



PDE Comprehensive Plan 2025-2028

READY

- Profile
- Steering Committee
 - LEA Profile
- Mission and Vision
- Educational Values

Educational Values

- The Pequea Valley School District's main purpose is to create an environment and opportunities for each learner to be prepared to receive their Post-Secondary "First Choice". The learners will be involved from the beginning to the end, playing an active role in being engaged in the process. Each learner is expected to demonstrate this engagement by:
 - Having diligent attendance
 - Participate in a variety of instructional activities that meet their individual learning level
 - Utilize their issued Apple device to demonstrate a high level of efficacy with technology targeting the "redefinition" level of the SAMR ladder rubric used by the district to gauge technology implementation as well as new innovative AI strategies
 - Provide a high level of effort on any assessments provided to track their learning progression and their path to their "First Choice"

Educational Values

- Be a positive influence on the school culture with all their colleagues, learning facilitators, administration, and support staff
- Participate in extracurricular activities
- Create and actively influence their "First Choice" career plan, participate in multiple work-based learning activities sponsored by the school, communicate and collaborate with their "First Choice" plan advisor
- Make every attempt to build their efficacy in the PV Braves Habits of Success, which include, being a good Problem Solver, being a Visionary, being Brave, being Resilient, being Adaptable, using their Voice, having Empathy, and demonstrating Solidarity

Educational Values

Each staff member is expected to assist in learner engagement by:

- Creating a positive relationship with each learner, colleague and staff member
- Create an environment that promotes a level of learner autonomy, ability to obtain mastery and provide purposeful learning
- Engage in deep collaboration with all stakeholders
- Target each learner's Zone of Proximal Development level

Administration and the Board of Directors are expected to assist in learner engagement by:

- Creating an environment that fosters stakeholder efficacy
- Foster a distributed leadership culture
- Provide scheduling and supports to allow learners access to their Post Secondary First Choice
- Model high expectations, high integrity, a growth mindset, and highly effective transparent A to B communication

Educational Values

Families are expected to assist in learner engagement by:

- By being and active participant throughout their learner's schooling
- Communicating consistently
- Ensuring their learner maintains daily attendance
- Participate in school activities and be a positive contributing member

The Community is expected to assist in learner engagement and success by:

- Providing opportunities for each learner to explore their Post Secondary First Choice
- Being supportive positive role models
- Collaborate with the school to contribute knowledge regarding what a learner will need to be a contributing citizen both locally and globally

SET

- Future Ready PA Index Academic Reflection
- Related Academics
- Equity Considerations
- Designated Schools
- Leadership and Teaching Reflection
- Summary of Strengths and Challenges

SUMMARY OF STRENGTHS (PVAAS Grid)

- K-12 District Attendance Policy Alignment – District average not chronically absent – 88.7 / State Avg. – 78.1 / State Goal 94.1
- Career Readiness aligned with each learner’s “Post-Secondary First Choice”. 100% of learners engaged / State Avg. - 91.4
- PV 7-12 PVAAS growth scores in PSSA / Alg. I, Literature, Biology were all either green or blue trending in a positive direction.
 - Alg. I – 98 / (state avg. 74.9) Literature – 76 / (state avg. 75.4) Biology – 100 / (state avg. 74.7)
 - PSSA’s – Math 85 (state avg. 74.9) – ELA 94 (state avg. 75.4) – Science – 97 (state avg. 74.7)
 - Economically Disadvantage Subgroup – Green and Blue in 4-8th grade PSSA’s and all three Keystones

SUMMARY OF STRENGTHS

- Elementary math achievement has grown 15% over last three years.
- Science achievement well above state average
- 3rd and 4th grade above the state average in ELA and math achievement
- MTSS Tier of Support – Tier III evolution
- CDT's Diagnostic– All subgroups blue in growth
- Growth in math MAP data K-6 due to tier III support implementation
- 94% of Srs. have identified and targeted their Post-Secondary First Choice
- ELL academic growth
- Collaboration with The Factory

SUMMARY OF CHALLENGES (Pathway Graphic)

- PDE Graduation Pathways One or Two – The district goal is to have 75% of our learners graduate through pathways one or two. Presently we are at 66.4%. However, PV's First Choice vision facilitates learners also receiving experience with internships etc. which pathways 3-5 focus on.
- Historically Underperforming Learners – Growth of these learners was yellow for ELA and science.
- Advanced Learners Rigorous Course of Study – PV will continue to put a focus on increasing dual enrollment opportunities (college in the classroom)
- 6th to 8th grade math achievement is currently below the state average although the growth was blue

SUMMARY OF CHALLENGES

- 8th grade science growth is blue, however the achievement is right at state average
- Increase COOP partnerships to increase learner opportunities
- Ecology - Increased focus per the new STEELS state standards
- Enrollment – Decreased from 1949 in 2004 to 1360 in 2024
- Free and Reduced % - Increased from 30% in 2009 to 58% in 2024
- Marketing of PV Vision
- Support Staff Personnel Staffing

GO

- Analyze Strengths and Challenges
- Goal Set
- Action Plan
- Professional Development Components
- Communication Components

GOAL SET/ACTION PLAN

- Identify and Implement a research-based tier II elementary math program for instruction and progress monitoring.
- Evaluate the implementation of the first-year science phenomena curriculum to address the pacing and assessment practices to align with state assessment expectations.
 - Prioritize, to make adjustments and utilize the new state diagnostic assessment to gauge learner growth.
- Pequea Valley Tri-Township committee creation to address community socio-economic related issues. PV learners and families will have access to affordable housing and the resources to allow for stable environments. This will increase enrollment, decrease F and R %, increase attendance, and increase achievement and growth.

GOAL SET/ACTION PLAN

- Identify and implement a 6-8th grade tier II math resource and progress monitoring tool.
- Evaluate 7th and 8th grade schedule/staffing to implement tier II and III time.

OTHER REQUIRED REPORTS

- Academic Standards and Assessment Requirements
- Induction Plan
- Professional Development Plan
- Student Services Assurances
- Gifted Education Plan Assurances

OTHER PROFESSIONAL DEVELOPMENT

- Language and Literacy Acquisition
- Tier II Math Resource and Progress Monitoring Tool
- Science Phenomena Learning Framework
- Teaching Diverse Learners in and Inclusive Setting
- Trauma Informed Strategies
- School Safety Training
- Structured Literacy
- Professional Ethics

OTHER PROFESSIONAL DEVELOPMENT

- Bridges Out of Poverty
- Child Abuse Recognition
- Suicide Awareness
- Stop the Bleed
- AED Training

NEXT STEPS

- Public Review – February 5th to March 6th
- Feedback Throughout
- Revisions Throughout
- March 4 Committee Meeting Review
- March 13 Board Meeting Approval
- Submit to PDE by March 31, 2025