



Teaching and Learning Update



- Enrollment
- Early Learning
- UFLI
- Cursive
- Collins Writing
- State Assessments – On-line
- Results October
- Science – New Standards – Results Delayed (Jan.)
- NWEA MAP Diagnostic K-12
- Aviation Course Implementation
- Instructional “Coach” Implementation

PEQUEA VALLEY SCHOOL DISTRICT - August 2026 ENROLLMENT REPORT

	Grade Level												TOTAL by Group	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Paradise	45	54	52	44	65	63	64							387
Salisbury	39	33	28	30	35	35	41							241
PVS								104	96	114	114	111	87	626
Total in PVSD	84	87	80	74	100	98	105	104	96	114	114	111	87	1254

IU #13 & Contracted	2	2	6	0	1	0	1	4	6	3	5	1	5	36
Full Day CTC & LCA	0	0	0	0	0	0	0	0	0	0	0	0	19	19
PV in other schools	2	2	6	0	1	0	1	4	6	3	5	1	24	55
Total PV Enrollment	86	89	86	74	101	98	106	108	102	117	119	112	111	1309

Total PV Enrollment

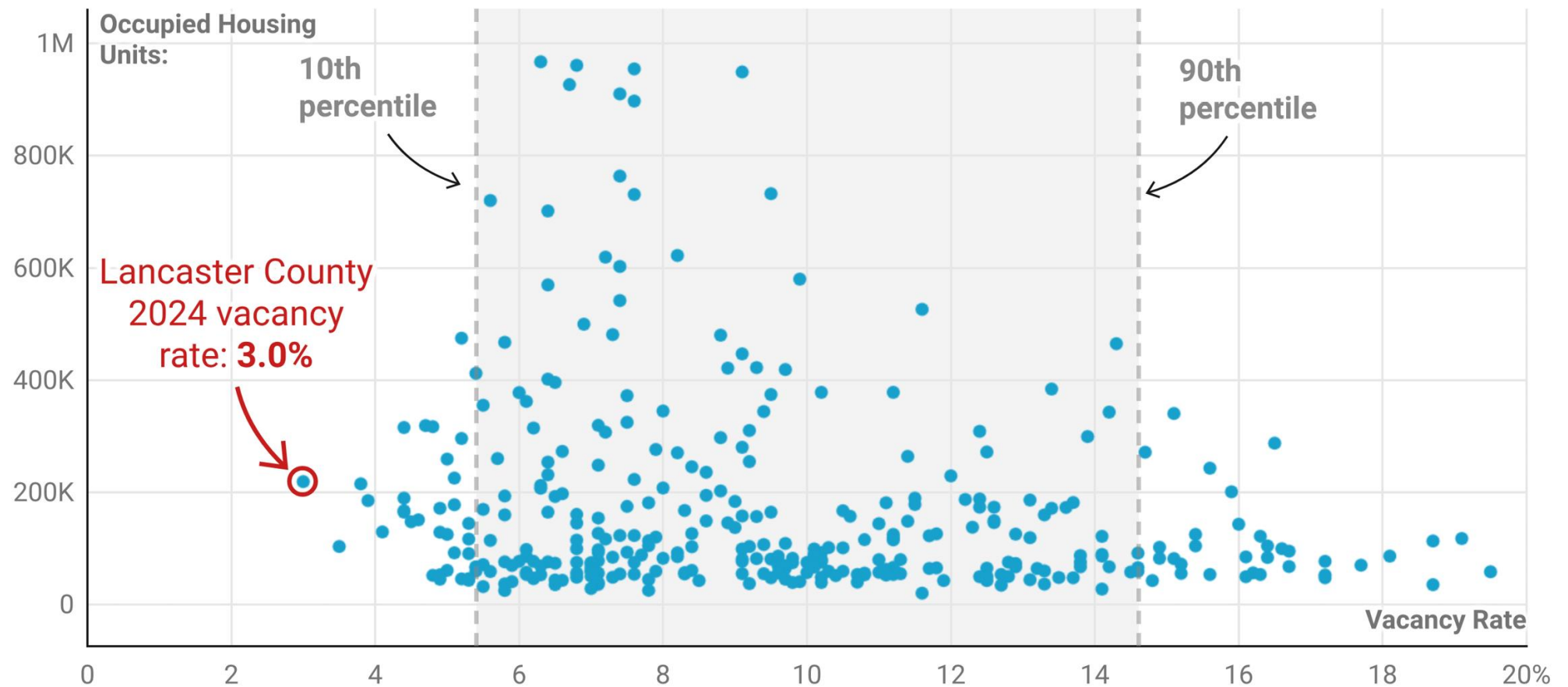
3rd Day 2025-26/ Elem-646/Secondary-687	1333
3rd Day 2026-27/ Elem-640/Secondary-669	1309
90th Day 2025-26/ Elem-657/Secondary-680	1337
90th Day 2026-27/ Elem-XXX/Secondary-XXX	
180th Day 2025-26/ Elem- 648/ Secondary - 669	1317
180th Day 2026-27/ Elem-XXX/Secondary-XXX	

PVV-Paradise (included in school count)	0	0	0	0	0	0	1							1
PVV-Salisbury (included in school count)	0	0	0	0	1	0	0							1
PVV-PVS (included in school count)								1	0	1	7	5	10	24
Special Ed. (included in school count above)	15	18	24	15	21	23	30	26	31	31	36	25	28	323
Cyber/Charter School	2	3	3	3	0	4	0	1	2	1	5	3	1	28

Longitudinal Enrollment

	2025-26	Percentage	2024-25	Percentage	2023-24	Percentage	2022-23	Percentage	2021-22	Percentage	2020-21	Percentage	2019-20	Percentage	2018-19	Percentage
PV	1332	35%	1354	35%	1405	35%	1411	37%	1437	38%	1512	40%	1560	41%	1548	39%
Amish	1916	50%	1985	51%	2035	51%	1969	51%	1935	51%	1818	49%	1958	51%	2086	53%
Homeschool	335	9%	321	8%	297	7%	268	7%	258	7%	261	7%	146	4%	123	3%
Private	153	4%	170	4%	222	6%	147	4%	127	3%	115	3%	166	4%	153	4%
Cyber	31	1%	36	1%	31	1%	32	1%	41	1%	28	1%	20	1%	28	1%
Total District	3767		3866		3990		3827		3798		3734		3850		3938	

TIN Housing Vacancy Rate 2024 Housing & Vacancy Rate for 392 U.S. Metro Areas



* Chart excludes 29 metropolitan statistical areas (MSAs) that have over 1 million housing units;
23 MSAs with vacancy rate of 20% or higher

Chart: EDC Lancaster County | Center for Regional Analysis

Data source: U.S. Census Bureau

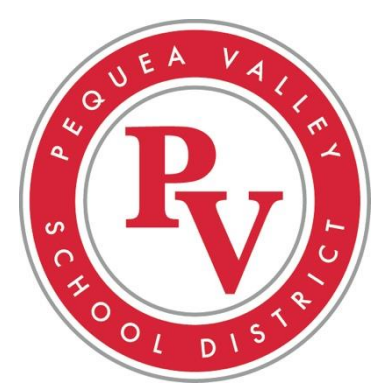


	Owner Occupied		Vacancy Rate		Renter Occupied		Vacancy Rate	
	4861	71%	0.40%		1939	28%	2.80%	
			19 units				54 units	
				Total Vacancy Rate		74 out of 6800		
					1.07%			

EARLY LEARNING PROGRAMS 2025-2026

- ❑ We served a total of **194** households served, **237** children and 89 adults attended programs. Increase of **18%** since last year.
- ❑ **123** hours (Increase of **30%** since last year) of in person early learning programs (play and learns/kindergarten transition activities not including home visiting) and **1023** new books were given out during those programs.
- ❑ **2125** new books were delivered to **232** PV early learners this year through the Imagination Library Program





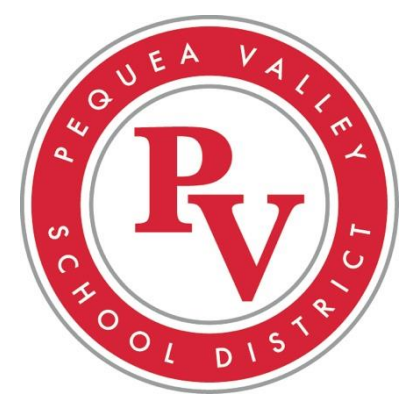
UFLI AND CKLA CORE ELA



Feature / Aspect	UFLI Foundations	CKLA Skills Strand
Primary Focus	Phonics-only Tier 1 core & intervention program	Foundational literacy component of a comprehensive ELA curriculum
Instructional Daily Time	30–45 minutes daily	45–60 minutes daily (part of a ~2-hour total ELA block paired with Knowledge)
Scope & Sequence	Highly systematic, incremental, and explicit phonics routines	Speech-to-print phonics approach, sound-first organization
Cost & Accessibility	Open-access printables & resources; affordable manual (~\$90–\$100)	Commercial licensing through Amplify; higher per-student/district cost
Ease of Implementation	Turnkey, highly structured, 8-step routine per lesson	Requires significant teacher prep, navigating multiple teacher guides/student workbooks
Decodable Texts	Relies on supplemental decodable passages/books	Fully integrated decodable readers built directly into each unit



Cursive Writing – Act 2

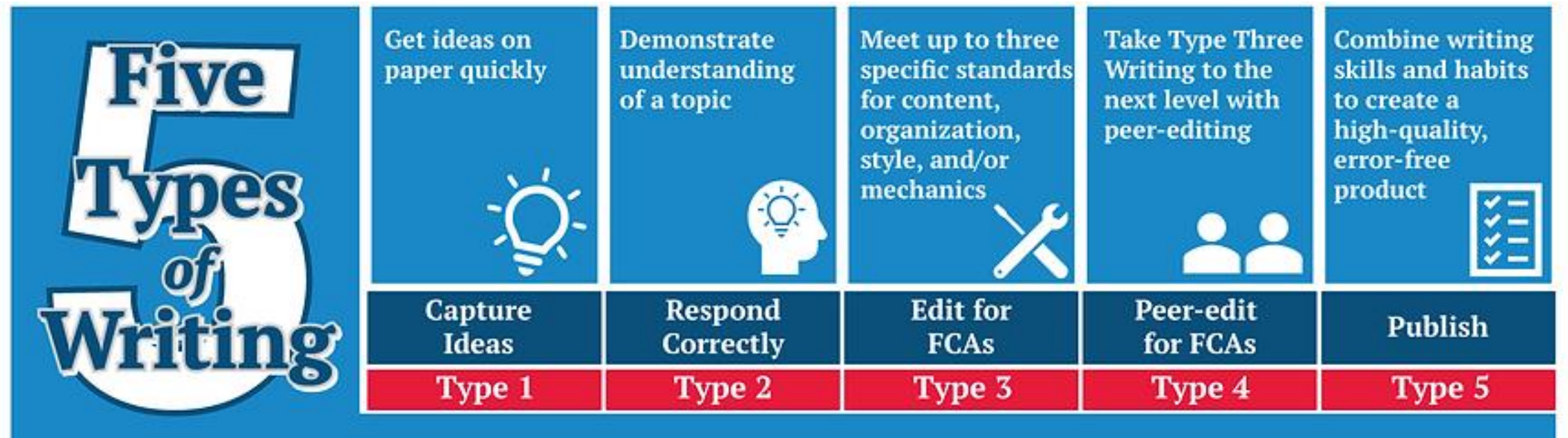


- Learning cursive helps build fine motor skills, hand-eye coordination, and memory retention.

Collins Writing

The [Collins Writing Program](#) drastically improves **learning retention** by using writing as a tool to active-recall and consolidate information across all school subjects. Instead of passively reading or listening, students use specific writing frameworks that force the brain to retrieve, synthesize, and permanently store knowledge.

- The Five Types of Writing Framework



Collins Writing Continued

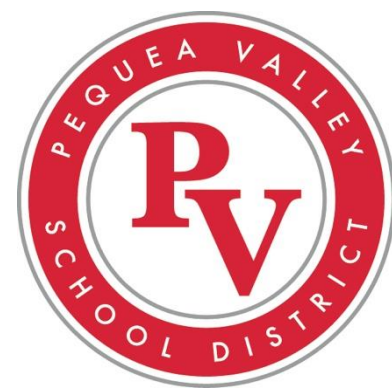
- **Core Benefits for Memory and Learning**
- **Transfers Knowledge to Long-Term Memory:** Summarizing and paraphrasing subject matter transforms passive recognition (seeing information) into active production (explaining information).
- **Closes Knowledge Gaps Instantly:** Because these quick writes serve as instant formative assessments, teachers can see immediately what students *think* they know versus what they actually retained, correcting misconceptions before they are memorized incorrectly.
- **Works in All Subjects:** The program is designed for "Writing Across the Curriculum," meaning students apply these memory-boosting habits in science, math, history, and physical education, rather than just English class.

On-Line Assessments

- **No, online standardized assessments like the PSSA (Pennsylvania System of School Assessment) generally do not align with how students learn and retain information best.**
- While digital testing offers administrative convenience, quick scoring, and lower printing costs, educational research and cognitive science highlight several key disconnects between digital standardized testing and optimal learning practices. - Backes and Cowan (2020) - TAO Testing Analysis (2026)
- **Shallow Reading ("Paging & Skimming"):** Reading complex text on screens often leads to lower deep-comprehension scores compared to physical paper, as digital environments encourage scanning rather than deep analytical reading. – Delgado et al. (2018), Salmerón et al., (2023)
- **Spatial Memory Disruption:** When reading a physical booklet, students form a visual-spatial mental map of where information is on a page. Navigating via scrolling or clicking through separate digital tabs/windows breaks this spatial context, placing an extra load on working memory. - Mangen et al. (2019), Sakai et al. (2026)



New Science Standards



- **STEELS** - Science Technology Engineering Environmental Literacy & Sustainability
- Shift science education away from passive, rote memorization toward hands-on, real-world problem solving.
 - *Science and Engineering Practices*: Designing experiments, analyzing data, constructing arguments, and modeling solutions.
 - *Disciplinary Core Ideas*: Key concepts in life, physical, and Earth/space sciences.
 - *Crosscutting Concepts*: Identifying overarching themes like cause-and-effect, systems, and patterns across all scientific disciplines.
- **Phenomenon-Based Learning**: Classroom instruction centers around explaining real-world phenomena (e.g., investigating why a local watershed flooded or how energy transfers during a collision). This keeps learning relevant, contextual, and engaging.

Example

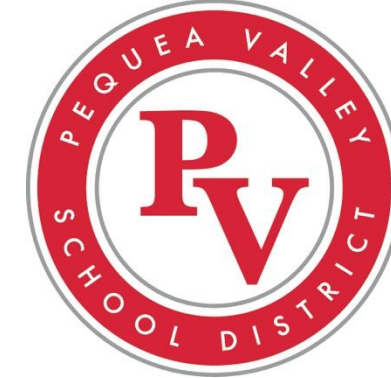
- Under the old standards, questions typically asked students to identify a definition or recall a memorized facts. Under STEELS, questions are scenario-driven ("3D Learning"): students are presented with data or a model showing a real-world event and must apply science and engineering practices to explain *why* or *how* it happens.

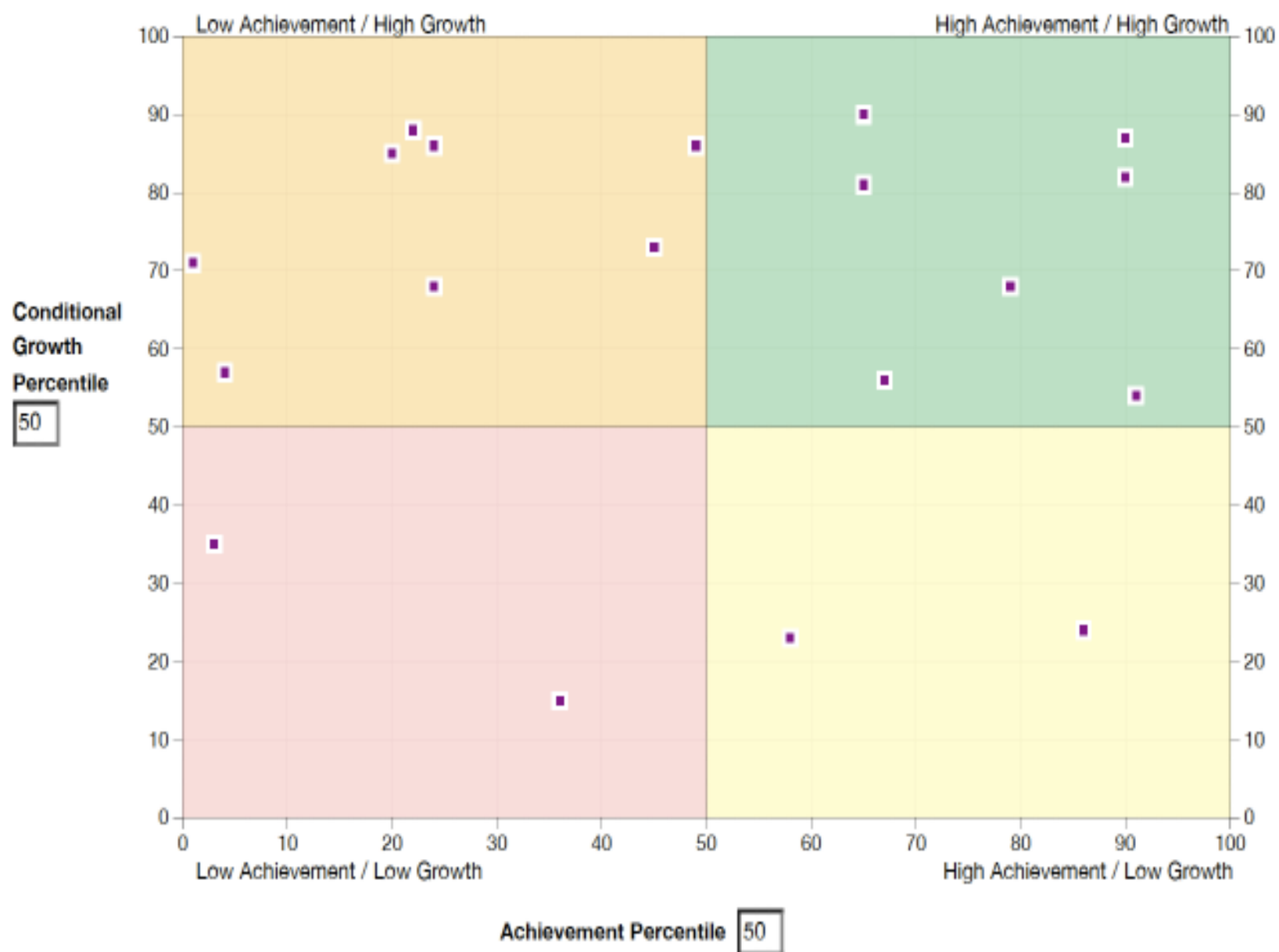
- **Old Science Standards (2002 Assessment Anchors)**
- *Focus: Rote recall, isolated facts, single-correct-answer multiple choice.*
- **Sample Question:**
- **Which of the following best describes runoff?**
- A) Water evaporating from leaves into the atmosphere
- B) Water soaking into the underground water table
- C) Water flowing over the land surface into lakes and streams
- D) Water forming clouds high in the atmosphere
- **Answer: C**
- *Why it fits the old standard:* This question only tests whether a student can memorize and retrieve a definition. It requires no analysis, data interpretation, or connection to real-world impact.

- **Sample Scenario:**
- **Phenomenon:** A city in Pennsylvania paved over a large field to construct a new shopping center parking lot. Local residents noticed that during heavy rainstorms, a nearby creek turned brown and murky, and several downstream yards flooded.
- **Part 1 (Data Analysis):**
- Below is a map showing the town before and after construction, along with a graph measuring stream flow rate during a 2-inch rainfall event.
- *[Graph provided showing stream flow peaking much higher and faster after construction]*
- Based on the data, explain how replacing soil with asphalt affected the water cycle in this ecosystem. Use evidence from the graph to support your claim.
- **Part 2 (Engineering Solution):**
- The town council wants to reduce local flooding and stream pollution without removing the parking lot. Which modification would best solve the problem using natural systems?
- A) Installing permeable pavement and a rain garden to increase water infiltration
- B) Paving over the remaining grass to make runoff move faster into the storm drains
- C) Building higher walls along the stream banks to prevent overflow
- D) Spraying fertilizer on the remaining lawns to help plants absorb more rain
- **Answer: Part 1:** Student constructs a short response explaining that non-porous asphalt prevents water infiltration, turning ground absorption into rapid surface runoff that carries sediment into the creek. **Part 2: A**



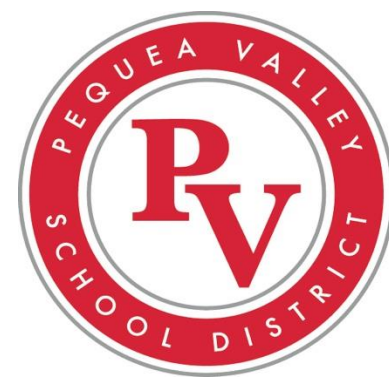
NWEA MAP DIAGNOSTIC K-12







Aviation Learning Targets



WHAT WILL LEARNERS DO?

F

FLIGHT SIMULATION

Fly aircraft using MS Flight Simulator or X-Plane, practicing navigation, physics, weather, charts, radio communication.

M

MODELING

Research, design, and test a freeflight or micro R/C airplane to reinforce aerodynamic theory and problem solving. Drone Operation.

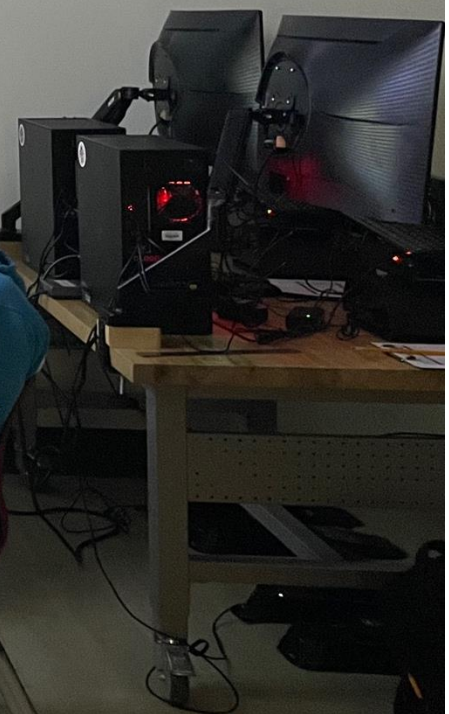
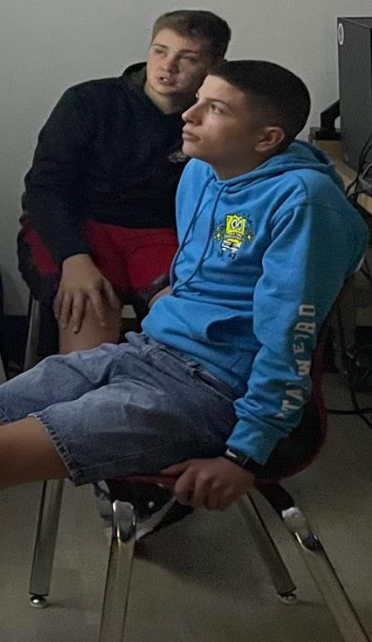
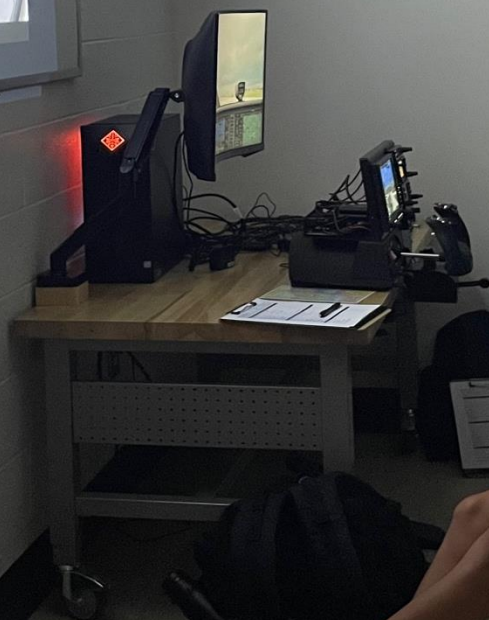
MR. STITZER
AVIATION

'ATIS

Automated Terminal info service



>> Bravo. Hold short of echo.
>> Look out



The Success Factors of Instructional Coaching

Who You Are



Partnership,
Communication,
Leadership

What You Do



Impact Cycle,
Data Analysis,
Instructional Strategies

Where You Work



System Support

Who You Are



Partnership

"Teacher coaching is a conversation between equals."

(Jim Knight)



Communication

Conversations focused on professional growth and change that empower others to motivate themselves.



Leadership

Foster deep knowledge and deep implementation of effective practices.

What You Do



Data Analysis

*"If there's no goal,
it's just a nice conversation."*

Engagement
Data

Achievement
Data



Instructional Strategies

High-impact
instructional strategies.

Where You Work



System Support

"When coaches flourish, it is often because they work in settings where leaders are intentional and disciplined about providing the support necessary for coaching success."

2026–27 Support Structures



**Intensive Instructional
Coaching Institute**



**IU13 Coach Mentor
Collaborative**



**IU13 Tech Media
Integrators
Collaborative**



**Science of Reading
Academy**



**Regular Collaboration
Meetings**

First-Month Highlights



35

Coaching
Interactions



40

Educators
Engaged



15.8

Hours
of Support



29

Facilitator Meetings,
Walkthroughs &
Coaching Sessions

Broad Reach Across Roles & Content Areas



Math



Cultures



Admin



Library Media



Learning
Support



Tech Ed/STEM