

Gerald G Huesken MS

Schoolwide Title 1 School Plan | 2026 – 2027

SUMMARY

Profile and Plan Essentials

School		AUN/Branch
Gerald G Huesken MS		113361703
Address 1		
2114 Horseshoe Rd		
City	State	Zip Code
Lancaster	PA	17601
Chief School Administrator		Chief School Administrator Email
Dr Daniel Hartman		daniel_hartman@conestogavalley.org
Principal Name		
Dr. Rachel Metzinger		
Principal Email		
rachel_metzinger@conestogavalley.org		
Principal Phone Number		Principal Extension
(717)397-1294		2002

Steering Committee

Name	Position/Role	Building/Group/Organization
Rachel E Metzinger	Principal	Gerald Huesken Middle School
Elizabeth Graham	Other	Gerald Huesken Middle School
Eric Hollinger	Other	Gerald Huesken Middle School
Diana Rodriguez	Parent	Parent
Kesha Williams	Parent	Parent
Manuela Badea	Community Member	Thomas Jefferson University
Curits Catwood	Teacher	Gerald Huesken Middle School

Vision for Learning

Our Mission Empowering all students to pursue their goals, strive for personal excellence, and contribute to their communities through access to innovative and rigorous learning opportunities and unwavering support.

Our Vision Setting the standard for learning innovation to meet the needs of all students, our community, and global society.

Priority 1: CV Instructional Model: Standards-Based Curriculum & Assessment uses a system of instruction, assessment, and academic reporting that is based on learners demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education (1f, 3d)

Measurable Goal Statement (Smart Goal)			
Using the district-approved curriculum assessment tool in ELA (IXL), GHMS will implement the tool, collect baseline data, and increase the number of students who are proficient or advanced by 15% from baseline to the end of the year.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Collect baseline data on every student in grades 6-8.	Increase the percentage of students that are proficient or advanced from the baseline by 5%.	Increase the percentage of students that are proficient or advanced from target 2 quarterly goal by increasing 5%.	Increase the percentage of students that are proficient or advanced from target 3 quarterly goal by increasing 5%.

Measurable Goal Statement (Smart Goal)			
Using the district-approved math curriculum assessment tool (mClass), GHMS will implement the tool, collect baseline data, and increase the number of students who are proficient or advanced by 15% from baseline to the end of the year.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Collect baseline data on every student in grades 6-8.	Increase the percentage of students that are proficient or advanced from the baseline by 5%.	Increase the percentage of students that are proficient or advanced from target 2 quarterly goal by increasing 5%.	Increase the percentage of students that are proficient or advanced from target 3 quarterly goal by increasing 5%.

Action Plan For: Standards-Based Curriculum & Assessment

Action Step		Anticipated Start Date	Anticipated Completion Date
6th Grade ELA Curriculum Redesign: New course design for ELA and Literacy for Life to include additional opportunities for text-dependent analysis		2026-07-01	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Liz Graham	Kelly Galbraith, Director of Curriculum Stacey Wilson, GHMS Reading Specialist	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
6th Grade ELA FLEX Period - Align resources, instructional strategies, assessments, and interventions to student data		2026-07-01	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Liz Graham	Michelle Trasborg, Director of Student Support	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
6-8 Grade Math - Fidelity to core resource (Desmos) - Implement Desmos math resource consistently across all classrooms.		2026-07-01	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Rachel Metinger	Laura Fitzpatrick, GHMS Math Specialist Curriculum materials Professional development Co-Teaching opportunities and coaching	Yes	
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Action Step		Anticipated Start Date	Anticipated Completion Date
All Grades/Subjects - Pacing Guides to ensure curriculum adherence		2026-07-01	2026-10-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Rachel Metzinger, Principal	Kelly Galbraith, Director of Curriculum District aligned Pacing Guides	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased PSSA scores - student achievement	Schoolwide Plan/Building Leadership Team will monitor 3x per year and report progress to Superintendent/Assistants to Superintendents

Priority 2: CV Instructional Model: Student Engagement is prioritized through rich opportunities, promotion of teamwork, using engaging materials, and giving students time to reflect on their learning. (3c)

Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, GHMS will increase student engagement in learning, as measured through the district Learning Walk Tool, by increasing the frequency with which students are observed actively engaged in meaningful tasks, collaborating with peers, participating in rich learning experiences, and engaging in opportunities for thinking and reflection. From the baseline data of approximately 53–83% task completion, with limited evidence of reflection, the school will increase the percentage of Learning Walk observations to three per semester, demonstrating at least a 30% reduction in teacher-directed tasks, at least a 60% increase in student collaboration, and a 70% increase in student-led opportunities to reflect and summarize learning.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
The school will increase the percentage of Learning Walk observations to three per semester, demonstrating at least a 10% reduction in teacher-directed tasks, at least a 15% increase in student collaboration, and a 20% increase in student-led opportunities to reflect and summarize learning.	The school will increase the percentage of Learning Walk observations to three per semester, demonstrating at least a 20% reduction in teacher-directed tasks, at least a 30% increase in student collaboration, and a 40% increase in student-led opportunities to reflect and summarize learning.	The school will increase the percentage of Learning Walk observations to three per semester, demonstrating at least a 30% reduction in teacher-directed tasks, at least a 45% increase in student collaboration, and a 60% increase in student-led opportunities to reflect and summarize learning.	The school will increase the percentage of Learning Walk observations to three per semester, demonstrating at least a 40% reduction in teacher-directed tasks, at least a 60% increase in student collaboration, and a 80% increase in student-led opportunities to reflect and summarize learning.

Measurable Goal Statement (Smart Goal)			
All GHMS Classroom Teachers will receive a minimum of two Instructional Walkthroughs with specific feedback based on schoolwide plan goals.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All ELA, Math, Science Teachers will have 1 Walkthrough entered in PA-EETP.	Social Studies, Tech Ed, Music, Health/PE, Special Education teachers will have 1 Walkthrough entered in PA-EETP.	Repeat: 2nd data point for ELA, Math, Science, Social Studies, ESL	Repeat: Social Studies, Tech Ed, Music, Health/PE, Special Education teachers will have 1 Walkthrough entered in PA-EETP.

Action Plan For: Student Engagement

Action Step	Anticipated Start Date	Anticipated Completion Date
District Learning Walks - Implement Learning Walk schedule and use results to determine professional learning supports for staff.	2026-08-26	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Rachel Metzinger, Principal Kelly Galbraith, Director of Curriculum	Classroom Mosaic	No

Action Step	Anticipated Start Date	Anticipated Completion Date
GHMS Administrative Walkthroughs (PA-EETP) - Provide individual teachers with specific feedback aligned to focus areas of the schoolwide plan.	2026-08-12	2027-05-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Rachel Metzinger, Principal Elizabeth Grapham,, Assistant Principal Eric Hollinger, Assistant Principal	PA-EETP	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
High Yield Instructional Strategies for Engagement - District Tier 1 instructional strategies list		2026-07-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Laura Fitzpatrick, GHMS Math Specialist Stacey Wilson, GHMS Reading Specialist Danielle DiNicola, Special Education Consultant	Kelly Galbraith	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in Learning Walk composite scores to indicate meaningful engagement of students in learning	BLT/SWP Team monitors data and goals 3x/year Share outcomes with Superintendent/Assistants to the Supt

Priority 3: CV Instructional Model: Positive Behavior Interventions & Supports (PBIS) includes methods used to identify and support desired behaviors to achieve a positive school climate (1a, 2d) and full utilization of the Advanced Tier process to ensure all students receive an equitable and positive learning environment.

Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, GHMS will increase the use of positive behavior-specific praise, as measured by the district Learning Walk Tool, by 80%.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Align to district learning walk schedule, establish classroom and building routines, procedures and expectations.	Increase in positive behavior specific praise (4:1) by 25%. Baseline: 0%	Increase in positive behavior specific praise (4:1) by 50%.	Increase in positive behavior specific praise (4:1) by 80%.

Action Plan For: PBIS: Behavior-Specific Praise

Action Step		Anticipated Start Date	Anticipated Completion Date
Staff Training/Professional Learning related to behavior-specific praise		2026-07-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Eric Hollinger, Assistant Principal	Josh Bailey PBIS Rewards	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in Learning Walks data for this focus area	BLT/SWP Team review and monitor data associated with plan goals Report progress to Supt/Assts to Supt

Priority 4: CVSD MTSS Statement: **Multi-Tiered System of Supports (MTSS)** is a comprehensive, proactive framework that integrates data and instruction to maximize student achievement and support students' academic, social, emotional, and behavioral needs from a strengths-based perspective.

Measurable Goal Statement (Smart Goal)			
GHMS Building Leadership Team meets criteria for effective teaming outlined in the CVSD MTSS Handbook.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
August planning meeting Development of a monthly meeting Schedule 3 Meetings Held TIPS Agenda used	Held GHMS building Data Summit. Data protocol implemented for ELA, Math and Behavior data. 3 Meetings Held TIPS Agenda used	3 Meetings Held TIPS Agenda used	Held GHMS EOY building Data Summit. Data protocol implemented for ELA, Math and Behavior data. 3 Meetings Held TIPS Agenda used

Measurable Goal Statement (Smart Goal)			
In this first year of MTSS implementation at the middle school (GHMS), we want to see a decrease in the number of students qualifying for Tier 2 and Tier 3 interventions by providing a more robust Tier 1 (increased scaffolding and rigor for those who need it).			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Collect baseline data from local assessments and in alignment with the district K-12 Assessment Map. Tier the students based on BOY data.	Based on the BOY assessment data, there will be a 5% reduction of students needing Tier 2 and Tier 3 interventions.	Based on target 2 quarter data, there will be a 5% reduction of students needing Tier 2 and Tier 3 interventions.	Based on target 3 quarter data, there will be a 5% reduction of students needing Tier 2 and Tier 3 interventions.

Action Plan For: MTSS Structures

Action Step		Anticipated Start Date	Anticipated Completion Date
MTSS - Building Leadership Team - Implement procedures, roles, and communication as outlined in the CVSD MTSS Handbook.		2026-08-04	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Rachel Metzinger, Principal Elizabeth Grapham,, Assistant Principal Eric Hollinger, Assistant Principal	GHMS BLT Overview	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
MTSS - Implement GHMS Assessment Map with fidelity and consistency.		2026-07-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Rachel Metzinger	Michelle Trasborg, Director of Student Supports	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Meeting agendas, protocols, and notes correlate to CVSD MTSS Assessment Handbook	BLT/SWP Team monitor 3x/year Report progress to Supt/Assts to Supt throughout the year

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Standards-Based Curriculum & Assessment	6th Grade ELA Curriculum Redesign: New course design for ELA and Literacy for Life to include additional opportunities for text-dependent analysis
Standards-Based Curriculum & Assessment	6th Grade ELA FLEX Period - Align resources, instructional strategies, assessments, and interventions to student data
Standards-Based Curriculum & Assessment	6-8 Grade Math - Fidelity to core resource (Desmos) - Implement Desmos math resource consistently across all classrooms.
Standards-Based Curriculum & Assessment	All Grades/Subjects - Pacing Guides to ensure curriculum adherence
Student Engagement	High Yield Instructional Strategies for Engagement - District Tier 1 instructional strategies list
PBIS: Behavior-Specific Praise	Staff Training/Professional Learning related to behavior-specific praise

6th-8th Grade Math - Fidelity to Core Resource (Desmos)

Action Step		
6-8 Grade Math - Fidelity to core resource (Desmos) - Implement Desmos math resource consistently across all classrooms.		
Audience		
6th-8th grade math teachers		
Topics to be Included		
Implementation of Curriculum Small group instruction Pacing Collaboration and student engagement		
Evidence of Learning		
Implementation of board-approved curriculum with fidelity Use of data to drive instructional decisions		
Lead Person/Position	Anticipated Start	Anticipated Completion
Laura Fitzpatrick, GHMS Math Specialist Rachel Metzinger, Principal	2026-07-01	2027-05-28

Learning Format

Type of Activities	Frequency
Inservice day	Min. 4x a year with additional time built in throughout the day
Observation and Practice Framework Met in this Plan	
1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PBIS: Behavior-Specific Praise

Action Step		
Staff Training/Professional Learning related to behavior-specific praise		
Audience		
All GHMS teaching and professional staff		
Topics to be Included		
6 Classroom Practices Implementation of classroom expectations, routines, and procedures Positive behavior praise		
Evidence of Learning		
Increase in building learning walk data Increase in attendance for the GHMS learning community		
Lead Person/Position	Anticipated Start	Anticipated Completion

Eric Hollinger, Assistant Principal	2026-07-01	2027-05-28
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Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
2d: Managing Student Behavior	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Schoolwide Title 1 Funding Allocation

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	- Standards-Based Curriculum & Assessment - Student Engagement - MTSS Structures	Reading and Math Specialist salaries and benefits	\$85,623