearson curriculum	Trainings are occurring in August and monthly data meetings will occur.
Trainings scheduled for new science standards	We have presenters/coaches coming in from the IU beginning in November.
Every single learner at PVIS has a conference with a facilitator who links them with a connection to the school ie. sport, club, activity, etc.	This occurs throughout the year.
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 2023.	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. We have linked with the Factory Ministries to partner in this endeavor, as well as through the Together Initiative.	Members of the Factory have begun assisting in the teaching of Life Skills classes in the building. We also have ties to the Factory for after school homework club.
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. We have worked on a mentoring program, as well as working on getting site visits operational.	

## Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will continue to work to support learners with academic needs.
	Our priority is: ELA - new curriculum Science - adoption of new standards Math - unpack standards/benchmarks, reevaluate class pacing/resources
	We want to make sure we are using exemplars as part of activities, increasing time with facilitators, decreasing time on online programming.
	We will continue to provide resources for staff and for families.

## Goal Setting

Priority: We want to make sure we are using exemplars as part of activities, increasing time with facilitators, decreasing time on online programming.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
Increase achievement in math - 10% gain in PSSA scores in grades 7 and 8 - adjust usage of online programming.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math Growth and Achievement on the PSSAs			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
STAR Test - benchmark	Individual conferences take place	STAR reassess	PSSA 10% gain

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
Improve PSSAs by 8%.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Lexile level benchmark testing	TDA #1 complete.	TDA #2 complete	PSSA growth by 8%

Priority: We will continue to provide resources for staff and for families.

<b>Outcome Category</b>			
School climate and culture			
<b>Measurable Goal Statement (Smart Goal)</b>			
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. We now want this to increase to teams themselves holding individual meetings. Implement book study for all Leads			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Leadership - Growth/Ownership			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
introduce the concept as well as the book study	Book study complete, 2 walk throughs per month occurring	implement individual follow-up conferencing	Team reviews take place, led by the Lead Facilitators

<b>Outcome Category</b>			
Citizenship			
<b>Measurable Goal Statement (Smart Goal)</b>			
Increase the level of learners attending both Williamsburg and Sturbridge experiences - expose learners to the founding values of our nation.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Social Studies Experiences for 8th grade			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Advertise experiences	Complete sign-up enrollment	All lessons completed as baseline background	Both trips/experiences occur.

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

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
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. This will be our second year, and it continues to be a work in progress including a new staff member overseeing it.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Special Education/Title Tutors/MTSS - Year 2			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Initial meetings and data review	Weekly check-in meetings now occur	Midyear review - troubleshooting	End of year evaluation and review.

Priority: Our priority is: ELA - new curriculum Science - adoption of new standards Math - unpack standards/benchmarks, reevaluate class pacing/resources

<b>Outcome Category</b>			
Parent and family engagement			
<b>Measurable Goal Statement (Smart Goal)</b>			
Increase attendance at Back to School Night/Parent Conferences - add one event during the year			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Parent Engagement			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Advertise BTS - hit 30% attendance	Implement PTC advertising - hit 10%	Incorporate new family engagement night	Review performance, make adjustments for next year



## Action Plan

### Measurable Goals

Math Growth and Achievement on the PSSAs	
Leadership - Growth/Ownership	Social Studies Experiences for 8th grade
Special Education/Title Tutors/MTSS - Year 2	Parent Engagement

### Action Plan For: Math Growth on PSSAs

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Increase achievement in math - 10% gain in PSSA scores in grades 7 and 8 - adjust usage of online programming.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Data review of standards/benchmarks vs student performance		2023-08-16	2023-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lead Facilitator	Edinsight, on hand	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Concrete plan for evaluating scope and sequence of 7th and 8th grade courses	Lead Facilitator, Asst. Supt, myself

### Action Plan For: Monthly Data Meetings

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Increase achievement in math - 10% gain in PSSA scores in grades 7 and 8 - adjust usage of online programming.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Begin monthly data meetings with PVIS Math Team		2023-08-31	2024-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lead Facilitator, Principal	Online materials, time	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved fidelity with course curriculum, accountability	Monthly.



### Action Plan For: Title I Tutors

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>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. This will be our second year, and it continues to be a work in progress including a new staff member overseeing it.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Continue developing Tier 2/3 interventions		2023-08-22	2024-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Head	Title Tutors, Time, Data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student growth, more students remaining in Tier 1, etc.	MTSS Head

### Action Plan For: Parent and Family Engagement - Attendance

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Increase attendance at Back to School Night/Parent Conferences - add one event during the year</li> </ul>

Action Step		Anticipated Start/Completion Date	
Increase attendance at Back to School Night/Parent Conferences - add one event during the year		2023-08-16	2024-03-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PVIS Principal/Assistant Principal/School Counselor	Pizza - Marketing Flyers - Website Marketing - Sapphire Digital Backpack	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)



## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

<b>E-grant Budget Category (Schoolwide Funding)</b>	<b>Action Plan(s)</b>	<b>Expenditure Description</b>	<b>Amount</b>
Instruction	<ul style="list-style-type: none"><li>• Math Growth on PSSAs</li><li>• Monthly Data Meetings</li><li>• Title I Tutors</li></ul>	MTSS Title I Paraprofessionals - 3	\$235,417
Other Expenditures	<ul style="list-style-type: none"><li>• Parent and Family Engagement - Attendance</li></ul>	Increase attendance at Back to School Night/Parent Conferences - add one event during the year	\$2,745
<b>Total Expenditures</b>			<b>0</b>

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Parent and Family Engagement - Attendance	Increase attendance at Back to School Night/Parent Conferences - add one event during the year

### Parent Run Parent and Family Engagement PD

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Increase attendance at Back to School Night/Parent Conferences - add one event during the year</li> </ul>		
<b>Audience</b>		
Administration, faculty and support staff		
<b>Topics to be Included</b>		
Engagement strategies-Communication preference- Biases- Past experiences		
<b>Evidence of Learning</b>		
Implementation of learned strategies resulting in goal being met.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Principal - Assistant Principal	2023-08-16	2024-05-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Beginning and Middle of Year
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Professional Ethics	

## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
John Trovato	2023-11-15
<b>School Improvement Facilitator Signature</b>	<b>Date</b>
Richard Eby	2023-11-15