Saucon Valley School District

Saucon Valley Middle School Action Plan

SVPANTHERS.ORG

Presentation Overview

Part I: Celebrating Our Middle School Successes

- PSSA Achievement and Growth, MAP Assessments, Future Ready PA Index

Part II: Identifying Areas for Growth

- Data-driven opportunities for improvement

Part III: Strategic Action Plans & Next Steps

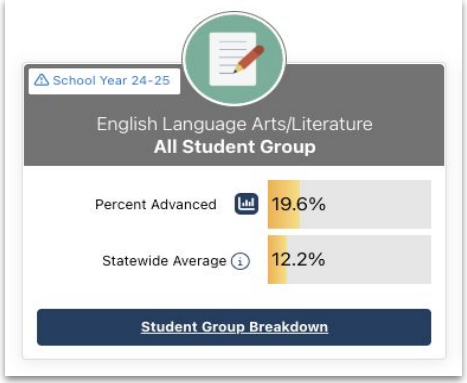
- Systems Refinement, Response to Data

Part I: Celebrating Our Middle School Successes

English-Language Arts (ELA)

- **PVAAS Growth in ELA**
  - SVMS earned a **100.0 growth score** for student growth.
  - Grades 5, 6, and 8 met or exceeded growth standards.
  - SVMS is **nearly 25 points ABOVE the state average in growth** in ELA in the building's overall score.

- **Advanced Achievement**
  - The school's percentage of students scoring Advanced on the ELA PSSA is 7.5% above the statewide average.



Part I: Celebrating Our Middle School Successes

MAP Reading Assessment (Winter)

- Building averages in each grade level show **"high achievement and high growth."**

Mathematics

Achievement & Growth

- SVMS met the growth standard for mathematics earning a score of 72.0.
  - This is approx. 3 points **below** the statewide average, however.
- On PVAAS: Grades 5, 6, and 8 show growth above or well above the standard.

School Year 24-25

Federal

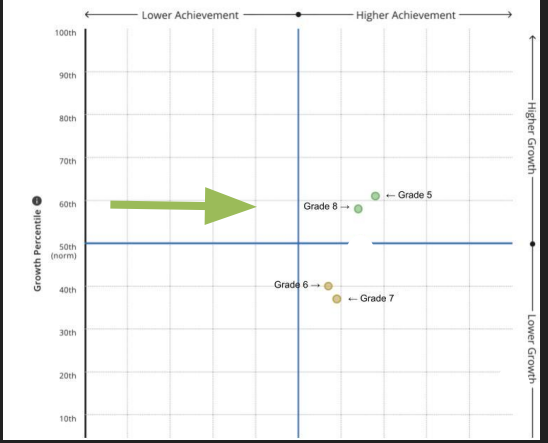
Mathematics/Algebra

All Student Group Meets the Standard Demonstrating Growth

Academic Growth Score	72.0
Statewide Average Growth Score	74.9
Meeting Statewide Growth Standard	70.0

Growth and Achievement Quadrant By Grade

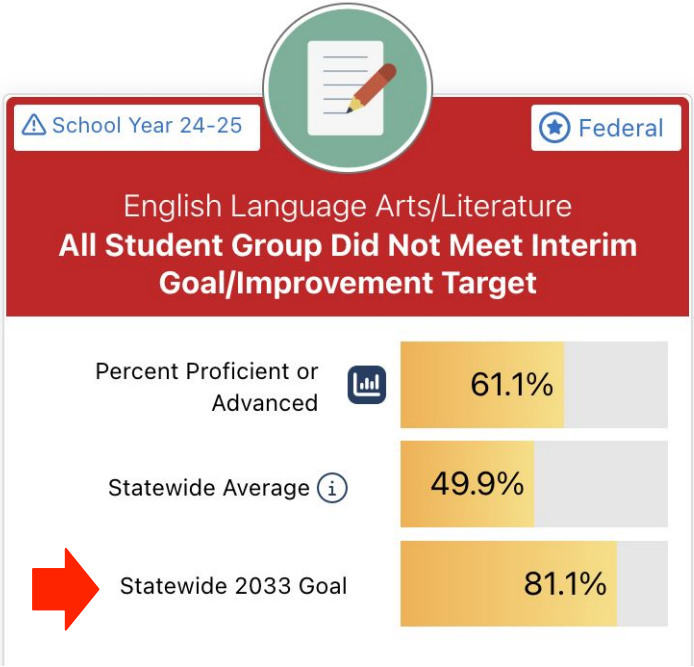
Saucon Valley Middle School | Math K-



Part II: Identifying Areas for Growth

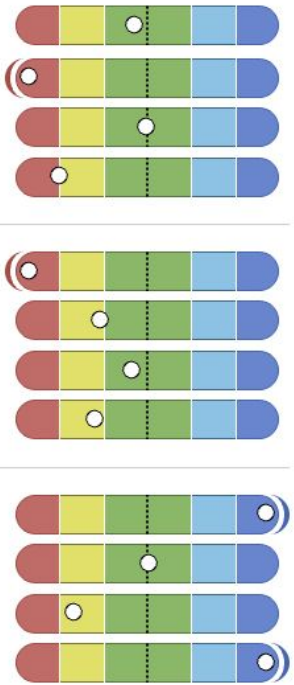
ELA - Areas for Targeted Improvement

- SVMS's achievement score is approximately **11% above the state average in ELA;** however, we are rated **"in the red"** because we did not make the state's interim targets as we pursue the statewide goal.

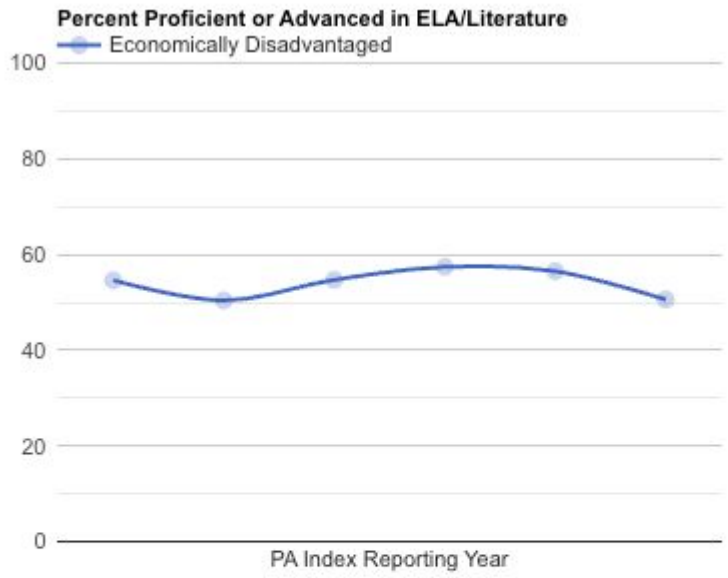


Why is This Happening in ELA? What Does the Data Tell Us?

Subject	Year	Grade	Growth Color Indicator
PSSA English Language Arts - Gain	2023	5	Meets
		6	Well Below
		7	Meets
		8	Well Below
	2024	5	Well Below
		6	Below
		7	Meets
		8	Below
PSSA English Language Arts - Predictive	2025	5	Well Above
		6	Meets
		7	Below
		8	Well Above



- **An item analysis of PSSA data**
  - Small improvement **in Literature standards since 2022**
  - Informational Text standards show **a sharp decline.**
- **Text-dependent Analysis (TDA)**
  - Average scores declined between 12 and 20 points varying slightly by grade level over the last three years. (Source: Item Analysis)
  - Anecdotal information from teachers connect this decline to **lower academic stamina;** remediation efforts and data-driven department meetings are **helping students rebound.**



PA Index Reporting Year	Percent
2019-2020	54.6%
2020-2021	50.4%
2021-2022	54.7%
2022-2023	57.4%
2023-2024	56.5%
2024-2025	50.6%

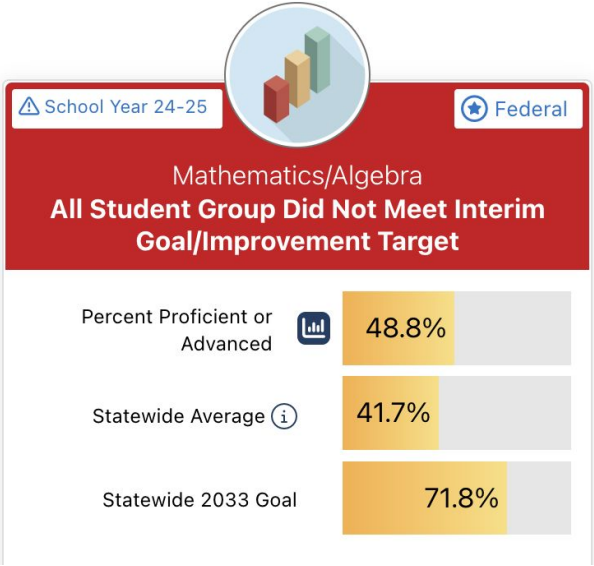
Digging Deeper

PDE-monitored subgroup analysis: Economically Disadvantaged Students

- 11 % lower achievement than peers.
- **Year-to-year stagnation in achievement scores.**

Part II: Identifying Areas for Growth

Mathematics - Areas for Targeted Improvement



Subject	Year	Grade	Growth Color Indicator
PSSA Math - Gain	2023	5	Meets
		6	Meets
		7	Well Below
		8	Well Above
	2024	5	Well Above
		6	Meets
		7	Well Below
		8	Well Above
PSSA Math - Predictive	2025	5	Well Above
		6	Above
		7	Well Below
		8	Well Above

Part II: Identifying Areas for Growth

Historical Growth Data for PVAAS

- **Growth in mathematics at or above the expected standard in grades 5, 6, and 8.**
- Grade 7 shows a **marked drop in growth** over the last several years.

Note: Students are growing, not regressing. However, they are not growing near the expected level and not making one year's progress. Achievement Data is **"in the red"** for a reason similar to ELA, not meeting the state interim target for achievement. **We are approx. 7 points above the state average in achievement.**

Why is This Happening in Math? What Does the Data Tell Us?

Statewide Trends

- **Grade 7 → lowest math achievement in PA among tested grades**
  - Roughly one-third of students reach Proficient or Advanced.
- **Consistent statewide decline from Grades 3 → 7,** followed by a rebound in Grade 8 or Algebra I.
  - **Our data matches this.**
  - Widely recognized pattern appearing across both higher-performing and lower-performing districts.
- **Statewide math achievement → incrementally improving** over the past 3 years.
  - Gains are modest and uneven.
- **Growth (PVAAS) in Grade 7 is often flat or negative**
  - Even in high-performing districts
  - Students are not making expected yearly progress.

Why is This Happening in Math? What Does the Data Tell Us?

Digging Deeper → Standards Jump in Grade 7

- **Major cognitive shift** from procedures to concepts
- **Transition** from additive to multiplicative reasoning
- **Increased abstraction**
- **Compounded prerequisite gaps** become barriers
- Greater demand for transfer and problem-solving

Why is This Happening in Math? What Does the Data Tell Us?

Above Average Achievement but Low Growth

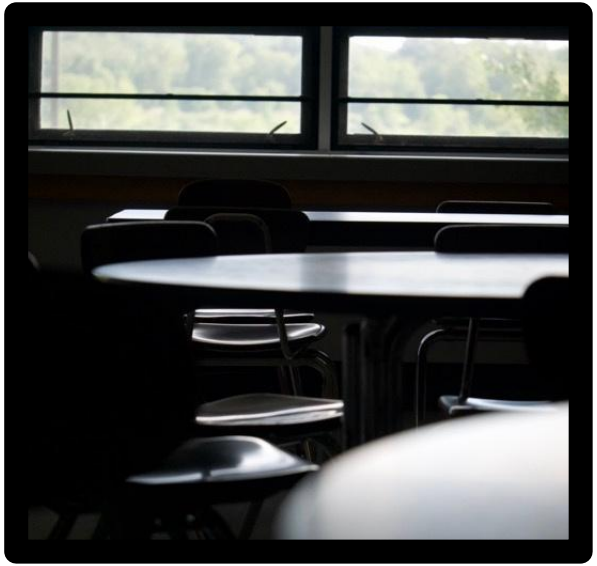
- High achievement can mask limited growth: Many students are already proficient, but are not making a full year's worth of progress (negative or flat PVAAS), *especially in Grade 7.*

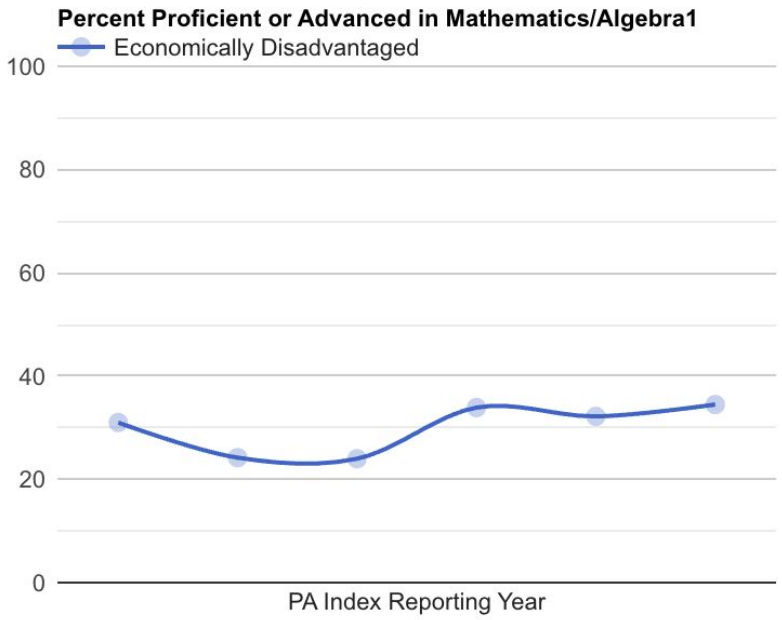
- Growth requires pushing all learners—especially the top third: Without deeper tasks, multiple solution pathways, and conceptual focus, even strong students show limited academic growth.

Building-level Data in Math

7th Grade Focus

- Geometry and some Expressions & Equations anchors remain **persistent challenges.**
- Ratios and Proportional Relationships show gradual improvement, but **still need focus.**
- Some anchor standards within Statistics & Probability are strengths, others are not—**intervention should be targeted.** The same holds true for standards related to number sense and the number system.





PA Index Reporting Year	Percent
2019-2020	31.0%
2020-2021	24.2%
2021-2022	24.0%
2022-2023	33.9%
2023-2024	32.2%
2024-2025	34.5%

Digging Deeper

Achievement for Economically Disadvantaged Students

- More than **14 points lower** than their peers.
  - Reflects the compounding gaps in learning seen throughout grade levels.

Part III: Strategic Action Plans & Next Steps

Action Plan for ELA

Curriculum

- **Stay the course** with Arts & Letters in Grade 5 and with HMH in Grades 6-8.
- **Resolve issues of appropriate pacing** to ensure standards are covered properly.

Systems

- **MTSS**
  - **Refine and improve the MTSS process** at SVMS
  - **Resources:** Remediation and Enrichment Practices? Choice of Tools? Best Use?
  - **Faculty Capacity:** P. D. in Data Literacy, including tracking student response to specific supports.
  - **Refine the ELA2 class and IE periods**
- **PBIS**
  - **Shift away from "compliance" behaviors** toward a more academic focus
  - **Monitor impact on academic climate and culture.**

Part III: Strategic Action Plans & Next Steps

Action Plan for ELA

Professional Development & Instructional Considerations

- **Focus on Increasing Overall Achievement**
  - Best Practices for Differentiation and Scaffolding of Key Concepts
  - Identifying and Hitting Target Standards– i.e. Information Text Standards– ACROSS CONTENT AREAS

Get out of those content silos!

- **Strategies Specific to Helping Economically Disadvantaged Students** but have Benefits to **All** Students:
  - Explicit Vocabulary and Concept Instruction
  - Frequent Formative Checks
  - Immediate, Specific Feedback
  - Real-World, Relevant Examples

Part III: Strategic Action Plans & Next Steps

Action Plan for Mathematics

Curriculum

- We are in Year 2 of the *Reveal* curriculum program in Core Math classes.
    - **Continually evaluate how this program addresses our needs.**

Professional Development & Instructional Considerations

- Leverage Strengths
- Prioritize Targeted Standards
    - **Prioritize Geometry, Ratios, and Probability**
    - **Address prerequisite gaps**
    - **Adjust Pacing**
    - **Increase cognitive demand daily**

Systems - Similar Process to ELA

- Emphasis on Data Literacy in Department Meeting
    - Include MAP results by classrooms.
    - This will help flexible grouping to address deficient areas.

Thank you!

Get in touch

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Saucon Valley High School Action Plan

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Presentation Overview

Part I: Celebrating Our High School Successes

- Keystone State Assessments, Benchmarks and Readiness Data

Part II: Identifying Areas for Growth

- Data-driven opportunities for improvement

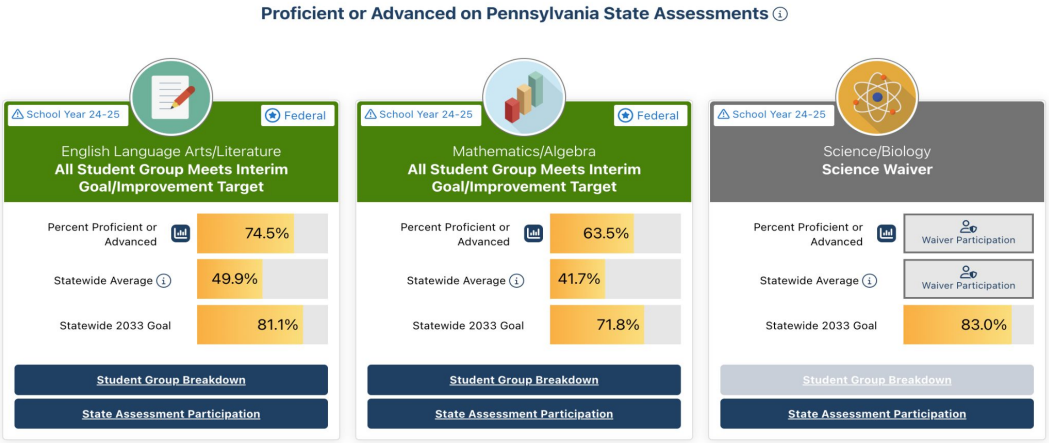
Part III: Strategic Action Plans & Next Steps

- Algebra I, Biology and Math Proficiency interventions

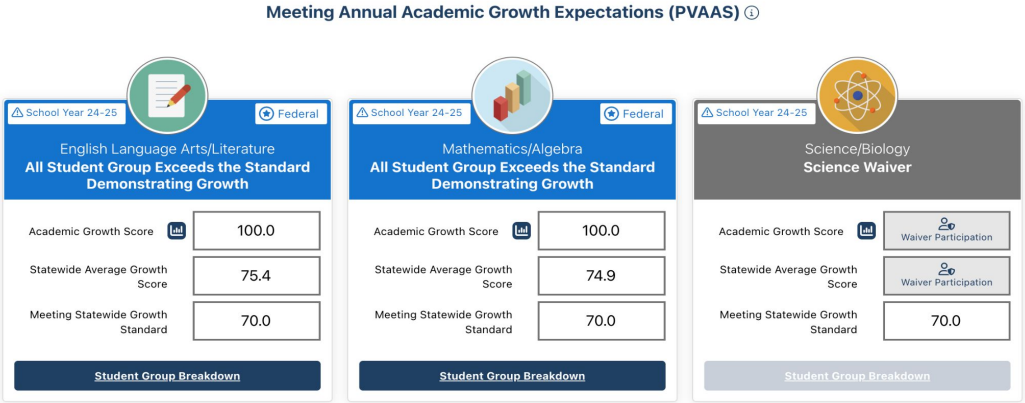
Part I - State Assessment Highlights

PA Future Ready Index

ELA & Math Achievement



ELA & Math Growth



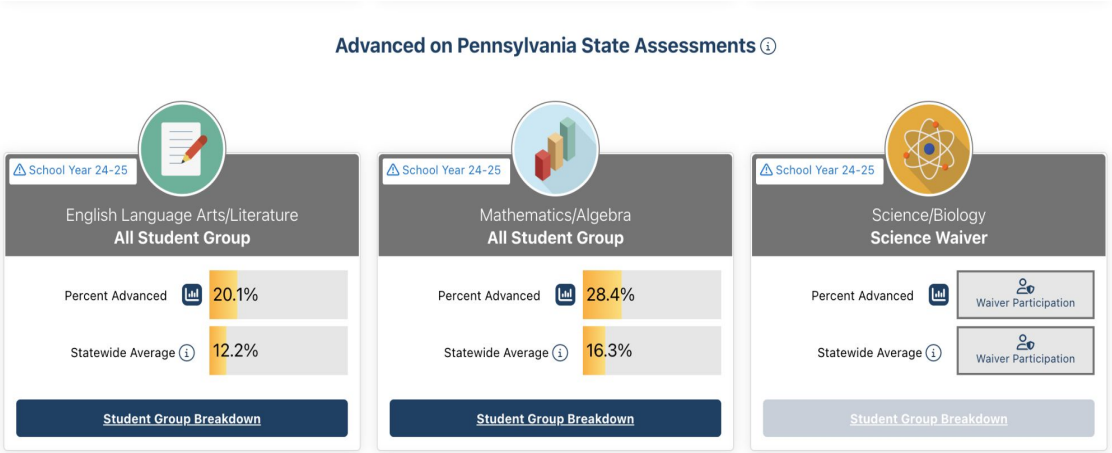
Part I - State Assessment Highlights

PA Future Ready Index

Advanced Percentage on ELA and

Math versus State on

Pennsylvania State Assessments



Part I - College & Career Readiness

Focus: Future Ready Indicators & AP Course Enrollment

- **Rigorous Coursework Success: 72% of our students** participated in rigorous courses (AP, Dual Enrollment, or CTE Concentration) in 24-25, **significantly exceeding our overarching goal of 60%.**
- **Looking Ahead (Comprehensive Plan Goals):**
  - *Ensure 50% of students participate in *at least* one Advanced Placement (AP) course each school year.
  - Continue to develop robust dual enrollment opportunities for students in grades 9–12.

Rigorous Courses of Study

School Year 24-25

Rigorous Courses of Study
All Student Group

Percent Rigorous Courses of Study	72.0%
Statewide Average	56.6%
Statewide Performance Standard	Coming Soon

Components of Indicator

Percent AP/IB Participation	54.5%
Percent College Course Enrollment	4.9%
Percent CTE Program of Study Concentration	16.8%
• Provided by CTC	24
• Provided within LEA	Insufficient Sample
Number Unique Rigorous Courses	18

Part I - State Assessment Highlights

Industry-Based Learning

School Year 24-25

Industry-Based Learning
All Student Group

Percent Industry-Based Learning	97.9%
Statewide Average	41.1%
Statewide Performance Standard	30.7%

Components of Indicator

Percent Scoring Competent or Advanced on NOCTI/NIMS	17.5%
Percent Earned Industry-Recognized Credential	18.2%
Percent Completed Work-Based Learning Experience	97.2%

School Year 24-25

Advanced on Industry-Based Competency Assessment
All Student Group

Percent Advanced	6.3%
Statewide Average	6.8%

Student Group Breakdown

Post Secondary Transition to School, Military, or Work

School Year 22-23

Post Secondary Transition
All Student Group

Percent Graduates	84.5%
Statewide Average	76.5%

Components of Indicator

Post Secondary Education	66.1%

Post Secondary Breakdown

Enlisted Military	8.9%

Enlisted Military Breakdown

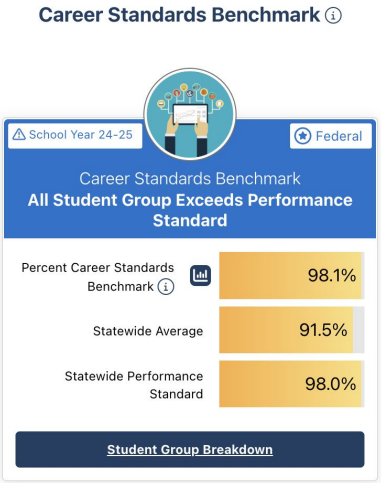
Entered PA Workforce	42.9%

PA Workforce Breakdown

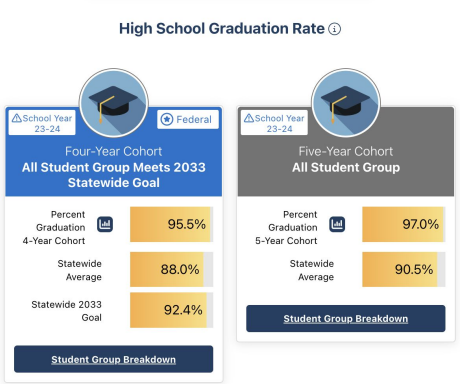
Part I - State Assessment Highlights

PA Future Ready Index

Career Standards Benchmark



High School Graduation Rate



Part I - Keystone Assessment Highlights

State & Regional Recognition:

- **Algebra Keystone:** Ranked 86 out of 498 districts in the state (**Top 17th percentile)** and **2nd in the Lehigh Valley.**

- **Biology Keystone:** Waived for the 2024-2025 school year, plus, this year's Biology Keystone is a brand new test based on STEELS standards.

- **Literature Keystone**: Ranked 119 out of 498 districts in the state (**Top 24th percentile**) and **5th in the Lehigh Valley.**

Part I - High School Benchmark & CDT Results

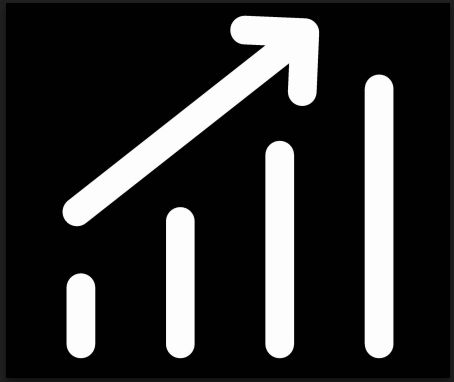
Focus: Classroom Diagnostic Tools & Benchmarks

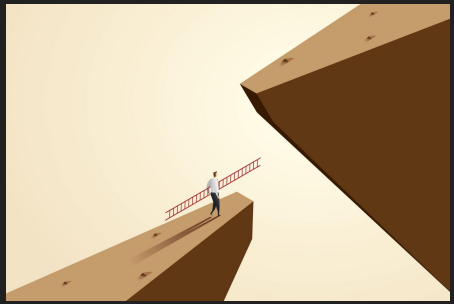
- **Algebra 1 Implementation:** Fully implemented Classroom Diagnostic Tools (CDT) and Firefly benchmark assessments.
- **Targeted Diagnostics:** These tools are successfully being used course-specifically to diagnose student strengths and gaps, and precisely identify eligible content needs.

Part II: Areas for Improvement

Focus: Translating Growth into Proficiency & Closing Gaps

- **Targeting 2033 State Goals:** While High School Math proficiency saw excellent growth **(up to 63.5%),** we are still working toward the long-term 2033 **state target of 72%.**
- **Algebra I:** While student growth is strong, Keystone proficiency is slightly *below* expectation.
- **Biology:** Student growth meets expectations, but we need to push outcomes to **consistently** exceed expectations.
- **Achievement Gaps:** We need to increase overall math proficiency and focus on PVAAS growth measures for specific subgroups – particularly Economically Disadvantaged students, Students with IEPs and Hispanic students.

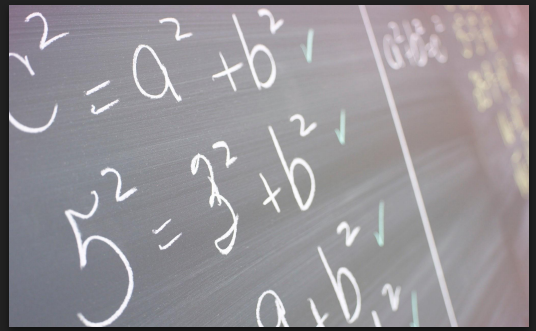


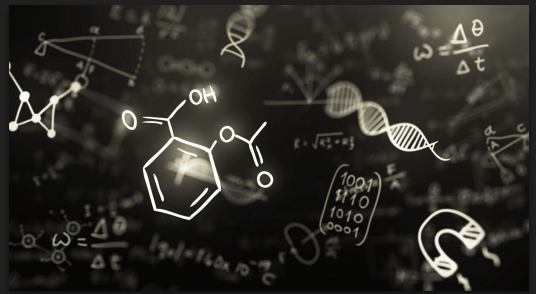


Part III - PVAAS Action Plan Overview

- **Focus Areas:** Algebra I and Biology

- **Overarching Goal:** Leverage PVAAS data to translate student growth into higher Keystone proficiency and move growth outcomes from meeting to exceeding expectations.





Part III - Algebra I Action Plan

PVAAS Need: Strong growth not fully translating into Keystone proficiency.

Goal: Increase Keystone proficiency while maintaining strong growth (Increase from 34% to 44% (N=10) proficient and advance.

Key Strategies:

- **Curriculum:**
  - Evaluating evidence-based curriculum math program/resource
  - Align instruction and common assessments to standards and eligible content.
- **Daily Practice:** Embed Keystone-style questions (multi-step, constructed response) into daily instruction.
- **Data Use:** Identify “near-proficient” students using PVAAS, CDT, and benchmark data.
- **Intervention**: Provide targeted interventions via small-group instruction sessions within the 60-minute period.

Part III - Algebra I Action Plan

Monitoring Tools:

- Curriculum-Based Measurements (CBM)
- Classroom Diagnostic Tools (CDT)
- Firefly benchmark assessments
- PVAAS growth and projection reports

Indicators of Success:

- Increase percentage from 34% to 44% (N=10) of students scoring Proficient/Advanced on Algebra I Keystone.
- Sustain PVAAS growth.

Part III - Targeted Math Supports

Supports for Students with IEPs & English Learners:

- Students will receive Specially Designed Instruction (SDI) and accommodations as needed.
- Strengthen collaboration among general and special education staff.

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- Students will receive Specially Designed Instruction (SDI) and accommodations as needed.
- Strengthen collaboration among general education and ELL staff.

Supports for Economically Disadvantaged Students:

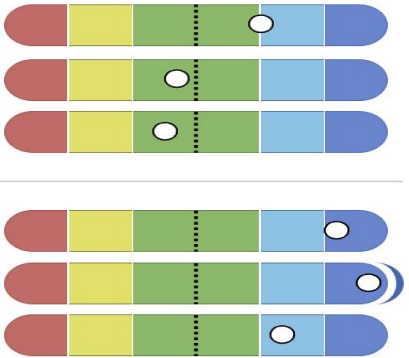
- Increase family communication and engagement around math expectations and Keystone readiness.

Part III - Biology Action Plan

PVAAS Need: Growth meets expectations but does not consistently exceed.

Goal: Move Biology growth from meeting to exceeding expectations.

Subject	← Year	← Grade	Growth Color Indicator
Keystone Biology - Predictive	2023	N/A	Above
	2024	N/A	Meets
	2025	N/A	Meets
CDT Biology - Predictive	2023	N/A	Well Above
	2024	N/A	Well Above
	2025	N/A	Above



Note: *Biology Keystone Assessment was waived for 2024-25 school Year. The 2025-26 Keystone Biology Exam is a new Assessment.*

Part III - Biology Action Plan

Key Strategies:

- **Curriculum Resources:** New resources aligned to new STEELS standards.
- **Rigor:** Increase instructional rigor through higher taxonomic level questions.
- **Assessment:** Strengthen use of formative assessments aligned to Keystone anchors.
- **Daily Practice:** Embed Keystone-style questions (multi-step, constructed response) into daily instruction.
- **Data Use:** Identify “near-proficient” students using PVAAS, CDT and benchmark data.

Part III - Biology Monitoring & Success

Monitoring Tools:

- Curriculum Based Measurements (CBM)
- Classroom Diagnostic Tools (CDT)
- Firefly benchmark assessments.
- PVAAS growth and projection reports.

Indicators of Success (Proficient/Advance):

- Increase percentage from **60% to 66%** (N=10) of students scoring Proficient/Advanced on Biology Keystone.
- Sustain PVAAS growth.

Part III - Targeted Biology Supports

Supports for Students with IEPs & English Learners:

- Students will receive Specially Designed Instruction (SDI) and accommodations as needed.
- Strengthen collaboration among general and special education staff.

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- Students will receive Specially Designed Instruction (SDI) and accommodations as needed.
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Supports for Economically Disadvantaged Students:

- Increase family communication and engagement around Biology expectations and Keystone readiness.

Thank you!

Get in touch

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