

PLEASANT VALLEY HS

1671 Route 209

TSI non-Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The Pleasant Valley High School will provide a safe, efficient and student centered learning environment that promotes academic excellence for all learners. Our vision is to equip students with the skills necessary to be informed, healthy, productive and responsible citizens in a progressive society.

STEERING COMMITTEE

Name	Position	Building/Group
Jonathan Ayre	Principal	Pleasant Valley School District
Brian Boylan	Principal	Pleasant Valley School District
Jamie Rockwell	Other	Pleasant Valley School District
James Konrad	Chief School Administrator	Pleasant Valley School District
Rae Lin Howard	District Level Leaders	Pleasant Valley School District
Brigid Rosendale	Other	Pleasant Valley School District
Julie Harris	District Level Leaders	Pleasant Valley School District
Michael McMullen	District Level Leaders	Pleasant Valley School District
Amy Miller	Teacher	Pleasant Valley School District
Lauren Nelson	Parent	Community
Bernadette Fierro	Teacher	Pleasant Valley School District
Andrew Krock	Community Member	Pleasant Valley School District
James Korcienski	District Level Leaders	Pleasant Valley School District

Name	Position	Building/Group
Julie Tonkay	Teacher	Pleasant Valley School District
Kerry Freeman	Education Specialist	Pleasant Valley School District
Susan Mowrer Benda	District Level Leaders	Pleasant Valley School District

ESTABLISHED PRIORITIES

Priority Statement

PVHS departments are in need of consistent, ongoing opportunities for dialogue and review of student data sets to drive daily instruction increasing academic growth and achievement.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction

The need for consistent collaboration time for teachers is monumental. Teachers will meet regularly by content and course level to share, discuss and triangulate multiple data sets on a consistent basis including attendance.

Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

Department Data Collaboration

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Department Data Collaboration: English and Algebra 1

By the end of target quarter 4, all students identified with disabilities will increase a total of 5.72 to meet the statewide growth average on the Keystone Literature and Algebra Assessments.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>At the beginning of the 2023-2024 school year, Department Chairpersons and content area teachers of English 10 and Algebra 1 along with the Curriculum Supervisor for Secondary Education, Building and Special Education Administration will analyze relevant content specific data (Keystone, STAR, previous year Final Exam) focusing on student proficiency levels as well as assessment item analyses leading to the closing of identified instructional gaps.</p>	<p>2023-08-28 - 2023-09-22</p>	<p>Department Chairpersons Building and Special Education Administration Curriculum Supervisor for Secondary Education</p>	<p>Power School Plus Access Actively Learn Access Glencoe Algebra Access STAR Access Emetric Access PVAAS Access Curriculum based assessment data including formative and summative usage AIMSWEB Progress Monitoring Data</p>
<p>At the end of the first marking period, Department Chairpersons and content area teachers of English 10 and Algebra 1 along with the Curriculum Supervisor for Secondary Education and Building and Special Education Administration, will analyze content specific data (Unit Tests and quizzes, STAR, LearnSmart, Keystone) focusing on proficiency levels, as well as item analyses and the closing of identified instructional gaps. These data sets will continue to be triangulated to modify and differentiate instruction.</p>	<p>2023-11-14 - 2023-12-15</p>	<p>Department Chairpersons Building and Special Education Administration Curriculum Supervisor for Secondary Education</p>	<p>Power School Plus Access Actively Learn Access Glencoe Algebra Access STAR Access Emetric Access PVAAS Access Curriculum based assessment data Walkthrough Data collected in PAETEP Content and Course level instructors AIMSWEB Progress Monitoring Data</p>
<p>At the end of the first semester, Department Chairpersons and content area teachers of English 10 and Algebra 1 along with the Curriculum</p>	<p>2024-01-22 - 2024-02-23</p>	<p>Department Chairpersons</p>	<p>Power School Plus Access Actively Learn Access</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Supervisor for Secondary Education and Building and Special Education Administration will analyze content specific data (Unit Tests and quizzes, STAR, LearnSmart, Keystone, Unit and Final Exams) focusing on proficiency levels as well as item analyses and the closing of identified instructional gaps. These data sets will continue to be triangulated to modify and differentiate instruction		Building Administration Curriculum Supervisor	Glencoe Algebra Access STAR Access Emetric Access PVAAS Access Curriculum based assessment data Walkthrough Data collected in PAETEP Content and Course Level instructors AIMSWEB Progress Monitoring Data
At the end of the third marking period, Department Chairpersons and content area teachers of English 10 Algebra 1 along with the Curriculum Supervisor for Secondary Education and Building and Special Education Administration will analyze content specific data (Unit Tests and quizzes, STAR, LearnSmart, Keystone, Unit and Final Exams, Student Portfolios) focusing on proficiency levels as well as item analyses and the closing of identified instructional gaps. These data sets will continue to be triangulated to modify and differentiate instruction.	2024-04-15 - 2024-05-17	Department Chairpersons Building Administration Curriculum Supervisor	Power School Plus Access Actively Learn Access Glencoe Algebra Access STAR Access Emetric Access PVAAS Access Curriculum based assessment data Walkthrough Data collected within PAETEP Content and Course level instructors AIMSWEB Progress Monitoring Data
Throughout the course of the school year, building and special education administration, including the curriculum supervisor for	2023-10-02 - 2024-05-31	Building Administration	PAETEP Data Danielson Frameworks for Supervision

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
secondary education, will conduct bi-weekly walkthroughs to support the implementation of differentiated, research based, student specific instructional strategies to enhance student academic growth and achievement.		Special Education Administration Curriculum Supervisor	

Anticipated Outcome
 Ongoing review of student data culminating with the triangulation of multiple data points and inclusion of best instructional practices into daily lessons

Monitoring/Evaluation
 At a minimum, one of the following: Department Chairpersons, Mr. Ayre Mr. Boylan/Building Principals, Mrs. Rockwell/Assistant Building Principal and/or Ms. Fierro Curriculum Supervisor, will attend content/department level meetings on a bi-weekly basis to support the ongoing dialogue and implementation plan for improvement utilizing multiple student specific data sets. Building administration will focus on core implementation of best instructional practices during regularly occurring walk throughs and record findings within PAETEP.

Evidence-based Strategy
 Departmental Professional Learning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>Content area teachers and Department Chairpersons of English 10 and Algebra 1, along with the Curriculum Supervisor for Secondary Education and Building and Special Education Administration will collaborate on content specific instructional strategies and enhanced common assessments focusing on increasing student proficiency levels as well as closing identified instructional gaps.</p>	<p>2023-09-11 - 2024-05-30</p>	<p>Department Chairpersons Building and Special Education Administration Curriculum Supervisor for Secondary Education</p>	<p>Content specific materials and resources Access to Common Assessment Data PDE Resources and Materials PAETEP Walkthrough Data Qualitative Notes AIMSWEB Progress Monitoring Data</p>

Anticipated Outcome
 Revised and rigor enhanced common assessments that are aligned to PA Core standards.

Monitoring/Evaluation
 Building Administration-Mr. Jon Ayre, Mr. Brian Boylan/Principals, Mrs. Jamie Rockwell/Assistant Principal, Ms. Bernadette Fierro Curriculum Supervisor for Secondary Education, Department Chairpersons. Building administration will focus on core implementation of best instructional practices during regularly occurring walk throughs and documented within PAETEP.

Evidence-based Strategy

Whole Student Support

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Whole Student Support By the end of target quarter 4, all students with disabilities will increase their 4 year cohort graduation rate by 10.5% to 76.1% towards the statewide goal for graduation of 86.7%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
PVHS, using the district created ad hoc attendance and graduation report for students with disabilities, seeks to work in partnership with the parents, guardians and students of the Pleasant Valley community. to support increased school attendance and graduation rates. To this end, regular and special educators, school counselors and other instructional department members will collaborate together to support the behavioral, mental health and consistent attendance of our students in order to become academically successful and ready for college, military or career experiences.	2023-08-28 - 2024-05-30	School Counselors Special Education Case Managers Building Administration Director of Special Education Assistant Director of Special Education	PowerSchool Plus Access Power School Performance Matters Access Curriculum Based Assessment Access

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The creation of an ad hoc report in Power School (the district Student Information System) to specifically monitor the attendance rates of students with disabilities.	2023-08-01 - 2023-08-25	Building Administration Special Education Administration Coordinator of Technology	District SIS Power School

Anticipated Outcome

Power School (district Student Information System) Ad hoc Report Attendance Data will show an increase or consistency of student attendance 1:1 collaboration between students and school counselors 1:1 collaboration between students and their identified special education case managers Expanded home and school communication regarding student progress and needs

Monitoring/Evaluation

Monthly meetings between: Building Administration Director of Special Education Assistant Director of Special Education Building School Counselors Building Special Education Case Managers



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Departmental Professional Learning	Content area teachers and Department Chairpersons of English 10 and Algebra 1, along with the Curriculum Supervisor for Secondary Education and Building and Special Education Administration will collaborate on content specific instructional strategies and enhanced common assessments focusing on	09/11/2023 - 05/30/2024

Measurable Goals**Action Plan
Name****Professional
Development Step****Anticipated
Timeline**

increasing student
proficiency levels
as well as closing
identified
instructional gaps.

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Susan Mowrer Benda

2023-05-19

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Using the 20-21 data sets, students in all identified subgroups with sufficient sample size exceeded the statewide standard demonstrating growth at 100%. This exceeds the statewide growth standard by 30%.

Using the 20-21 data sets, students identified in the Black, Hispanic, White and Economically Disadvantaged subgroups exceeded the statewide graduation cohort standard.

Using the 20-21 data set, the all student group met the performance standard for the Career Standards Benchmark exceeding the statewide average by 5.3%.

English Language Arts is a relative strength for Pleasant Valley High School students with disabilities.

An investment in AIMSWEB will be made to support the acquisition and utilization of consistent progress monitoring data of identified students.

Additional support, in the form of targeted intervention instruction has been identified for PVHS students in the areas of English, Algebra and Biology.

Challenges

Using 20-21 data sets, the all student group did not meet the statewide standard demonstrating growth at 66% in Mathematics/Algebra. This is 4% below the target statewide standard.

Using 20-21 data sets, the all student group did not meet the statewide interim goal at 37% in Science/Biology. This is 46% below the target statewide standard.

The all student group did not meet the statewide performance standard for regular attendance for the 20-21 school year at 56.6%. This is 37.5% below the statewide goal.

Continuing to engage families in partnership of the learning process for identified students.

Continuing to support and address the ongoing mental health needs of identified students that impact their readiness and ability to learn through focused, ongoing professional development of faculty and staff.

PV High School is focused on the overall growth and achievement of all students. To this end, students and families need to be in partnership with school personnel ensuring the successful

Strengths

PV High School offers an after school Learning Recovery Opportunity for referred students to support positive growth towards student achievement of identified IEP goals.

All PVHS students are on track to meet the Career Readiness standards.

The 5 year Graduation Cohort Rate has increased 1% over the 19-20 school year.

PV High School is dedicated to a team design to elevate communication, collaboration and implementation of a shared vision.

PV High School will create a learning schedule to provide focused learning support for identified students.

PV High School has made a recent investment in updated materials and resources for the study of English at PVHS. All students have licensing to Actively Learn providing access to an extended library of multi-genred texts as well as an array of diagnostic, formative and summative text related assessments and assignments.

PV High School utilizes common benchmarks across grade levels to determine student strengths and needs. Data gleaned from these assessments informs instructional planning and delivery.

Challenges

achievement of academic proficiency levels and graduation requirements.

The overall student graduation rate is in need of improvement to ensure the Pleasant Valley rate is commensurate with or exceeds the statewide average.

Availability and use of a varied assessments (including diagnostic, formative, summative and common) to monitor student learning strengths and needs and to adjust programs and instructional practices to meet these findings.

Ability to provide frequent, timely and systematic feedback and support to the faculty and staff regarding best instructional practices, delivery strategies and data driven teaching.

The desire to collectively shape and communicate the building vision for continuous improvement of teaching and learning.

PV High School is focused on continual dialogue between content area teachers to review, realign and rewrite assessments to ensure consistency and rigor.

PV High School is focused on the scheduling of consistency departmental discussion time to collaborate on assessments, student learning data, instructional needs and sharing of resources.

Strengths

PVHS offers an after school Learning Recovery Opportunity to referred students to support positive steps towards academic proficiency.

Consistency of curriculum materials and instruction between teachers of Algebra 1 at PV High School as well as PV Middle School.

The district recently made a curricular upgrade to Algebra 1 instructional materials including a corresponding digital component as well as interactive textbook features.

The district has purchased ALEKS licensing to supplementally support student learning both synchronously and asynchronously in the area of Algebra 1.

PVHS offers an after school Learning Recovery Opportunity to referred students to support positive steps toward academic proficiency.

Recent re-alignment of Science course sequencing to enhance student ability to participate in higher level instructional programming. The realignment will begin with the 2023-2024 school year.

Recent Science Program review K-12 ensuring adoption of PA Academic Standards for Science based upon STEELS standards as well as the 8 Practices for Science and Engineering.

Challenges

Need for the review and realignment of common assessments for all units of Algebra 1 to identify the meeting of content needs as well as the appropriate level of instructional rigor.

Need to identify and schedule consistent time for teachers to meet, collaborate, discuss curriculum, review student data and plan for instruction based upon data driven needs.

Creation of common assessments across all content area courses and levels to ensure curricular alignment, standardization to STEELS and the PA Academic Core standards and the appropriate level of academic rigor.

Scheduling of consistent time for teacher dialogue regarding the delivery of instruction, student achievement and continued implementation of materials, resources and practices in alignment with the PA Academic standards.

Creation and scheduling of lab based practices and models within key courses of Biology, Chemistry and Physics.

Strengths

PVHS offers an after school Learning Recovery Opportunity to referred students to support positive steps toward academic proficiency.

PVHS is focused on expanding student driven, hands on lab opportunities within science classrooms.

Most Notable Observations/Patterns

The team has determined the need to identify and communicate common goals, vision and processes for the development and implementation of instructional action plans.

Challenges	Discussion Point	Priority for Planning
<p>PV High School is focused on continual dialogue between content area teachers to review, realign and rewrite assessments to ensure consistency and rigor.</p>	<p>PVHS content and course specific teachers need to engage in consistent opportunities to review student data sets. Data sets will be reviewed to ensure coverage of identified standards as well as correlation to effectiveness of common assessments and the potential for revision.</p>	✓
<p>Creation of common assessments across all content area courses and levels to ensure curricular alignment, standardization to STEELS and the PA Academic Core standards and the appropriate level of academic rigor.</p>	<p>All content area and course specific common assessments need to be reviewed to ensure curricular alignment with PA standards as well as expectations for success in college, the military or the work place.</p>	
<p>Scheduling of consistent time for teacher dialogue regarding the delivery of instruction, student achievement and continued implementation of materials, resources and practices in alignment with the PA Academic standards.</p>	<p>PVHS seeks to create consistent opportunities for teacher dialogue across course and content lines. Additionally, dialogue and collaborate shall be ongoing between regular and special educators.</p>	
<p>Need to identify and schedule consistent time for teachers to meet, collaborate, discuss curriculum, review student data and plan for instruction based upon data driven needs.</p>	<p>PVHS seeks to create consistent opportunities for teacher dialogue across course and content lines. Additionally, dialogue and collaborate shall be ongoing between regular and special educators.</p>	✓

ADDENDUM B: ACTION PLAN

Action Plan: Department Data Collaboration

Action Steps	Anticipated Start/Completion Date
<p>At the beginning of the 2023-2024 school year, Department Chairpersons and content area teachers of English 10 and Algebra 1 along with the Curriculum Supervisor for Secondary Education, Building and Special Education Administration will analyze relevant content specific data (Keystone, STAR, previous year Final Exam) focusing on student proficiency levels as well as assessment item analyses leading to the closing of identified instructional gaps.</p>	<p>08/28/2023 - 09/22/2023</p>

Monitoring/Evaluation

Anticipated Output

At a minimum, one of the following: Department Chairpersons, Mr. Ayre Mr. Boylan/Building Principals, Mrs. Rockwell/Assistant Building Principal and/or Ms. Fierro Curriculum Supervisor, will attend content/department level meetings on a bi-weekly basis to support the ongoing dialogue and implementation plan for improvement utilizing multiple student specific data sets. Building administration will focus on core implementation of best instructional practices during regularly occurring walk throughs and record findings within PAETEP.

Ongoing review of student data culminating with the triangulation of multiple data points and inclusion of best instructional practices into daily lessons

Material/Resources/Supports Needed

PD Step

Power School Plus Access Actively Learn Access Glencoe Algebra Access STAR Access Emetric Access PVAAS Access Curriculum based assessment data including formative and summative usage AIMSWEB Progress Monitoring Data

no



Action Steps**Anticipated Start/Completion Date**

At the end of the first marking period, Department Chairpersons and content area teachers of English 10 and Algebra 1 along with the Curriculum Supervisor for Secondary Education and Building and Special Education Administration, will analyze content specific data (Unit Tests and quizzes, STAR, LearnSmart, Keystone) focusing on proficiency levels, as well as item analyses and the closing of identified instructional gaps. These data sets will continue to be triangulated to modify and differentiate instruction.

11/14/2023 - 12/15/2023

Monitoring/Evaluation**Anticipated Output**

At a minimum, one of the following: Department Chairpersons, Mr. Ayre Mr. Boylan/Building Principals, Mrs. Rockwell/Assistant Building Principal and/or Ms. Fierro Curriculum Supervisor, will attend content/department level meetings on a bi-weekly basis to support the ongoing dialogue and implementation plan for improvement utilizing multiple student specific data sets. Building administration will focus on core implementation of best instructional practices during regularly occurring walk throughs and record findings within PAETEP.

Ongoing review of student data culminating with the triangulation of multiple data points and inclusion of best instructional practices into daily lessons

Material/Resources/Supports Needed	PD Step
Power School Plus Access Actively Learn Access Glencoe Algebra Access STAR Access Emetric Access PVAAS Access Curriculum based assessment data Walkthrough Data collected in PAETEP Content and Course level instructors AIMSWEB Progress Monitoring Data	no

Action Steps	Anticipated Start/Completion Date
At the end of the first semester, Department Chairpersons and content area teachers of English 10 and Algebra 1 along with the Curriculum Supervisor for Secondary Education and Building and Special Education Administration will analyze content specific data (Unit Tests and quizzes, STAR, LearnSmart, Keystone, Unit and Final Exams) focusing on proficiency levels as well as item analyses and the closing of identified instructional gaps. These data sets will continue to be triangulated to modify and differentiate instruction	01/22/2024 - 02/23/2024

Monitoring/Evaluation

Anticipated Output

At a minimum, one of the following: Department Chairpersons, Mr. Ayre Mr. Boylan/Building Principals, Mrs. Rockwell/Assistant Building Principal and/or Ms. Fierro Curriculum Supervisor, will attend content/department level meetings on a bi-weekly basis to support the ongoing dialogue and implementation plan for improvement utilizing multiple student specific data sets. Building administration will focus on core implementation of best instructional practices during regularly occurring walk throughs and record findings within PAETEP.

Ongoing review of student data culminating with the triangulation of multiple data points and inclusion of best instructional practices into daily lessons

Material/Resources/Supports Needed

PD Step

Power School Plus Access Actively Learn Access Glencoe Algebra Access STAR Access Emetric Access PVAAS Access Curriculum based assessment data Walkthrough Data collected in PAETEP Content and Course Level instructors AIMSWEB Progress Monitoring Data

no



Action Steps**Anticipated Start/Completion Date**

At the end of the third marking period, Department Chairpersons and content area teachers of English 10 Algebra 1 along with the Curriculum Supervisor for Secondary Education and Building and Special Education Administration will analyze content specific data (Unit Tests and quizzes, STAR, LearnSmart, Keystone, Unit and Final Exams, Student Portfolios) focusing on proficiency levels as well as item analyses and the closing of identified instructional gaps. These data sets will continue to be triangulated to modify and differentiate instruction.

04/15/2024 - 05/17/2024

Monitoring/Evaluation**Anticipated Output**

At a minimum, one of the following: Department Chairpersons, Mr. Ayre Mr. Boylan/Building Principals, Mrs. Rockwell/Assistant Building Principal and/or Ms. Fierro Curriculum Supervisor, will attend content/department level meetings on a bi-weekly basis to support the ongoing dialogue and implementation plan for improvement utilizing multiple student specific data sets. Building administration will focus on core implementation of best instructional practices during regularly occurring walk throughs and record findings within PAETEP.

Ongoing review of student data culminating with the triangulation of multiple data points and inclusion of best instructional practices into daily lessons

Material/Resources/Supports Needed

**PD
Step**

Power School Plus Access Actively Learn Access Glencoe Algebra Access STAR Access Emetric Access PVAAS Access Curriculum based assessment data Walkthrough Data collected within PAETEP Content and Course level instructors AIMSWEB Progress Monitoring Data

Action Steps

Anticipated Start/Completion Date

Throughout the course of the school year, building and special education administration, including the curriculum supervisor for secondary education, will conduct bi-weekly walkthroughs to support the implementation of differentiated, research based, student specific instructional strategies to enhance student academic growth and achievement.

10/02/2023 - 05/31/2024

Monitoring/Evaluation

Anticipated Output

At a minimum, one of the following: Department Chairpersons, Mr. Ayre Mr. Boylan/Building Principals, Mrs. Rockwell/Assistant Building Principal and/or Ms. Fierro Curriculum Supervisor, will attend content/department level meetings on a bi-weekly basis to support the ongoing dialogue and implementation plan for improvement utilizing multiple student specific data sets. Building administration will focus on core implementation of best instructional practices during regularly occurring walk throughs and record findings within PAETEP.

Ongoing review of student data culminating with the triangulation of multiple data points and inclusion of best instructional practices into daily lessons

Material/Resources/Supports Needed

PD Step

PAETEP Data Danielson Frameworks for Supervision

no

Action Plan: Departmental Professional Learning

Action Steps	Anticipated Start/Completion Date
<p>Content area teachers and Department Chairpersons of English 10 and Algebra 1, along with the Curriculum Supervisor for Secondary Education and Building and Special Education Administration will collaborate on content specific instructional strategies and enhanced common assessments focusing on increasing student proficiency levels as well as closing identified instructional gaps.</p>	<p>09/11/2023 - 05/30/2024</p>
Monitoring/Evaluation	Anticipated Output
<p>Building Administration-Mr. Jon Ayre, Mr. Brian Boylan/Principals, Mrs. Jamie Rockwell/Assistant Principal, Ms. Bernadette Fierro Curriculum Supervisor for Secondary Education, Department Chairpersons. Building administration will focus on core implementation of best instructional practices during regularly occurring walk throughs and documented within PAETEP.</p>	<p>Revised and rigor enhanced common assessments that are aligned to PA Core standards.</p>
Material/Resources/Supports Needed	PD Step
<p>Content specific materials and resources Access to Common Assessment Data PDE Resources and Materials PAETEP Walkthrough Data Qualitative Notes AIMSWEB Progress Monitoring Data</p>	<p>yes</p>



Action Plan: Whole Student Support

Action Steps**Anticipated Start/Completion Date**

PVHS, using the district created ad hoc attendance and graduation report for students with disabilities, seeks to work in partnership with the parents, guardians and students of the Pleasant Valley community. to support increased school attendance and graduation rates. To this end, regular and special educators, school counselors and other instructional department members will collaborate together to support the behavioral, mental health and consistent attendance of our students in order to become academically successful and ready for college, military or career experiences.

08/28/2023 - 05/30/2024

Monitoring/Evaluation**Anticipated Output**

Monthly meetings between: Building Administration
 Director of Special Education Assistant Director of
 Special Education Building School Counselors
 Building Special Education Case Managers

Power School (district Student Information System) Ad hoc Report Attendance
 Data will show an increase or consistency of student attendance 1:1 collaboration
 between students and school counselors 1:1 collaboration between students and
 their identified special education case managers Expanded home and school
 communication regarding student progress and needs

Material/Resources/Supports Needed**PD Step**

PowerSchool Plus Access Power School Performance Matters Access Curriculum Based Assessment Access

no



Action Steps**Anticipated Start/Completion Date**

The creation of an ad hoc report in Power School (the district Student Information System) to specifically monitor the attendance rates of students with disabilities.

08/01/2023 - 08/25/2023

Monitoring/Evaluation**Anticipated Output**

Monthly meetings between: Building Administration
Director of Special Education Assistant Director of
Special Education Building School Counselors
Building Special Education Case Managers

Power School (district Student Information System) Ad hoc Report Attendance
Data will show an increase or consistency of student attendance 1:1 collaboration
between students and school counselors 1:1 collaboration between students and
their identified special education case managers Expanded home and school
communication regarding student progress and needs

Material/Resources/Supports Needed**PD Step**

District SIS Power School

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Departmental Professional Learning	Content area teachers and Department Chairpersons of English 10 and Algebra 1, along with the Curriculum Supervisor for Secondary Education and Building and Special Education Administration will collaborate on content specific instructional strategies and enhanced common assessments focusing on	09/11/2023 - 05/30/2024

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

increasing student
proficiency levels
as well as closing
identified
instructional gaps.

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Departmental Professional Learning	Content Specific Teachers	Alignment to state standards and commensurate level of rigor including, but not limited to, item analyses and linkage to Bloom's Taxonomy Identification and implementation of best instructional strategies and practices Ongoing data review

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased proficiency of curriculum based assessments: Actively Learn, Glencoe Algebra/LearnSmart, Increased STAR Reading results for grades 9 and 10 Increased proficiency on the Keystone Literature and Algebra Assessments	08/28/2023 - 05/30/2024	Department Chairpersons Curriculum Supervisor for Secondary Education Building Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Language and Literacy Acquisition for All Students



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
This plan will be posted for public review following approval by the Pleasant Valley Board of School Directors. The plan will also be available to parents of Pleasant Valley High School students and posted on the building website. This plan will be shared with the faculty and staff of the Pleasant Valley High School during scheduled meetings and trainings at the beginning of and throughout the course of the 2023-2024 school year to ensure a maintenance of communication and collaboration.	Parents of Pleasant Valley High School students will be apprised of this plan through the initial posting on the building website. As the school year progresses, the building administration will be available to respond to parental questions and concerns regarding the plan.	Parents and learning community meetings, digital communication utilizing the building website and available via paper communication. In person meetings such as the academic Back to School event.	Pleasant Valley High School parents and learning community, building and district administration, instructional faculty and staff including paraprofessionals. Pleasant Valley High School instructional faculty and staff	May-October 2023
