

**Pequea Valley SD**

Comprehensive Plan | 2025 - 2028

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Public School District		113365303
<b>Address 1</b>		
166 S New Holland Rd		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Kinzers	Pennsylvania	17535
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
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<b>Single Point of Contact Name</b>		
Dr. Richard Eby		
<b>Single Point of Contact Email</b>		
rich_eby@pequeavalley.org		
<b>Single Point of Contact Phone Number</b>		
717-768-5590		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Steve Temple	Board Member	Pequea Valley School District	stemple@yssd.org
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Laurent Peltier	Other	M & T Bank General Manager	LPELLETIER@mtb.com
Bill Darras	Administrator	Intermediate School	william_darras@pequeavalley.org

## LEA Profile

The Pequea Valley School District is a rural school district in Lancaster County that consistently serves around 1300 learners each year. Even though Pequea Valley is a small school in population, it is the fourth largest geographic district in Lancaster and Lebanon counties providing transportation services for over eighty-one square miles. Serving these learners are two elementary schools, one middle school and one high school. The middle and high will be combining in a new building starting in the 25-26 school year, which will allow for many more offerings and staffing efficiencies. In the last ten-fifteen years, the school district has witnessed substantial shifts in the demographics making up the learner population. Since the school year of 2010-2011, leading to the school year of 2023-2024, the enrollment has decreased to 1331. The demographics of this 1331 has changed from 92% being white and only 8% minority to 77% white and 23% minority. The number of English language learners has also grown from 17 ten years ago to 103 in 2023-2024. In regards to those qualifying for the federal free and reduced lunch program, this has increased noticeably from 34% to 59.1% in 2023-2024. One piece of data that has continued to stay consistent, is that only around 35% of the learners attend a post-secondary four-year institution upon graduation.

The district has made substantial shifts over this time span in order to better serve the present population, the needs of the world and the needs of the learners. Pequea Valley has adopted a one to world Apple iPad and laptop initiative and created many flexible course offerings to allow learners more opportunities to engage in internships and work based learning experiences that lead to whatever their post-secondary first choice is, whether this is the college route or not, we want each learner to be prepared for their anticipated journey when leaving Pequea Valley. The district now has a position completely dedicated to leading each learner towards their Post-Secondary First Choice.

Curricularly this has meant decreasing the credit requirements to 24 to create vacancies for the aforementioned workbased learning opportunities and create courses that align with some of the most in-demand careers of which many do not need a four year college or any college but instead training programs that align.

The district will continue to monitor closely the landscape of the workforce needs and the desires of our learners and their families when creating new academic structures and programs. A large component of the continual shift will be the 7-12th grade campus construction project, which will now be culminating in the spring of 2025. Many sub-committees have been created to ensure all stakeholder input is being utilized to have this project meet the current and future needs of the Pequea Valley community as well as new participation in a three township comprehensive plan.

## **Mission and Vision**

### **Mission**

The Pequea Valley School District will create an environment that inspires each learner to excel.

### **Vision**

Pequea Valley School District - Where Each Learner Counts!

## **Educational Values**

### **Students**

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 are expected to 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, provide a high level of effort on any assessments provided to track their learning progression and their path to their "First Choice", 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, and make every attempt to build their efficacy in the Pequea Valley 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.

### **Staff**

The Pequea Valley School District staff will: 1. Create a positive relationship with each learner, colleague and staff member. 2. Create an environment that gives each learner the opportunity to have a level of autonomy, obtain mastery, and have a purpose aligned with their "First Choice." 3. Be a part of creating flexible learning environments. 4. Engage in collaboration with all stakeholders. 5. Understand each learner's zone of proximal development level and target it in order to focus on growth. 6. Actively engage in all diversity growth activities. 7. Be fully invested in their specific role in creating a positive culture that all members feel heard and valued.

### **Administration**

The Pequea Valley School District administration will commit to engaging in the Pequea Valley Braves shared vision and mission. This engagement will look like: 1. Create an environment that supports all stakeholders building their level of efficacy. 2. Foster the growth within the district distributed leadership belief and framework. 3. Provide a scheduling and staffing framework that allows for learners to access opportunities to progress towards being prepared for their post-secondary "First Choice". 4. Monitoring, evaluating, and revising the framework with all stakeholders involvement. 5. Demonstrating a high level of expectations for all stakeholders. 6. Demonstrating a growth mindset 7. Communicating in an A to B stakeholder fashion 8. Being fiscally responsible when providing learners and staff with learning opportunities 9. Being truthful demonstrating a high level of integrity and transparency

## **Parents**

The Pequea Valley School District family representatives will be an integral component in creating, monitoring, and revising the Pequea Valley Braves mission and vision and therefore being actively engaged throughout their time not just while they have learners in the district, but also acting as a community member/alum in maintaining a positive community that supports learners on their journey towards their post-secondary "First Choice". Family's should: 1. Feel like a valued contributor. 2. Communicate consistently with the school district supporting their learner. 3. Ensure their learner is engaged in their learning and is in attendance on a daily basis. 4. Participate in school culture activities. 5. Be a contributor in promoting Brave pride. 6. Model the Braves Habits of Success for your learner.

## **Community**

The Pequea Valley community will be an active imperative roll in supporting the growth of activities and resources that provide opportunities for the learners to achieve their post-secondary "First Choice". This will look like: 1. Being supportive positive role models for the learners. 2. Communicating with the school ways that the graduated learner can best be prepared to be a contributing citizen both locally and globally as the district continues to vet and revise the curricular opportunities for the learners. 3. Provide work-based learning opportunities for the learners as applicable and appropriate.

## **Other (Optional)**



## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
Both Salisbury and Paradise Elementary growth in math achievement.	Over the last three years Salisbury grew with a 10% growth in achievement scores, Paradise grew 20% over the last three years.
Attendance K-12	As a district team we continue to implement strategies that move the percent towards the state target of 94.1%. The district put an emphasis on the attendance administrative assistant policy alignment. There was a focus on consistency in protocol across all buildings and ensuring quality SAIPs were occurring.
Career Readiness - The school district takes pride in our Post Secondary "First Choice" career vision.	All buildings were well above the state average at 100% of our learners engaging in Career Readiness.
Science Achievement	3-8th grade continues to be well above state average.
Career Ready Secondary levels	IBL growth from 91-98% due to improved procedures with our First Choice Coordinator as well as our 10th grade Mentor Program.
PV 7-12 Growth Scores in all three PSSA/Keystone	From the previous two years where we had some yellow and red, we now have all three tested content areas in green and blue continuing to trend in a positive direction!
Act 35	99.1% of the learners taking the Act 35 Civics assessment receiving a passing grade.

#### Challenges

Indicator	Comments/Notable Observations
Achievement of Graduation Pathway 1 or 2.	The district goal for our demographics is to have 75% of our learners graduate through pathway 1 or 2. However, our district vision also puts a focus on many of the indicators across pathway 3-5 to provide experiences towards their Post-Secondary First Choice. Presently 66.4% are graduating through Pathway one and two.
Secondary - Growth our our IEP and Historically Under Performing Learners.	The HUP/IEP growth was yellow for ELA and Science and will be a collaborative focus.
Advanced learners rigorous course of study	Pequea Valley will continue to expand opportunities through continued expansion of our dual enrollment "College in the Classroom" opportunities.

Math Achievement - K-6	Currently 3-6th grade is at state average both showing as red for achievement so the goal is to progress achievement towards green or blue.
ELA Achievement - K-6	Currently 3-6th grade is at state average both showing as red for achievement so the goal is to progress achievement towards green or blue.

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

#### Strengths

<b>Indicator</b> PVAAS Growth <b>Grade Level(s) and/or Student Group(s)</b> District wide Economically Disadvantaged	<b>Comments/Notable Observations</b> Across the district in all keystones and grades (ELA and Math) showed green or blue in Economically Disadvantaged growth.
<b>Indicator</b> Achievement in Math and ELA <b>Grade Level(s) and/or Student Group(s)</b> 8th Grade	<b>Comments/Notable Observations</b> Math increased by 11.4% and ELA increased by 14.7%.
<b>Indicator</b> Achievement Math and ELA <b>Grade Level(s) and/or Student Group(s)</b> 3rd and 4th grade across the district	<b>Comments/Notable Observations</b> 3rd grade and 4th grade are above state average. 3rd grade math is above by 4% and 4th grade is above by 8%/3rd grade ELA above 4% and 4th grade by 4.5%.
<b>Indicator</b> Paradise Math Growth <b>Grade Level(s) and/or Student Group(s)</b> 5th and 6th grade IEP's	<b>Comments/Notable Observations</b> 5th grade above average and 6th grade well above average.
<b>Indicator</b> ELA Growth Salisbury <b>Grade Level(s) and/or Student Group(s)</b> 6th grade all student group	<b>Comments/Notable Observations</b> All student well above average in growth.

## Challenges

<p><b>Indicator</b> 8th Grade Science Achievement <b>Grade Level(s) and/or Student Group(s)</b> 8th Grade Science Assessment</p>	<p><b>Comments/Notable Observations</b> Presently although the growth is good, the achievement is just below the state average.</p>
<p><b>Indicator</b> Math Achievement <b>Grade Level(s) and/or Student Group(s)</b> 6th - 8th grade achievement</p>	<p><b>Comments/Notable Observations</b> The grade band is 5.2% below state average although growth was blue. A Tier II math resource and progress monitoring is needed. More 7th and 8th grade instructional time is needed for Tier II and Tier III.</p>
<p><b>Indicator</b> Math Achievement <b>Grade Level(s) and/or Student Group(s)</b> 5th and 6th grade</p>	<p><b>Comments/Notable Observations</b> Both grades are below state average in achievement. 5th grade is 7% below and 6th grade below state average.</p>
<p><b>Indicator</b> ELA Achievement <b>Grade Level(s) and/or Student Group(s)</b> 5th at Salisbury and 5th and 6th grade at Paradise Elementary</p>	<p><b>Comments/Notable Observations</b> 5th grade was below by 6% and 6th grade by 7% below state average.</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>Attendance K-12 - As a district team we continue to implement strategies that move the percent towards the state target of 94.1%. The district put an emphasis on the attendance administrative assistant policy alignment. There was a focus on consistency in protocol across all buildings and ensuring quality SAIPs were occurring.</p>
<p>Career Readiness - The school district takes pride in our Post Secondary "First Choice" career vision. - All buildings were well above the state average at 100% of our learners engaging in Career Readiness.</p>
<p>PV 7-12 Growth Scores in all three PSSA/Keystone - From the previous two years where we had some yellow and red, we now have all three</p>

tested content areas in green and blue continuing to trend in a positive direction!

PVAAS Growth - District wide Economically Disadvantaged - Across the district in all keystones and grades (ELA and Math) showed green or blue in Economically Disadvantaged growth.

### 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.

- Math Achievement - K-6 - Currently K-6 is at state average both showing as red for achievement so the goal is to progress achievement towards green or blue.
- ELA Achievement - K-6 - Currently K-6 is at state average both showing as red for achievement so the goal is to progress achievement towards green or blue.
- Secondary - Growth of our IEP and Historically Under Performing Learners.- The HUP/IEP growth was yellow for ELA and Science and will be a collaborative focus.
- Advanced learners Rigorous course of study - Pequea Valley will continue to expand opportunities through continued expansion of our dual enrollment "College in the Classroom opportunities.
- Math Achievement - 6-8th Grade - Achievement below state average by 5.2%.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Achieve 3000 Empower	85% of our learners at the high school grow on average 40 or more points.
NWEA MAP	60% K-6 at Paradise met the growth goal. 73% of K-6 at Paradise were at the 40% or above on the percentile target. We will review protocol on timing when they take it and learner perceived purpose. This put them in the high achievement/high growth quadrant.
NWEA MAP	Salisbury K-6 61% met growth goal. 60% were at 40th percentile or above. We will review protocol on timing when they take it and learner perceived purpose. This put them in the high achievement/high growth quadrant.
mClass	Paradise 78% met achievement benchmark or above
mClass	Salisbury 83% met achievement benchmark or above

### English Language Arts Summary

#### Strengths

The MTSS Tiers of support specifically Tier III targeted ELA and Math programming.
Achieve 3000 growth data aligns with the PVAAS growth measures.
mClass Achievement measure for K-6 across district trending in positive direction to obtain our PSSA achievement goal of 75%.

#### Challenges

NWEA MAP K-6 - 60% K-6 at Paradise met the growth goal. 73% of K-6 at Paradise were at the 40% or above on the percentile target. We will review protocol on timing when they take it and learner perceived purpose.
NWEA MAP K-6 - Salisbury K-6 61% met growth goal. 60% were at 40th percentile or above. We will review protocol on timing when they take it and learner perceived purpose. This put them in the high achievement/high growth quadrant. The challenge is the 30 percent sitting in the red category.

### Mathematics

Data	Comments/Notable Observations
CDT's	Keystone Alg I - All subgroups are dark blue in growth indicator.
NWEA MAP	K-6 Salisbury 63% hit growth measure, K-6 68% hit achievement measure. This put them in the high achievement/high growth quadrant.
NWEA	K-6 Paradise 65% hit growth measure, K-6 72% hit achievement measure. This 5 of 7 grades in the high achievement/high

MAP	growth quadrant.
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## Mathematics Summary

### Strengths

CDT's Keystone Alg I - All subgroups are dark blue in growth indicator. The continued focus on differentiating across 3 groups fluidly to differentiate and receive growth correlated across assessments.
We have seen growth in MAP data at the elementary level due to having Bridges implemented for Tier III support.
In our MTSS Triangle, K-2 had 80% above the 40th percentile.

### Challenges

NWEA MAP - K-6 Salisbury 63% hit growth measure, K-6 68% hit achievement measure. This put them in the high achievement/high growth quadrant. However, our challenge is to address the 17% in red.
K-6 Paradise 65% hit growth measure, K-6 72% hit achievement measure. This 5 of 7 grades in the high achievement/high growth quadrant. This put them in the high achievement/high growth quadrant. However, our challenge is to address the 17% in red.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Biology CDT	Well above average being dark blue on growth indicator.
AP	Physics learners all scored at least a 3 or above.
AP	Computer Science average score was a 3.
NCCR ABC Keystone Exams	Average score was 80%

## Science, Technology, and Engineering Education Summary

### Strengths

Biology CDT continues to correlate with above average growth.
NCCR assessment success aligns with the Pequea Valley First Choice Career vision

### Challenges

Pequea Valley is implementing new Phenomena based curriculum. Mystery Science K-5, Activate Learning 6-8. The challenge is implementing the new pedagogy and improving the unit scores reflecting the new type of question.
Continuing to find adequate time for science instruction at the elementary grades.



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
MyPlanPA	94% of our seniors are prepared for their Post - Secondary First Choice College or Career
Xello	100% of learners completed their career ready artifacts K-8.
Co-op Enrollment	We need to increase the industry partnerships to provide more co-op enrollment opportunities.

### 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

**False** Environment and Ecology Omit

Data	Comments/Notable Observations
Unit Assessments	Ecology needs to be paced and re-aligned in sequence per the new focus from PDE

### 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
Civics Assessment	99.1% passed



## **Articulation Agreements**

**False** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

### **Partnering Institution**

Associate Builders and Contractors - Keystone Chapter (ABC)

### **Agreement Type**

Local Articulation

### **Program/Course Area**

CORE Academy - Level One Manufacturing

### **Uploaded Files**

PVHS Year ABC signed 22.04.14.pdf

### **Partnering Institution**

Central Penn College

### **Agreement Type**

Dual Credit

### **Program/Course Area**

College Level

### **Uploaded Files**

Central Penn Pequea Valley SD- CPC Dual Enrollment Agreement-2021-12-03-08-03-44 (1).pdf

### **Partnering Institution**

Delaware Valley University

**Agreement Type**

Dual Credit

**Program/Course Area**

Agriculture Science

**Uploaded Files**

Del Val Articulation 20-21 .pdf

**Partnering Institution**

Harrisburg Area Community College

**Agreement Type**

Dual Credit

**Program/Course Area**

Core Courses / Electives

**Uploaded Files**

HACC PVHS MOU. Digital Signatures .pdf

**Partnering Institution**

Harrisburg University

**Agreement Type**

Dual Credit

**Program/Course Area**

AP Literature, AP Biology, Chemistry I and II, AP Statistics

**Uploaded Files**

HU Pequea Valley Signed 10~1~19.pdf

**Partnering Institution**

Pennsylvania Chapter Independent Electrical Contractors (IEC)

**Agreement Type**

Local Articulation

**Program/Course Area**

Pre-Apprenticeship

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IEC Signed MOU 2024.pdf

**Partnering Institution**

Messiah University

**Agreement Type**

Dual Credit

**Program/Course Area**

Core Courses and Electives

**Uploaded Files**

Messiah Dual Enrollment Agreement - Pequea Valley School District and Messiah University.pdf

**Partnering Institution**

Millersville University

**Agreement Type**

Dual Credit

**Program/Course Area**

Core Courses and Electives

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**Partnering Institution**

PA College of Health Sciences

**Agreement Type**

Dual Credit

**Program/Course Area**

Health Related Electives

**Uploaded Files**

PA College Pequea Valley Dual Enrollment Agreement 22 PA College of Health Sciences.pdf

**Partnering Institution**

PA College of Art and Design

**Agreement Type**

Dual Credit

**Program/Course Area**

Art and Design Electives

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PCAD MOU Signed 20-21.pdf

**Partnering Institution**

Thaddeus Stevens College of Technology

**Agreement Type**

Dual Credit

**Program/Course Area**

Trade Career Electives

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Thaddeus Stevens Dual Enrollmentment .pdf

**Partnering Institution**

West Chester University

**Agreement Type**

Dual Credit

**Program/Course Area**

Core Courses and Electives

**Uploaded Files**

EL WCU PV Collaborative Agreement.docx

**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.

MyPlanPA - 94% of our seniors are prepared for their Post - Secondary First Choice College or Career
Civics Knowledge - 99.1% passed assessment

## 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.

Unit Assessments - Ecology needs to be paced and re-aligned in sequence per the new focus from PDE
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Co-op Enrollment - We need to increase the industry partnerships to provide more co-op enrollment opportunities.
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## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
WIDA	Pequea Valley has more Level I learners than in the past and need to improve professional development for classroom facilitators to increase scaffolding for these learners to access the curriculum and partner with the ELD teacher.
PVAAS	Salisbury 54% of learners were proficient in ELA which is above the building average.
PVAAS	Biology learners achievement was below the state average.

### Students with Disabilities

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

Data	Comments/Notable Observations
PSSA Math	Learners although growth shown was acceptable, achievement was below avg. in 7 and 8th grade.
PSSA ELA	Learners although growth shown was acceptable, achievement was below avg. in 7 and 8th grade.
Alg I	IEP learners met the growth level

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Alg I Keystone	Increased 13% above state average on achievement
Lit Keystone	Increased 2% above state average on achievement
Bio Keystone	Increased 12.5% above state average on achievement

Enrollment has decreased from 1949 in 2004 to 1360 in 2024 and the free and reduced population has increased from 30% in 2009 to 58% in 2024.	We have families that cannot find affordable housing in the community. Many houses have been purchased to rent out, which has increase transiency and economic stability. Homes that had traditionally had Pequea Valley learners now are either short term rentals or plain family dwellings.
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### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Asian	100% advanced at secondary level
Hispanic	42.4% proficient ELA Paradise El. 53.8% Salisbury. Paradise is below state average while Salisbury is at the state average.
Hispanic	24% proficient Math Paradise El. / 25.9 Salisbury, which is below state average.
Hispanic	Keystone Achievement - Lit - is at the state average - Biology is above the state average - Alg I is below the state average.

### 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.

ED learners scored on average above the state average in all three keystone exams.
ED learners either met or were above growth expectation in all three Keystone Exams.
PVAAS - Salisbury 54% of ELL learners were proficient in ELA which is above the building average.

#### 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.

PSSA Math - IEP Learners although growth shown was acceptable, achievement was below average in 7 and 8th grade.
PSSA ELA - IEP Learners although growth shown was acceptable, achievement was below average in 7 and 8th grade.



Hispanic - 42.4% proficient ELA Paradise El. 53.8% Salisbury. Paradise is below state average while Salisbury is at the state average.

Hispanic - 24% proficient Math Paradise El. / 25.9 Salisbury, which is below state average.

Enrollment has decreased from 1949 in 2004 to 1360 in 2024 and the free and reduced population has increased from 30% in 2009 to 58% in 2024.

**Designated Schools**

There are no Designated Schools.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Ongoing professional development focused on the needs of both learners and facilitators is essential to effectively support all learners through core instruction and tiered interventions. Continuing to support staff in addressing the evolving needs of our learners while strengthening program structures to effectively meet their growing demands.
Title 1 Program	Pequea Valley has continued to successfully implement a "school wide" program in both elementary schools and the middle school. The funding has created alignment and support for Tier I through III and provided an increase in progress monitoring data. Four interventionists are in place and 16 paraprofessionals to support. The majority of Tier III learners are showing a years worth of growth.
Student Services	The Student Services Plan continues to prioritize safety across the district while enhancing behavior tracking and intervention programs to support both staff and learners. We are implementing PBIS programming in our elementary schools and incorporating PBIS components at the secondary level. Bullying prevention initiatives are in place at all levels, led by our counseling department. Our school counselors, who serve as building mental health specialists, work closely with our social workers and psychologists to address learner needs, facilitate processing, and assess risks as they arise.
K-12 Guidance Plan (339 Plan)	With the increasing needs in mental health, the district continues to explore partnerships to support our learners. We consistently analyze data to guide the implementation of tiered social-emotional supports, helping to remove barriers and promote academic success. Continue collaborating with all staff to provide real-world experiences at every level, fostering career readiness skills and supporting learners in achieving their first-choice goals after graduation.
Technology Plan	Pequea Valley has continued to provide a one to one environment k-12 with Apple Education. The current next goal is to implement a district wide AI plan to support both the teachers and learners.
English Language Development Programs	The English as a Second Language (ESL) program is committed to supporting English Learners (ELs) in achieving success across all aspects of their education. The program focuses on enhancing language proficiency in listening, speaking, reading, and writing to ensure academic growth. Instruction and resources are designed to help ELs meet state and district academic standards while fostering an inclusive environment that values and integrates their diverse cultural backgrounds. The district actively engages families by providing resources, communication, and opportunities for meaningful participation in their child's education. Educators are supported through professional development and tools that promote differentiated instruction and culturally responsive teaching practices. The program also utilizes data-driven strategies to monitor language development and academic progress, ensuring timely interventions tailored to learners' needs.

## Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Pequea Valley's commitment to providing each learner with the opportunity to be prepared for their "Post Secondary First Choice" has been very effective in driving staffing and curricular offering decisions. Our state IBL data is well over 90%, which is well above the state average in the 30's.

Pequea Valley's Title I offerings are back in post pandemic full implementation. This was a challenge but we finally know we are back to full services with staffing.

## 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.

AI is a new challenge that all parties are trying to navigate how to manage and utilize for the learning benefit of the learners. It is a reality and we need to embrace. We have designed a guideline that we are piloting and are continuing to provide resources and training.

Pequea Valley has experienced an increase in our ELL population and specifically level one. Our staff is struggling with the strategies to scaffold effectively in the classroom. This is an area of needed support.

## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

### Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Exemplary
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Exemplary
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

### Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Exemplary

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Exemplary

### Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities. The district utilizes a MCL customized learning opportunities for our staff.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district - The district has committed to staffing a dedicated person for our Post Secondary First Choice vision to ensure that each learner is prepared. We partnership with the Factory Ministries to support the sub groups that were outlined in the needs assessment.

### **Challenges**

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data - We are rarely fully staffed to provide all the para supports for our learners of higher academic and emotional need.

## 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
Attendance K-12 - As a district team we continue to implement strategies that move the percent towards the state target of 94.1%. The district put an emphasis on the attendance administrative assistant policy alignment. There was a focus on consistency in protocol across all buildings and ensuring quality SAIPs were occurring.	True
Career Readiness - The school district takes pride in our Post Secondary "First Choice" career vision. - All buildings were well above the state average at 100% of our learners engaging in Career Readiness.	True
PV 7-12 Growth Scores in all three PSSA/Keystone - From the previous two years where we had some yellow and red, we now have all three tested content areas in green and blue continuing to trend in a positive direction!	True
PVAAS Growth - District wide Economically Disadvantaged - Across the district in all keystones and grades (ELA and Math) showed green or blue in Economically Disadvantaged growth.	False
The MTSS Tiers of support specifically Tier III targeted ELA and Math programming.	True
Achieve 3000 growth data aligns with the PVAAS growth measures.	False
mClass Achievement measure for K-6 across district trending in positive direction to obtain our PSSA achievement goal of 75%.	False
CDT's Keystone Alg I - All subgroups are dark blue in growth indicator. The continued focus on differentiating across 3 groups fluidly to differentiate and receive growth correlated across assessments.	False
We have seen growth in MAP data at the elementary level due to having Bridges implemented for Tier III support.	False
In our MTSS Triangle, K-2 had 80% above the 40th percentile.	True
Biology CDT continues to correlate with above average growth.	False
NCCR assessment success aligns with the Pequea Valley First Choice Career vision	False
MyPlanPA - 94% of our seniors are prepared for their Post - Secondary First Choice College or Career	False
Civics Knowledge - 99.1% passed assessment	False
ED learners scored on average above the state average in all three keystone exams.	False
ED learners either met or were above growth expectation in all three Keystone Exams.	False
PVAAS - Salisbury 54% of ELL learners were proficient in ELA which is above the building average.	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities. The district utilizes a MCL customized learning	True

opportunities for our staff.	
Partner with local businesses, community organizations, and other agencies to meet the needs of the district - The district has committed to staffing a dedicated person for our Post Secondary First Choice vision to ensure that each learner is prepared. We partnership with the Factory Ministries to support the sub groups that were outlined in the needs assessment.	True
Pequea Valley's commitment to providing each learner with the opportunity to be prepared for their "Post Secondary First Choice" has been very effective in driving staffing and curricular offering decisions. Our state IBL data is well over 90%, which is well above the state average in the 30's.	False
Pequea Valley's Title I offerings are back in post pandemic full implementation. This was a challenge but we finally know we are back to full services with staffing.	False

### Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District 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
Math Achievement - K-6 - Currently K-6 is at state average both showing as red for achievement so the goal is to progress achievement towards green or blue.	True
ELA Achievement - K-6 - Currently K-6 is at state average both showing as red for achievement so the goal is to progress achievement towards green or blue.	True
Secondary - Growth of our IEP and Historically Under Performing Learners.- The HUP/IEP growth was yellow for ELA and Science and will be a collaborative focus.	True
Advanced learners Rigorous course of study - Pequea Valley will continue to expand opportunities through continued expansion of our dual enrollment "College in the Classroom opportunities.	True
Math Achievement - 6-8th Grade - Achievement below state average by 5.2%.	True
NWEA MAP K-6 - 60% K-6 at Paradise met the growth goal. 73% of K-6 at Paradise were at the 40% or above on the percentile target. We will review protocol on timing when they take it and learner perceived purpose.	False
NWEA MAP K-6 - Salisbury K-6 61% met growth goal. 60% were at 40th percentile or above. We will review protocol on timing when they take it and learner perceived purpose. This put them in the high achievement/high growth quadrant. The challenge is the 30 percent sitting in the red category.	False
NWEA MAP - K-6 Salisbury 63% hit growth measure, K-6 68% hit achievement measure. This put them in the high achievement/high growth quadrant. However, our challenge is to address the 17% in red.	False
K-6 Paradise 65% hit growth measure, K-6 72% hit achievement measure. This 5 of 7 grades in the high	False



achievement/high growth quadrant. This put them in the high achievement/high growth quadrant. However, our challenge is to address the 17% in red.	
Pequea Valley is implementing new Phenomena based curriculum. Mystery Science K-5, Activate Learning 6-8. The challenge is implementing the new pedagogy and improving the unit scores reflecting the new type of question.	True
Continuing to find adequate time for science instruction at the elementary grades.	False
Unit Assessments - Ecology needs to be paced and re-aligned in sequence per the new focus from PDE	False
Co-op Enrollment - We need to increase the industry partnerships to provide more co-op enrollment opportunities.	False
PSSA Math - IEP Learners although growth shown was acceptable, achievement was below average in 7 and 8th grade.	False
PSSA ELA - IEP Learners although growth shown was acceptable, achievement was below average in 7 and 8th grade.	False
Hispanic - 42.4% proficient ELA Paradise El. 53.8% Salisbury. Paradise is below state average while Salisbury is at the state average.	True
Hispanic - 24% proficient Math Paradise El. / 25.9 Salisbury, which is below state average.	True
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data - We are rarely fully staffed to provide all the para supports for our learners of higher academic and emotional need.	False
AI is a new challenge that all parties are trying to navigate how to manage and utilize for the learning benefit of the learners. It is a reality and we need to embrace. We have designed a guideline that we are piloting and are continuing to provide resources and training.	False
Pequea Valley has experienced and increase in our ELL population and specifically level one. Our staff is struggling with the strategies to scaffold effectively in the classroom. This is an area of needed support.	True
Enrollment has decreased from 1949 in 2004 to 1360 in 2024 and the free and reduced population has increased from 30% in 2009 to 58% in 2024.	True

### 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.

The area that was of most glaring was the increase in learners with a literacy deficiency coming into school. A continued focus needs to be on our Birth to 5 programming and our MTSS structures.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Math Achievement - K-6 - Currently K-6 is at state average both showing as red for achievement so the goal is to progress achievement towards green or blue.	MTSS Tier II math intervention programming and diagnostics to drive these interventions. Review scope and sequence to ensure the eligible content is addressed prior to the state assessment.	True
ELA Achievement - K-6 - Currently K-6 is at state average both showing as red for achievement so the goal is to progress achievement towards green or blue.	Lack of systemic exposure to the CKLA curriculum and multiple MTSS curricular resources.	False
Secondary - Growth of our IEP and Historically Under Performing Learners.- The HUP/IEP growth was yellow for ELA and Science and will be a collaborative focus.	Increase of IEP and HUP learners since 2021 and the needed staffing supports per this increase.	False
Advanced learners Rigorous course of study - Pequea Valley will continue to expand opportunities through continued expansion of our dual enrollment "College in the Classroom opportunities.	An original cause was the lack of willingness for local higher education to be flexible with our current scheduling. Staffing without Masters Degrees.	False
Math Achievement - 6-8th Grade - Achievement below state average by 5.2%.	Transition from elementary to middle school and lack of cohesion/inconsistency in rigor expectations as well as the dramatic shift in the instructional minutes and supports in middle school. Lack of Tier II resource and data evaluation meetings to drive intervention and groupings. Lack of progress monitoring assessing.	True
Pequea Valley is implementing new Phenomena based curriculum. Mystery Science K-5, Activate Learning 6-8. The challenge is implementing the new pedagogy and improving the unit scores reflecting the new type of question.	Change in large shift in pedagogy expectations in phenomena based learning and the assessment terminology. First year of new curriculum implementation so pacing issues.	True
Hispanic - 42.4% proficient ELA Paradise El. 53.8%	Hispanic learners that are ELL's receiving all their needed supports. What	False

Salisbury. Paradise is below state average while Salisbury is at the state average.	to prioritize.	
Hispanic - 24% proficient Math Paradise EL / 25.9 Salisbury, which is below state average.	Hispanic learners that are ELL's receiving all their needed supports. What to prioritize.	False
Pequea Valley has experienced and increase in our ELL population and specifically level one. Our staff is struggling with the strategies to scaffold effectively in the classroom. This is an area of needed support.	Professional development needs for our teachers to better scaffold curriculum for ELL's.	False
Enrollment has decreased from 1949 in 2004 to 1360 in 2024 and the free and reduced population has increased from 30% in 2009 to 58% in 2024.	Tri-township committee creation to tackle these concerns and issues. These include township policies and also the increase in social emotional needs of our learner from the increased instability.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Attendance K-12 - As a district team we continue to implement strategies that move the percent towards the state target of 94.1%. The district put an emphasis on the attendance administrative assistant policy alignment. There was a focus on consistency in protocol across all buildings and ensuring quality SAIPs were occurring.	Per continued research, if a learner attends school consistently, it improves their success dramatically. Text communication implementation.
Career Readiness - The school district takes pride in our Post Secondary "First Choice" career vision. - All buildings were well above the state average at 100% of our learners engaging in Career Readiness.	Research also shows that a learner is more engaged if they have a formulated success plan.
PV 7-12 Growth Scores in all three PSSA/Keystone - From the previous two years where we had some yellow and red, we now have all three tested content areas in green and blue continuing to trend in a positive direction!	The commitment to skill based instruction. Make this a focal point systemically.
The MTSS Tiers of support specifically Tier III targeted ELA and Math programming.	This strength will allow for an increase in filling the gaps in Tier III, which will in turn increase achievement and growth as an outcome.
In our MTSS Triangle, K-2 had 80% above the 40th percentile.	The foundational knowledge that will occur as our revised curriculum and MTSS structure is in place for a longer period of time. mClass and Acadience is driving this movement. Six week interventions driven by data at the primary grades to close gaps

	quicker and sooner.
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities. The district utilizes a MCL customized learning opportunities for our staff.	Continued focus on meeting each professional educator's professional growth goals.
Partner with local businesses, community organizations, and other agencies to meet the needs of the district - The district has committed to staffing a dedicated person for our Post Secondary First Choice vision to ensure that each learner is prepared. We partnership with the Factory Ministries to support the sub groups that were outlined in the needs assessment.	The supports provided by our Together Initiative Network will allow for more co-op opportunities.

**Priority Challenges**

Analyzing Priority Challenges	Priority Statements
	Identify and implement a research based Tier II elementary Math programming for benchmarking and instructing learners.
	Identify a 6-8th grade Tier II math resource as well as a progress monitoring tool aligned that is implemented into monthly data meetings. Evaluate 7th and 8th grade schedule in order to implement Tier II and III time.
	Evaluate the implementation of the first year science phenomena curriculum to address the pacing and assessment practices to align with state assessment expectations. Continue to provide training and coaching to support.
	Tri-township committee creation to tackle these concerns and issues.

## Goal Setting

**Priority: Identify and implement a research based Tier II elementary Math programming for benchmarking and instructing learners.**

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
All K-6 classrooms are implementing a vetted and approved Tier II math intervention programming with benchmarking.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Elementary Tier II Math Programming		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Research, vet, pilot math Tier II programming.	Approve a selection of the piloted program to initiate implementation and monitor.	All K-6 classrooms are implementing a vetted and approved Tier II math intervention programming with benchmarking.

**Priority: Evaluate the implementation of the first year science phenomena curriculum to address the pacing and assessment practices to align with state assessment expectations. Continue to provide training and coaching to support.**

<b>Outcome Category</b>		
STEM		
<b>Measurable Goal Statement (Smart Goal)</b>		
Fully implement new standards K-12 with aligned curriculum and benchmark assessing.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Science Phenomena Based Learning		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Audit pilot year of newly implemented phenomena based science standard alignment and instruction in tested areas.	Implement science phenomena based learning in remaining instructional areas.	Fully implement new standards K-12 with aligned curriculum and benchmark assessing.

**Priority: Tri-township committee creation to tackle these concerns and issues.**

<b>Outcome Category</b>		
Other		
<b>Measurable Goal Statement (Smart Goal)</b>		
Pequea Valley learners and families will have access to affordable housing and the social and economic needed resources to allow for a more stable environment. This will increase stabilize and increase enrollment, decrease the free and reduced lunch qualification percentage, increase attendance and increase achievement and growth.		

<b>Measurable Goal Nickname (35 Character Max)</b>		
Pequea Valley Community Growth and Development		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Creation of a Tri-Township committee utilizing the county planner to facilitate. Meet quarterly and solicit community survey feedback on concerns, needs and priorities.	Analyze and prioritize the data and create a Tri-township comprehensive plan based on the findings. Implement sub projects to tackle the action plan components.	Pequea Valley learners and families will have access to affordable housing and the social and economic needed resources to allow for a more stable environment. This will increase stabilize and increase enrollment, decrease the free and reduced lunch qualification percentage, increase attendance and increase achievement and growth.

**Priority: Identify a 6-8th grade Tier II math resource as well as a progress monitoring tool aligned that is implemented into monthly data meetings. Evaluate 7th and 8th grade schedule in order to implement Tier II and III time.**

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
Learners in this middle school grade span will be identified in the MTSS tier framework, receive targeted Tier II and III instruction, progress monitored monthly and be above the 70 PVAAS growth metric mark.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Middle Level Math Achievement and Growth		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Research, vet, pilot math Tier II and III programming as well as progress monitoring tool beyond the three times a year STAR assessing. Brainstorm scheduling adjustments in order to implement Tier II programming.	Approve a selection of the piloted instruction and monitoring resource to initiate implementation and monitor.	Learners in this middle school grade span will be identified in the MTSS tier framework, receive targeted Tier II and III instruction, progress monitored monthly and be above the 70 PVAAS growth metric mark.

## Action Plan

### Measurable Goals

Elementary Tier II Math Programming	Science Phenomena Based Learning
Pequea Valley Community Growth and Development	Middle Level Math Achievement and Growth

### Action Plan For: Research and Vet Tier II Math Programming

#### Measurable Goals:

- Learners in this middle school grade span will be identified in the MTSS tier framework, receive targeted Tier II and III instruction, progress monitored monthly and be above the 70 PVAAS growth metric mark.
- All K-6 classrooms are implementing a vetted and approved Tier II math intervention programming with benchmarking.

Action Step		Anticipated Start/Completion Date	
MTSS committee reviews possible Tier II math programs in relation to the CORE Eureka resources as well as review materials for progress monitoring opportunities.		2025-02-03	2026-03-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
MTSS Department Chair/Math Chair / Assistant Superintendent and MTSS team	IU 13 math consultant, IU 13 MTSS user group, EdReports, Eureka Interventions, NWEA Map correlation data	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Utilizing the committee rubric elementary and middle level Tier II math resource will be selected to pilot that aligns with CRA philosophy in mind.	MTSS Department Chair, Math Chair Selection Committee, Assistant Superintendent. Fund allocation to purchase pilot.

### Action Plan For: Identify and Pilot Elementary and Middle Level MTSS Tier II Programming and Monitoring

#### Measurable Goals:

- Learners in this middle school grade span will be identified in the MTSS tier framework, receive targeted Tier II and III instruction, progress monitored monthly and be above the 70 PVAAS growth metric mark.
- All K-6 classrooms are implementing a vetted and approved Tier II math intervention programming with benchmarking.



<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Utilizing the committee rubric, an elementary Tier II math resource will be selected to pilot that aligns with CRA philosophy in mind.		2026-08-17	2027-06-03
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
MTSS Department Chair / Math Department Chair / Assistant Superintendent and MTSS team	Budget adjusted to adopt the approved resources utilizing curriculum funds. Training and consulting from resource selected.	Yes	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
The piloted program will be utilized with integrity and monthly data will demonstrate progress monitoring expected growth of Tier II learners.	Pilot Team, Selection Committee, MTSS Math Department Chair, Assistant Superintendent, Principals - Meet monthly to look at data and evaluate pilot success.

### **Action Plan For: Adopt MTSS Elementary Tier II Math Resource and Benchmarking Tool**

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>All K-6 classrooms are implementing a vetted and approved Tier II math intervention programming with benchmarking.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Present Tier II Resource and Benchmark Data Findings to the Board for Adoption Approval		2027-03-11	2027-04-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Superintendent	Pilot learner data findings - Budget Numbers - Schedule for Implementation	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Board Approval of Evidence Based Elementary and Middle Level Tier II Math	MTSS Committee findings, Presentation in March of 2027 for

Program and Progress Monitoring	approval in April 2027
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### Action Plan For: Train - Implement - Monitor

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>All K-6 classrooms are implementing a vetted and approved Tier II math intervention programming with benchmarking.</li> </ul>

Action Step		Anticipated Start/Completion Date	
MTSS team trained as trainers. K-6 staff trained on new Tier II resource and progress monitoring.		2027-05-03	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
MTSS Department Chair/ Math Department Chair /Assistant Superintendent/Consultant from Resource Selected	Allocate funds for cost of purchase and training. Trainers, substitute teachers.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All K-6 staff instructing math will be trained and all learners identified for Tier II will receive research based Tier II instruction and monthly progress monitoring.	Monthly MTSS data meetings, Administration purposeful walk-throughs

### Action Plan For: Science Phenomena Based Learning Professional Development

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Fully implement new standards K-12 with aligned curriculum and benchmark assessing.</li> </ul>

Action Step	Anticipated Start/Completion Date
Conduct Phase II professional development of PA STEELS Phenomena Based Learning Three Dimensional	2025-02-14   2026-06-

Framework - Practices-Core Ideas-Crosscutting Concepts. Present rollout roadmap to board and district.			03
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
IU 13 Science Consultant Trainer - Assistant Superintendent-Science Department Chair	Funds allocated for Training and Consulting - Books - Release time for department chair - Designated professional development days time.	Yes	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
All staff teaching science will have received professional development and have a clear understanding of the STEELS Framework and Phenomena Based Learning and how it impacts their pedagogy.	Post professional development grade level meeting reflection to monitor learning. IU 13 consultant quarterly check-ins with leadership.

**Action Plan For: Research Science Instructional Resource to pilot and adopt.**

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Fully implement new standards K-12 with aligned curriculum and benchmark assessing.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>		
Grade level and course level team researches, vets and pilots a selected resource.	2025-09-15	2026-06-03	
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Superintendent and Science Department Chair	Release time for science team, IU 13 consultant support, resource samples.	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
A STEELS Phenomena Based Instructional Resource will be selected and adopted for implementation.	Monthly work on research and selection, IU 13 Consultant Support, Committee pilots, decision and board adoption in June 2026.

### Action Plan For: Onboarding of STEELS Phenomena Based Learning and Resource

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Fully implement new standards K-12 with aligned curriculum and benchmark assessing.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Implementation of STEELS Three Dimensional Framework pedagogy and resource, training of resource, coaching, walk through monitoring reflected on at monthly data meetings.		2026-08-18	2028-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent, Science Dept. Chair, Building Level Leadership	Selected resource training consultant, physical and digital teacher and learner manuals, walk through forms implemented, IU 13 consultant support, funds to support.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All teachers that teach science will be trained in the resource selected, principals will conduct walk throughs, feedback at monthly meetings. All learners will engage in phenomena based learning and be prepared to successfully take the new PDE aligned assessment.	Monthly walk throughs - Principals, department chair. Reflection at post walk throughs and monthly grade level meetings.

### Action Plan For: Pequea Valley Tri-Township Strategic Design Planning Committee

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Pequea Valley learners and families will have access to affordable housing and the social and economic needed resources to allow for a more stable environment. This will increase stabilize and increase enrollment, decrease the free and reduced lunch qualification percentage, increase attendance and increase achievement and growth.</li> </ul>

Action Step	Anticipated Start/Completion

		Date	
A committee is formed of representative from the three townships that make up the school district footprint, the school district and community faith and business leadership. A public survey will be utilized to provide input to consider when creating a strategic design plan.		2024-09-09	2026-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lancaster County Planning Commission Consultant	Quarterly meetings, survey and collection, consultant to guide process, demographic data.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
With Lancaster County Planning Commission guidance, the committee will create a strategic plan that addresses, housing, transportation, poverty.	Quarterly meetings, strategic design county commission template, county commission researcher.

### Action Plan For: Pequea Valley Community Strategic Design Plan Implementation

Measurable Goals:
<ul style="list-style-type: none"> <li>Pequea Valley learners and families will have access to affordable housing and the social and economic needed resources to allow for a more stable environment. This will increase stabilize and increase enrollment, decrease the free and reduced lunch qualification percentage, increase attendance and increase achievement and growth.</li> </ul>

Action Step	Anticipated Start/Completion Date		
Presentation to the school board, professional development needed aligned to the strategic design plan tenants, action plan implementation from findings, (example - district line restructuring, public transportation offerings adjustment, professional development on understanding poverty, trauma and reduction strategies advice, early learning strategies for both teachers and community attendance engagement, zoning law adjustments)	2026-08-03	2028-06-06	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Pequea Valley Community Strategic Plan Lead - Township Supervisors - Pequea Valley School	Funds to make adjustments, Township and district leaders support, poverty experts for professional development.	Yes	Yes

District Superintendent			
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<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increased availability of public transportation - Increased understanding of poverty and the outcomes - Decreased census poverty and Free and Reduced Lunch population from 60% to 45%.	Quarterly township planning team check-ins, strategic design, census data, free and reduced data.

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Identify and Pilot Elementary and Middle Level MTSS Tier II Programming and Monitoring	Utilizing the committee rubric, an elementary Tier II math resource will be selected to pilot that aligns with CRA philosophy in mind.
Train - Implement - Monitor	MTSS team trained as trainers. K-6 staff trained on new Tier II resource and progress monitoring.
Science Phenomena Based Learning Professional Development	Conduct Phase II professional development of PA STEELS Phenomena Based Learning Three Dimensional Framework - Practices-Core Ideas-Crosscutting Concepts. Present rollout roadmap to board and district.
Onboarding of STEELS Phenomena Based Learning and Resource	Implementation of STEELS Three Dimensional Framework pedagogy and resource, training of resource, coaching, walk through monitoring reflected on at monthly data meetings.
Pequea Valley Community Strategic Design Plan Implementation	Presentation to the school board, professional development needed aligned to the strategic design plan tenants, action plan implementation from findings, (example - district line restructuring, public transportation offerings adjustment, professional development on understanding poverty, trauma and reduction strategies advice, early learning strategies for both teachers and community attendance engagement, zoning law adjustments)

### Language and Literacy Acquisition

Action Step		
<ul style="list-style-type: none"> <li>Presentation to the school board, professional development needed aligned to the strategic design plan tenants, action plan implementation from findings, (example - district line restructuring, public transportation offerings adjustment, professional development on understanding poverty, trauma and reduction strategies advice, early learning strategies for both teachers and community attendance engagement, zoning law adjustments)</li> </ul>		
Audience		
All K-12 instructional staff as all can benefit		
Topics to be Included		
Communication Skills - Power of Listening Skills as progress towards Comprehension - Power of Student Discussions - Sound First vs Letter ID First - Language and Literacy Skill Development Opportunities are everywhere.		
Evidence of Learning		
There will be evidence of these key tenants of Language and Literacy instructional strategies noted in walk-throughs.		
Lead Person/Position	Anticipated Start	Anticipated Completion
IU 13/Pattan Consultant - Assistant Superintendent - Building Level Principals	2025-08-14	2025-08-14

### Learning Format

Type of Activities	Frequency
Inservice day	Once
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

### Tier II Pilot Math Resource

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Utilizing the committee rubric, an elementary Tier II math resource will be selected to pilot that aligns with CRA philosophy in mind.</li> </ul>		
<b>Audience</b>		
Teachers piloting the selected Tier II Math Resource		
<b>Topics to be Included</b>		
Tier II Math Strategies - Resource Platform Training		
<b>Evidence of Learning</b>		
Teachers in Pilot group will be able to successfully implement the resource and progress monitor.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
MTSS Math Department Chair	2026-08-18	2027-06-03

### Learning Format

Type of Activities	Frequency
Workshop(s)	4 times
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1e: Designing Coherent Instruction</li> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Throughout Year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> </ul>	



- 1d: Demonstrating Knowledge of Resources

**This Step Meets the Requirements of State Required Trainings**

**Tier II Math Resource and Progress Monitoring Training**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• MTSS team trained as trainers. K-6 staff trained on new Tier II resource and progress monitoring.</li> </ul>		
<b>Audience</b>		
K-6 Teachers and MTSS staff and paraprofessionals		
<b>Topics to be Included</b>		
Refresher of the MTSS Tiers (delineation/data criteria assigning learners) - Math Tier II Resource and Progress Monitoring Resource Training		
<b>Evidence of Learning</b>		
The key strategies of Tier II instruction will be evident in observations and walk-throughs. Eighty percent of Tier II learners will demonstrate growth above the 25th percentile metric.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Assistant Superintendent - MTSS Department Chair - Building Level Principals	2026-08-24	2028-06-06

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	Once
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1e: Designing Coherent Instruction</li> <li>• 1d: Demonstrating Knowledge of Resources</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 3d: Using Assessment in Instruction</li> <li>• 4d: Participating in a Professional Community</li> <li>• 3c: Engaging Students in Learning</li> <li>• 4e: Growing and Developing Professionally</li> </ul>	

<b>This Step Meets the Requirements of State Required Trainings</b>

### Science Phenomena Based Learning Framework

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Conduct Phase II professional development of PA STEELS Phenomena Based Learning Three Dimensional Framework - Practices-Core Ideas-Crosscutting Concepts. Present rollout roadmap to board and district.</li> </ul>		
<b>Audience</b>		
All K-12 teachers as all can benefit		
<b>Topics to be Included</b>		
Foundational Understanding of the Three Dimensional Framework and Phenomena Based Instruction		
<b>Evidence of Learning</b>		
Teachers will show and understanding of the framework when implementing Phenomena Based Learning Instruction during any project based learning activities.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
IU 13 Consultant - Science Department Chair - Assistant Superintendent	2024-08-13	2026-06-02

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	8 times
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3b: Using Questioning and Discussion Techniques</li> <li>1f: Designing Student Assessments</li> <li>3c: Engaging Students in Learning</li> <li>1c: Setting Instructional Outcomes</li> <li>4d: Participating in a Professional Community</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>4e: Growing and Developing Professionally</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### STEELS Aligned Phenomena Based Instructional Resource

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Implementation of STEELS Three Dimensional Framework pedagogy and resource, training of resource, coaching, walk through</li> </ul>

monitoring reflected on at monthly data meetings.		
<b>Audience</b>		
K-12 Science/STEM/Technology Teachers		
<b>Topics to be Included</b>		
Chosen Resource Training - Assessment Creation - Content/Course Specific		
<b>Evidence of Learning</b>		
Teachers will be able to be on pace implementing the chosen STEELS aligned instructional resource and learners will demonstrate the ability to successfully navigate a Phenomena Based Assessment. With the transition the goal is that 60% of learners will show proficiency on the new state assessment the first year.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Resource Consultant - Science Department Chair - Assistant Superintendent	2026-08-25	2028-06-06

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	4
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1e: Designing Coherent Instruction</li> <li>• 1f: Designing Student Assessments</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1d: Demonstrating Knowledge of Resources</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 3d: Using Assessment in Instruction</li> <li>• 4a: Reflecting on Teaching</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 3c: Engaging Students in Learning</li> <li>• 3b: Using Questioning and Discussion Techniques</li> <li>• 4e: Growing and Developing Professionally</li> <li>• 2e: Organizing Physical Space</li> </ul>	

- 4d: Participating in a Professional Community

**This Step Meets the Requirements of State Required Trainings**

**Teaching Diverse Learners In and Inclusive Setting**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Presentation to the school board, professional development needed aligned to the strategic design plan tenants, action plan implementation from findings, (example - district line restructuring, public transportation offerings adjustment, professional development on understanding poverty, trauma and reduction strategies advice, early learning strategies for both teachers and community attendance engagement, zoning law adjustments)</li> </ul>		
<b>Audience</b>		
K-12 Teaching Staff and Instructional Support Staff		
<b>Topics to be Included</b>		
Unconscious Bias - Culturally Responsive Teaching - Inclusive Curriculum - Accommodate Different Learning - Learner Engagement - Creating a Safe Environment - Family Engagement		
<b>Evidence of Learning</b>		
All teaching and instructional support staff will receive professional training on these tenants and demonstrate formative walk-through and learner data demonstrating ALL are engaged and accessing learning.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
IU/Pattan Consultant - Assistant Superintendent	2026-08-18	2026-08-18

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Seminar(s)	1
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 4e: Growing and Developing Professionally</li> <li>• 2b: Establishing a Culture for Learning</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
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Workshop(s)	1 Round Robin
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 4e: Growing and Developing Professionally</li> <li>• 1b: Demonstrating Knowledge of Students</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Common Ground: Culturally Relevant Sustaining Education	

### Trauma Informed Strategies

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Presentation to the school board, professional development needed aligned to the strategic design plan tenants, action plan implementation from findings, (example - district line restructuring, public transportation offerings adjustment, professional development on understanding poverty, trauma and reduction strategies advice, early learning strategies for both teachers and community attendance engagement, zoning law adjustments)</li> </ul>		
<b>Audience</b>		
K-12 Staff and Support Staff		
<b>Topics to be Included</b>		
Staff will understand the Individual trauma results from an event, series of events, or a set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual's functioning and physical, social, emotional, or spiritual well-being. Staff will understand how to create a safe, trusting, supportive environment.		
<b>Evidence of Learning</b>		
Staff will demonstrate empathy to our all our learners with evidence from observation and SEL data.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
IU 13 Consultant - Director of Pupil Services	2027-08-17	2027-08-17

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	1
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 4c: Communicating with Families</li> <li>• 3a: Communicating with Students</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 4e: Growing and Developing Professionally</li> <li>• 2d: Managing Student Behavior</li> </ul>	

**This Step Meets the Requirements of State Required Trainings**

At Least 1-hour of Trauma-informed Care Training for All Staff

**Structured Literacy****Action Step**

- Presentation to the school board, professional development needed aligned to the strategic design plan tenants, action plan implementation from findings, (example - district line restructuring, public transportation offerings adjustment, professional development on understanding poverty, trauma and reduction strategies advice, early learning strategies for both teachers and community attendance engagement, zoning law adjustments)

**Audience**

ELA certified professional educators

**Topics to be Included**

Structured Literacy- Focus on phonemes and systematically introducing the letters or graphemes corresponding to each phoneme.

**Evidence of Learning**

Instructional staff will follow the structured literacy format during their ELA instruction and resource adoption will align.

**Lead Person/Position**

ELA Department Chair

**Anticipated Start**

2026-11-09

**Anticipated Completion**

2026-11-09

**Learning Format****Type of Activities**

Workshop(s)

**Frequency**

1

**Observation and Practice Framework Met in this Plan**

- 1a: Demonstrating Knowledge of Content and Pedagogy

**This Step Meets the Requirements of State Required Trainings**

Structured Literacy

**Practicing Professional Ethics That are Aligned to Common Ground Values****Action Step**

- Presentation to the school board, professional development needed aligned to the strategic design plan tenants, action plan implementation from findings, (example - district line restructuring, public transportation offerings adjustment, professional development on understanding poverty, trauma and reduction strategies advice, early learning strategies for both teachers and community attendance engagement, zoning law adjustments)

**Audience**

K-12 Staff

<b>Topics to be Included</b>		
Educators receive an overview of the Code of Professional Practice and Conduct for Educators, in order to understand and put into action professional and ethical behavior that ensures equity for all learners and seeks to eliminate bias that inhibit the success of all learners. Common Ground education encompasses skills for educators including, but not limited to, approaches to mental wellness, trauma-informed approaches to instruction, technological and virtual engagement and cultural awareness.		
<b>Evidence of Learning</b>		
All staff will receive training and demonstrate anecdotal evidence in domain 2 and 4 of an understanding and the learners benefiting from this understanding.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
IU13 Consultant - Superintendent - Assistant Superintendent	2027-08-18	2027-08-18

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	1
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 4f: Showing Professionalism</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Professional Ethics	

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	1
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 1b: Demonstrating Knowledge of Students</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Common Ground: Culturally Relevant Sustaining Education	

### Bridges out of Poverty

<b>Action Step</b>
<ul style="list-style-type: none"> <li>• Presentation to the school board, professional development needed aligned to the strategic design plan tenants, action plan implementation from findings, (example - district line restructuring, public transportation offerings adjustment, professional</li> </ul>

development on understanding poverty, trauma and reduction strategies advice, early learning strategies for both teachers and community attendance engagement, zoning law adjustments)		
<b>Audience</b>		
K-12 Staff		
<b>Topics to be Included</b>		
Bridges uses the lens of economic class and provides concrete tools and strategies for a community to prevent, reduce, and alleviate poverty. This workshop is a comprehensive approach to understanding poverty. Bridges Out of Poverty uses the lens of economic class and provides concrete tools and strategies for a community to alleviate poverty.		
<b>Evidence of Learning</b>		
Demonstration of an understanding of poverty classes, empathy and strategies to support all learners.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
The Factory Ministries	2027-11-08	2027-11-08

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	1
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 3a: Communicating with Students</li> <li>• 4c: Communicating with Families</li> <li>• 4e: Growing and Developing Professionally</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Nontraditional (equity) Regional Workshops	



## Communications Activities

MTSS Tier II Math Resource					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Present Tier II Resource and Benchmark Data Findings to the Board for Adoption Approval</li> </ul>	School Board	Tier II Philosophy - Criteria to be a Tier II Learner - Tier II Math Resources Training	Assistant Superintendent / MTSS Department Chair	05/04/2027	05/04/2027
Communications					
Type of Communication			Frequency		
Presentation			1		

Tier II Math Resource and Progress Monitoring

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>MTSS team trained as trainers. K-6 staff trained on new Tier II resource and progress monitoring.</li> </ul>	MTSS staff - K-6 math teachers - k-6 paraprofessionals / School Board / Parents	Tier II Philosophy - Criteria to be a Tier II Learner - Tier II Math Resources Training	MTSS Math Department Chair - Resource Consultant	08/17/2027	08/17/2027

**Communications**

Type of Communication	Frequency
Newsletter	1

Phenomena Based Instruction					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Conduct Phase II professional development of PA STEELS Phenomena Based Learning Three Dimensional Framework - Practices- Core Ideas-Crosscutting Concepts. Present rollout roadmap to board and district.</li> </ul>	K-12 Science Teachers / School Board / Parents	Phenomenon-based learning engages students' curiosity by creating science lessons that rely upon real-world phenomena.	Assistant Superintendent - Science Department Chair	05/05/2026	08/20/2026
Communications					
Type of Communication			Frequency		
Presentation			1		
Newsletter			1		

STEELS Implementation

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Implementation of STEELS Three Dimensional Framework pedagogy and resource, training of resource, coaching, walk through monitoring reflected on at monthly data meetings.</li> </ul>	K-12 Science Teachers / Parents	STEELS Overview	Assistant Superintendent / Science Department Chair	08/12/2026	09/18/2026

**Communications**

Type of Communication	Frequency
Presentation	1
Newsletter	1

Pequea Valley Community Strategic Design

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Presentation to the school board, professional development needed aligned to the strategic design plan tenants, action plan implementation from findings, (example - district line restructuring, public transportation offerings adjustment, professional development on understanding poverty, trauma and reduction strategies advice, early learning strategies for both teachers and community attendance engagement, zoning law adjustments)</li> </ul>	School Board / Staff / Families	Strategic Design findings and Action plans	Lancaster Commission - Assistant Superintendent - Superintendent	08/03/2027	11/26/2027
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Presentation			3		

**Approvals & Signatures**

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>