

## **PLEASANT VALLEY SD**

2233 Route 115

Comprehensive Plan | 2022 - 2025

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### **MISSION STATEMENT**

Excellence in Education: A Community Commitment The Pleasant Valley School District's mission statement defines what drives our district's actions, goals, decision-making processes and overall purpose. We strive for excellence in all that we do. We also understand that for students to be successful we must rely on quality educators, sound fiscal management and a strong and supportive community of stakeholders.

### **VISION STATEMENT**

Pleasant Valley School District will provide a safe 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.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

1. We believe that education is a collaboration among students, parents, educators and the community to develop the "whole" student in becoming a competent member of a civic minded, culturally diverse nation and a changing global society. Students will have responsibility for their own learning to develop an understanding of the skills necessary to become a competent member of a civic minded, culturally diverse nation and a changing global society. 2. We believe that all students can learn in a safe, student-centered environment while engaging individual differences. Students will take an active role in their education by becoming an advocate for their own learning, be knowledgeable of their individual differences and learning styles while following school safety procedures and rules. 3. We believe that all stakeholders should model and promote the skills necessary for students to positively influence the school and greater community. Students will take an active role in learning and applying the skills necessary to positively influence the school and greater community. 4. We believe that all learning community members have the responsibility to ensure a safe, positive and respectful learning environment for all stakeholders. All students have the responsibility to ensure a safe, positive and respectful learning environment for all members of the learning community. 5. We believe that high expectations, a challenging curriculum, quality differentiated instruction and an engaging learning environment develop a healthy lifestyle, foster greater student achievement and promote self esteem for all. All students will develop the cognitive, personal and interpersonal competencies identified within the district Profile of a Graduate. 6. We believe, in conjunction with the PVSD Profile of a Graduate, that students, with the support of parents and teacher-stakeholders have the responsibility to put forth their best effort to achieve their individual potential as knowledgeable, resilient and autonomous creators, collaborators, critical thinkers, communicators and citizens. 7. We believe that education is a lifelong process and key to a successful society. All students will understand the necessity and value of lifelong learning leading to the success of the society around them.

### **STAFF**

1. We believe that education is a collaboration among students, parents, educators and the community to develop the "whole" student in becoming a competent member of a civic minded, culturally diverse nation and a changing global society. School staff will teach the skills necessary to develop students who are able to engage in and with the world and change it in thoughtful ways. 2. We believe that all students can learn in a safe, student-centered environment while engaging individual differences. School staff will understand and respect individual

differences and learning styles, while differentiating instruction and collaborating with other stakeholders to meet student needs. 3. We believe that all stakeholders should model and promote the skills necessary for students to positively influence the school and greater community. School staff will model and teach the skills necessary for students to positively influence the school and greater community. 4. We believe that all stakeholders have the responsibility to ensure a safe, positive and respectful community for all stakeholders. All staff have the responsibility to ensure a safe, positive and respectful learning environment for all members of the learning community. 5. We believe that high expectations, a challenging curriculum, quality differentiated instruction and an engaging learning environment develop a healthy lifestyle, foster greater achievement and promote self esteem for all. All staff will support students in the development of the cognitive, personal and interpersonal competencies identified in the district Profile of a Graduate. 6. We believe, in conjunction with the PVSD Profile of a Graduate, that students, with the support of parents and teacher stakeholders, have the responsibility to put forth their best effort to achieve their individual potential as knowledgeable, resilient and autonomous creators, collaborators, critical thinkers, communicators and citizens. 7. We believe that education is a lifelong process and key to a successful society. All staff will understand the necessity and value of lifelong learning leading to the success of their society.

## **ADMINISTRATION**

1. We believe that education is a collaboration among students, parents, educators and the community to develop the "whole" student in becoming a competent member of a civic minded, culturally diverse nation and a changing global society. Administrators will provide resources, support and facilitation to all stakeholders ensuring "whole" student development to become a competent member of a civic minded, culturally diverse nation and a changing global society. 2. We believe that all students can learn in a safe, student-centered environment while engaging individual differences. Administrators will provide safety procedures and regulations to maintain stability and consistency while recognizing and promoting student differences. 3. We believe that all stakeholders should model and promote the skills necessary for students to positively influence the school and greater community. Administrators will support all stakeholders and model the skills necessary for students to positively influence the greater community. 4. We believe that all stakeholders have the responsibility to ensure a safe, positive and respectful community for all learning community members. All administration have the responsibility to ensure a safe, positive and respectful learning environment for all members of the learning community. 5. We believe that high expectations, a challenging curriculum, quality differentiated instruction and an engaging learning environment develop a healthy lifestyle, foster greater achievement and promote self esteem for all. All administrators will support students in the development of the cognitive, personal and interpersonal competencies identified in the district Profile of a Graduate. 6. We believe, in conjunction with the PVSD Profile of a Graduate,

that students, with the support of parents and teacher stakeholders, have the responsibility to put forth their best effort to achieve their individual potential as knowledgeable, resilient and autonomous creators, collaborators, critical thinkers, communicators and citizens. 7. We believe that education is a lifelong process and key to a successful society. All administration will understand the necessity and value of lifelong learning leading to the success of society.

## **PARENTS**

1. We believe that education is a collaboration among students, parents, educators and the community to develop the "whole" student to become a competent member of a civic minded, culturally diverse nation and a changing global society. Parents/Guardians will model and reinforce the skills necessary for students to become a competent members of a strong, culturally diverse nation and a changing global society. 2. We believe that all students can learn in a safe, student-centered environment while engaging individual differences. Parents/Guardians, in partnership with the learning community, will support and reinforce safety procedures as they advocate for their student's individual learning needs. 3. We believe that all stakeholders should model and promote the skills necessary for students to positively influence the school and greater community. Parents/Guardians will reinforce the skills necessary for students to positively influence the school and greater community. 4. We believe that all stakeholders have the responsibility to ensure a safe, positive and respectful community for all. All parents/guardians have the responsibility to ensure a safe, positive and respectful learning environment for all members of the learning community. 5. We believe that high expectations, a challenging curriculum, quality differentiated instruction and an engaging learning environment develop a healthy lifestyle, foster greater student achievement and promote self esteem for all students. All parents/guardians will support students in the development of the cognitive, personal and interpersonal competencies identified in the district Profile of a Graduate. 6. We believe, in conjunction with the PVSD Profile of a Graduate, that students, with the support of parents and teacher stakeholders, have the responsibility to put forth their best effort to achieve their individual potential as knowledgeable, resilient and autonomous creators, collaborators, critical thinkers, communicators and citizens. 7. We believe that education is a lifelong process and key to a successful society. All parents/guardians will understand the necessity and value of lifelong learning leading to the success of their society.

## **COMMUNITY**

1. We believe that education is a collaboration among students, parents, educators and the community to develop the "whole" student to become a competent member of a civic minded, culturally diverse nation in a changing global society. Community stakeholders will model

and reinforce the skills necessary to become a competent member of a civic minded, culturally diverse nation in a changing global society. 2. We believe that all students can learn in a safe, student-centered environment while engaging individual differences. Community members will embrace and celebrate the individual differences of our community. 3. We believe that all stakeholders should model and promote the skills necessary for students to positively influence the school and greater community. Community members will help to identify and model the skills necessary for students to positively influence the school and greater community. 4. We believe that all stakeholders have the responsibility to ensure a safe, positive and respectful community for all community members. All community members have the responsibility to ensure a safe, positive and respectful learning environment for all members of the learning community. 5. We believe that high expectations, a challenging curriculum, quality differentiated instruction and an engaging learning environment develop a healthy lifestyle, foster greater student achievement and promote self esteem for all students. All community members will support students in the development of the cognitive, personal and interpersonal competencies identified in the district Profile of a Graduate. 6. We believe, in conjunction with the PVSD Profile of a Graduate, that students, with the support of parents and teacher stakeholders, have the responsibility to put forth their best effort to achieve their individual potential as knowledgeable, resilient and autonomous creators, collaborators, critical thinkers, communicators and citizens. 7. We believe that education is a lifelong process and key to a successful society. All community members will understand the necessity and value of lifelong learning leading to the success of their society.

## STEERING COMMITTEE

Name	Position	Building/Group
James Konrad	Administrator	Pleasant Valley School District-Superintendent
Susan Kresge	Board Member	Pleasant Valley School District
Ronald Reynolds	Community Member	Syncogen Industries
Roger Pomposello	Administrator	Pleasant Valley Elementary School
Jason Van Voorhis	Administrator	Pleasant Valley Middle School
Kendal Askins	Administrator	Pleasant Valley Intermediate School
Kelli George	Administrator	Pleasant Valley High School
Julie Harris	Administrator	Pleasant Valley School District-Director of Special Education
Rae Lin Howard	Administrator	Pleasant Valley School District-Assistant Superintendent
Lori Hagerman	Administrator	Pleasant Valley School District - Curriculum Supervisor
Lisa Eick	Community Member	The Growing Place/Preschool
Linda Barney	Community Member	The Growing Place/Preschool
Sheri Fallon	Staff Member	Pleasant Valley High School Counselor

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Maggie Sanders	Staff Member	Pleasant Valley School District - Psychologist
Susan Scully	Staff Member	Pleasant Valley Middle School - Counselor
Charles Tomori	Administrator	Pleasant Valley School District - Technology Coordinator
Kristine Meckes	Staff Member	Pleasant Valley School District - Pleasant Valley Cyber Academy
Tyler Mann	Student	Pleasant Valley High School
Sarah Adams	Staff Member	Pleasant Valley Elementary School - Counselor
Lorraine McCutchan	Community Member	Pleasant Valley School District
Lauren Nelson	Parent	Pleasant Valley School District
Donna Yozwiak	Community Member	Pleasant Valley School District - Former Board President
Dennis Virga	Other	Monroe Career Technical Institute - Director
Kassidy Shupp	Student	Pleasant Valley School District
Missy Kern	Staff Member	Pleasant Valley Elementary School - Grade 1 Teacher
Heather Heimer	Other	Colonial Intermediate Unit #20
Loretta Snyder	Staff Member	Pleasant Valley Middle School - Grade 8 Teacher
Michael McMullen	Staff Member	Pleasant Valley School District - Special Education Supervisor

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Abigail Nelson	Student	Pleasant Valley Middle School
Julie Romanisko	Staff Member	Pleasant Valley Intermediate School - Counselor
Vickie O'Rourke	Staff Member	Pleasant Valley School District - Secretary
Heather Aardewijn	Staff Member	Pleasant Valley Middle School - Grade 7 Teacher
Fawn Meli	Staff Member	Pleasant Valley School District - Special Education Supervisor
Jason Menghini	Staff Member	Pleasant Valley Intermediate School - Math Specialist
Amy Bargiel	Staff Member	Pleasant Valley School District - Special Education Supervisor
Susan Mowrer Benda	Administrator	Pleasant Valley School District - Director Curriculum Instruction and Assessment



## ESTABLISHED PRIORITIES

### Priority Statement

### Outcome Category

Data gleaned from diagnostic, formative, benchmark and summative assessments will be consistently used and reviewed to drive teacher collaboration and student daily instruction.

Essential Practices 4: Implement Data-Driven Human Capital Strategies

Other

Essential Practices 1: Focus on Continuous Improvement of Instruction

The district will expand its 1:1 technology utilization to grades K-3.

Mathematics

Mathematics

STEM

Data gleaned from diagnostic, formative, benchmark and summative assessments will be consistently used and reviewed to drive teacher collaboration and student daily instruction.

English Language Arts

English Language Arts

Data gleaned from diagnostic, formative, benchmark and summative assessments will be consistently used and reviewed to drive teacher collaboration and student daily instruction.

STEM

## ACTION PLAN AND STEPS

## Evidence-based Strategy

Implementation of Ready Classroom Mathematics

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Common Assessment Usage

By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction.

Grades 4-6 Math Target Goal

By the end of the target year 3, all students in grades 4 to 6 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 36.1% proficiency over 3 years.

Grades 7-8 Math Target Goal

By the end of the target year 3, all students in grades 7 and 8 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 39.9% proficiency over 3 years.

Professional Learning Communities

By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Acquisition and utilization of student data to inform instruction

2021-08-31 -  
2025-06-26

Building Administration  
Content/Grade Level Teacher  
Leaders Content/Grade Level  
Teachers

Ready Classroom Mathematics Program Teacher Training and Support Materials Student Instructional Materials Professional Learning Community Protocols and Templates

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Utilization of Professional Learning Community Protocols - Weekly	2022-08-26 - 2025-06-26	Building Administration Content/Grade Level Teacher Leaders Content/Grade Level Teachers	Ready Classroom Mathematics Program Materials Professional Learning Community Protocols and Templates
Utilization of Data to Support Flexible Grouping	2022-08-26 - 2025-06-26	Content/Grade Level Teacher Leaders Content/Grade Level Teachers	Ready Classroom Mathematics Program and Resources Research based intervention programs to address presented deficits
Quarterly Data Presentations	2022-08-26 - 2025-06-26	Building Leadership	Ready Classroom Mathematics Student Data Research based intervention programs to address presented deficits

**Anticipated Outcome**

Program Implementation with fidelity Increase academic growth and proficiency as measured by the yearly PSSA as well as student individual learning data.

**Monitoring/Evaluation**

Student review of common, diagnostic and formative data as well as triangulation of data sets with colleagues within Professional Learning Communities. Instructional responses and actions made to student strengths and needs.

**Evidence-based Strategy**

Elevation of Student Achievement in English Language Arts Grades K-8

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Common Assessment Usage	By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction.

Professional Learning Communities	By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities.
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7-8 ELA Goal	By the end of the target year 3, all students in grades 7-8 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 24.7% proficiency for Pleasant Valley Elementary, 20.8% proficiency for Pleasant Valley Intermediate and 16.1% proficiency over 3 years.
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Grades 3-6 ELA Goal	By the end of the target year 3, all students in grades 3 to 6 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 17.% proficiency for Pleasant Valley Middle, supported by 24.7% proficiency for Pleasant Valley Elementary and 20.8% proficiency for Pleasant Valley Intermediate over 3 years.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Reconfiguration of Grade Level Bands from K-3, 4-6, 7-8 to K-2, 3-5 and 6-8	2022-08-26 - 2023-06-27	District Leadership Building Level Leadership	Multi-genred and leveled building and classroom libraries for use across grade levels and content areas Teacher Inservice Grade Level Instructional Materials and resources Teacher transition activities

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Integration of Reading and English Language Arts in grades 7 and 8 into one English Language Arts period	2022-08-26 - 2025-06-27	District Curriculum Leaders Grade Level/ELA Content Leaders	Multi-genred and leveled building and classroom libraries for use across grade levels and content areas Teacher Inservice Grade Level Instructional Materials and resources Teacher transition activities Teacher Inservice Realignment of Instructional Schedules Research based intervention programs to address presented deficits
Utilization of Professional Learning Community Protocols - Weekly	2022-08-26 - 2025-06-26	Building Administration Content/Grade Level Teacher Leaders Content/Grade Level Teachers	Professional Learning Community Protocols and Templates
Utilization of Data to Support Flexible Grouping-Grades K-5	2022-08-26 - 2025-06-27	Building Administration Content/Grade Level Teacher Leaders Content/Grade Level Teachers	Professional Learning Community Protocols and Templates
Utilization of Student Data Driven Daily WIN Periods-Grades 6-8	2022-08-26 - 2025-06-27	Building Administration Content/Grade Level Teacher	Common Formative Assessments Common Summative Assessments STAR Diagnostic and Planning Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Leaders Content/Grade Level Teachers	
Quarterly Data Presentations K-8	2022-08-26 - 2025-06-26	Building Leadership District Curriculum Leadership Team	Common Assessment Data STAR Assessment Data PSSA Data PVAAS Data
Explicit instruction in the delivery of Phonics for Grades K-2 and identified Grade 3	2022-08-26 - 2025-06-26	Building Level Leadership Curriculum Supervisor Grade Level Teacher Leaders Grade Level Teachers	Research based phonics Instruction Research based intervention programs to address presented deficits

**Anticipated Outcome**  
 Program Implementation with fidelity Increase academic growth and proficiency as measured by the yearly PSSA as well as student individual learning data. Increased teacher collaboration and capacity.

**Monitoring/Evaluation**  
 Student data review of common, diagnostic and formative and triangulation with colleagues within Professional Learning Communities. Instructional responses made to student strengths and needs.



## Evidence-based Strategy

Continued implementation of a 1:1 instructional environment

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

1:1 Technology

By the end of target year 3, all students will have access to a 1:1, student specific device including a plan for cyclical replacement.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Ensure and maintain a reliable and secure technology infrastructure	2021-08-26 - 2025-06-26	District Technology Coordination Team	Integrated information systems Essential technology support services Continual review of policies, procedures and practices
Ensure all students and staff have robust access to technology	2021-10-26 - 2025-06-26	District Technology Coordination Team	Appropriate access to technology and digital tools Cost effective, reliable, high speed network
Ensure all students and staff have robust access to technology	2021-10-26 - 2025-06-26	District Technology Coordination Team	Appropriate access to technology student focused digital tools, Cost effective, reliable, high speed network
Develop and support user technology and	2020-10-01 -	District Leadership Building	Professional Learning Communities

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
digital tool proficiency of instructional staff	2025-06-26	Leadership Grade Level/Content Teacher Leaders	
Increase student growth and achievement through effective technology enhanced teaching and learning practices	2021-08-26 - 2025-06-26	District Leadership Building Level Leadership Grade Level/Content Are Teacher Leaders	Professional Learning Communities

**Anticipated Outcome**

Increase student growth and achievement through effective technology enhanced teaching and learning practices

**Monitoring/Evaluation**

Student data review of common, diagnostic and formative and triangulation with colleagues within Professional Learning Communities. Instructional responses made to student strengths and needs.





## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)</p>	<p>Implementation of Ready Classroom Mathematics</p>	<p>Acquisition and utilization of student data to inform instruction</p>	<p>08/31/2021 - 06/26/2025</p>
<p>By the end of the target year 3, all students in grades 4 to 6 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 36.1% proficiency over 3 years. (Grades 4-6 Math Target Goal)</p>			
<p>By the end of the target year 3, all students in grades 7 and 8 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 39.9% proficiency over 3 years. (Grades 7-8 Math Target Goal)</p>			
<p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p>			

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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<p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p>			
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<p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p>			-
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)</p>	<p>Elevation of Student Achievement in English Language Arts Grades K-8</p>	<p>Utilization of Student Data Driven Daily WIN Periods-Grades 6-8</p>	<p>08/26/2022 - 06/27/2025</p>
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of target year 3, all students will have access to a 1:1, student specific device including a plan for cyclical replacement. (1:1 Technology)	Continued implementation of a 1:1 instructional environment	Ensure all students and staff have robust access to technology	10/26/2021 - 06/26/2025

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By the end of target year 3, all students will have access to a 1:1, student specific device including a plan for cyclical replacement. (1:1 Technology)	Continued implementation of a 1:1 instructional environment	Ensure and maintain a reliable and secure technology infrastructure	08/26/2021 - 06/26/2025

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of target year 3, all students will have access to a 1:1, student specific device including a plan for cyclical replacement. (1:1 Technology)	Continued implementation of a 1:1 instructional environment	Ensure all students and staff have robust access to technology	10/26/2021 - 06/26/2025

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of target year 3, all students will have access to a 1:1, student specific device including a plan for cyclical replacement. (1:1 Technology)	Continued implementation of a 1:1 instructional environment	Develop and support user technology and digital tool proficiency of instructional staff	10/01/2020 - 06/26/2025

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of target year 3, all students will have access to a 1:1, student specific device including a plan for cyclical replacement. (1:1 Technology)	Continued implementation of a 1:1 instructional environment	Increase student growth and achievement through effective technology enhanced teaching and learning practices	08/26/2021 - 06/26/2025

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<p>By the end of the target year 3, all students in grades 4 to 6 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 36.1% proficiency over 3 years. (Grades 4-6 Math Target Goal)</p>			
<p>By the end of the target year 3, all students in grades 7 and 8 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 39.9% proficiency over 3 years. (Grades 7-8 Math Target Goal)</p>			
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<p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p>			
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<p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p>			
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<p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p>	<p>Language Arts Grades K-8</p>		
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By the end of target year 3, all students will have access to a 1:1, student specific device including a plan for cyclical replacement. (1:1 Technology)	Continued implementation of a 1:1 instructional environment	Ensure all students and staff have robust access to technology	10/26/2021 - 06/26/2025

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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of target year 3, all students will have access to a 1:1, student specific device including a plan for cyclical replacement. (1:1 Technology)	Continued implementation of a 1:1 instructional environment	Increase student growth and achievement through effective technology enhanced teaching and learning practices	08/26/2021 - 06/26/2025

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## **APPROVALS & SIGNATURES**

### **Assurance of Quality and Accountability**

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

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School Board Minutes or Affirmation Statement

2022-07-21

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

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Chief School Administrator

James R. Konrad

2022-07-21

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Continual renewal and implementation of programmatic and instructional updates based upon the triangulation of multiple quantitative and qualitative data sources reflective of student strength and needs.

Focus on student centered instructional delivery models in both synchronous and asynchronous learning environments.

Faculty and staff dedicated to the meeting of all student strengths and needs.

Formative Assessments given by district teachers during instruction were used to measure student understanding and progress. Additionally, this data provides frequent and timely feedback on teaching effectiveness and students' current learning. Examples of formative assessment include Venn Diagram, KWL Chart, Ticket out the Door, Mid Class Question and Handheld Whiteboard Responses.

Mid Unit Assessments are used throughout district classrooms to monitor instruction and student progress typically every 6-8 weeks relative to specific learning objectives or standards. These assessments can be disaggregated, reviewed and reported to

### Challenges

Meeting of ever changing and increasing student mental health needs.

Meeting of increased ESL population growth both instructionally and culturally.

Continued financial opportunities to provide 1:1 technology as well as internet access.

Focus on direct, explicit instruction of standards based curriculum directed toward identified student areas of need.

Utilization of student data sets to drive instructional planning for strategic intervention, remediation and acceleration.

Creation of common assessments to triangulate student needs, instructional delivery and program planning.

Focus on assurance of internet access in all student homes.

Focus on utilization of triangulated data sets to individualize and differentiate instruction.

Integration of Social Emotional Learning standards and strategies

## Strengths

identify learning gaps and potential for further instruction before the end of the Unit and prior to the beginning of the next Unit, semester or school year. Examples of Mid Unit Assessments used by the district include Mid Terms Assessments and Quizzes.

Summative Assessments are given to provide information regarding overall student proficiency and content mastery. Summative Assessments are representative of a graded effort for the course, Unit, semester or school year as measured against standards-based skills and knowledge. Examples of Summative Assessments include Final Examinations, PSSA and Keystone Examinations.

Initial implementation of the Ready Classroom Mathematics Program for students grades 1-8.

Utilization of student diagnostic data to determine student individualized learning pathways.

Utilization of student specific technology to promote in school and at home learning to support additional practice and support.

On the 2019 Math PSSA, third grade students met the 2030 statewide goal with 72.8% proficiency.

Fourth grade students at Pleasant Valley Intermediate School met the 2020 statewide goal for Science with 87.5% proficiency. The 2030 statewide goal is 83%.

## Challenges

to support student wellness across all content areas.

On the 2019 English Language Arts PSSA , the "all student group" in third grade did not meet the interim goal performance with a proficiency level of 64%. Performance decreased from the previous year.

At Pleasant Valley Intermediate School, the "all student group" in grades four to six did not meet the standard for demonstrating growth on the 2019 Math PSSA's, with an academic growth score of 53. The statewide average growth score was 75.3.

At Pleasant Valley Middle School, the "all student group" did not meet the standard for academic growth on the 2019 Math /Algebra state assessments, with a growth score of 52.7. The statewide average was 75.3.

At Pleasant Valley Middle School, the "all student group" did not meet the standard for academic growth on the 2019 Science PSSA, with a growth score of 50. The statewide average was 75.1.

Need to increase student enrollment in STEM related courses moving into grades 9-12.

PVSD will continue to seek a balance for teacher professional development between in person and online opportunities.

PVSD will continue to monitor and adapt instructional schedules

## Strengths

At Pleasant Valley Middle School, the "all student group" met the interim goal with 67.7% proficiency on the 2019 English Language Arts PSSA. The statewide average was 62.1%

At Pleasant Valley High School, the "all student group" exceeded the standard for demonstrating growth on the 2019 Keystone Literature Exam with an academic growth score of 100. The statewide average growth score was 75.

Implementation of K-3 STEAM programming.

Inclusion of Vex Robotics elective for grades 7 & 8.

Implementation of PLTW Pathways at Pleasant Valley High School.

Implementation of K-8 STC Science Programming.

PVSD has a focused and strategic curriculum review and renewal process in place to monitor instructional programming and delivery as well as standards based, rigorously aligned learning.

PVSD has implemented standards aligned, rigorous curriculum updates designed to support student instructional strength and needs based upon key data points.

PVSD will continue to support program implementation with

## Challenges

and calendars to implement effective professional development training.

PVSD will continue to monitor and adapt instructional schedules to further implement the practice of Professional Learning Communities to enhance teacher collaboration.

The district continues to provide professional development opportunities to support the instructional staff in its work with our students. To this end, we have focused efforts for growth and development to support the implementation of enhanced K-8 Mathematics, ELA and Science programming. Additionally, the district continues to focus on the mental health and behavioral needs of both staff and students through the utilization of Restorative Practices and Social and Emotional Learning.

The district continues to utilize fiscal resources to support academic growth and proficiency of all students. The implementation of enhanced curricular programs as well as technology use has expanded opportunities for both synchronous and asynchronous learning throughout the district.

Mathematics is an area of relative need for students in grades K-12.

Students identified with special education needs continue to be a focus in the area of English Language Arts and Mathematics.

## Strengths

ongoing teacher professional development.

Integration of Social Emotional Learning standards and strategies to support student wellness across all content areas.

PVSD Central Administration continues to increase organizational leadership capacity through planned, consistent, articulated delivery of professional development and dialogue opportunities including, but not limited to: supervision and evaluation, the modeling of best instructional practices, organizational management, teacher professional development and the utilization and participation in Professional Learning Communities.

PVSD district and building level student services are strategically aligned to match support services to student and family needs.

All students identified with special education needs are monitored and serviced through their individual education plans.

English Language Arts is identified as a relative strength for all student groups and grade levels.

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## Challenges

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## Most Notable Observations/Patterns

The district continues to examine building enrollments and grade configurations, the academic calendar as well as building master schedules to provide the maximum effectiveness of the instructional delivery program.

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### Challenges

### Discussion Point

### Priority for Planning

On the 2019 English Language Arts PSSA , the "all student group" in third grade did not meet the interim goal performance with a proficiency level of 64%. Performance decreased from the previous year.

At Pleasant Valley Intermediate School, the "all student group" in grades four to six did not meet the standard for demonstrating growth on the 2019 Math PSSA's, with an academic growth score of 53. The statewide average growth score was 75.3.

The district has implemented a K-8, standards aligned, research based mathematics program. The design of the program is to ensure all students moving through each grade level will receive strategic, standards based instruction scaffolding student knowledge in preparation for ensuing grade levels.

At Pleasant Valley Middle School, the "all student group" did not meet the standard for academic growth on the 2019 Math /Algebra state assessments, with a growth score of 52.7. The statewide average was 75.3.

The district has implemented a K-8, standards aligned, research based mathematics program. The design of the program is to ensure all students moving through each grade level will receive strategic, standards based instruction scaffolding student knowledge in preparation for ensuing grade levels.

At Pleasant Valley Middle School, the "all student

The district has implemented a K-8, standards aligned, research

**Challenges****Discussion Point****Priority for Planning**

group" did not meet the standard for academic growth on the 2019 Science PSSA, with a growth score of 50. The statewide average was 75.1.

based science program. The design of the program is to ensure all students moving through each grade level will receive strategic, standards based instruction scaffolding student knowledge in preparation for ensuing grade levels.

Focus on direct, explicit instruction of standards based curriculum directed toward identified student areas of need.

Utilization of student data sets to drive instructional planning for strategic intervention, remediation and acceleration.

The utilization of multiple data sets diagnostic, formative, benchmark and summative will be continuously and strategically used in the core areas.

Creation of common assessments to triangulate student needs, instructional delivery and program planning.

Continued financial opportunities to provide 1:1 technology as well as internet access.

The district has made a focused effort on the utilization of financial resources to support the infrastructure, specific devices and internet connectivity for all K-12 students.

## ADDENDUM B: ACTION PLAN

### Action Plan: Implementation of Ready Classroom Mathematics

Action Steps	Anticipated Start/Completion Date		
Acquisition and utilization of student data to inform instruction	08/31/2021 - 06/26/2025		
Monitoring/Evaluation	Anticipated Output		
<p>Student review of common, diagnostic and formative data as well as triangulation of data sets with colleagues within Professional Learning Communities. Instructional responses and actions made to student strengths and needs.</p>	<p>Program Implementation with fidelity Increase academic growth and proficiency as measured by the yearly PSSA as well as student individual learning data.</p>		
Material/Resources/Supports Needed	PD Step	Comm Step	
<p>Ready Classroom Mathematics Program Teacher Training and Support Materials Student Instructional Materials Professional Learning Community Protocols and Templates</p>	yes	yes	

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**Action Steps****Anticipated Start/Completion Date**

Utilization of Professional Learning Community  
Protocols - Weekly

08/26/2022 - 06/26/2025

**Monitoring/Evaluation****Anticipated Output**

Student review of common, diagnostic and formative data as well as triangulation of data sets with colleagues within Professional Learning Communities. Instructional responses and actions made to student strengths and needs.

Program Implementation with fidelity Increase academic growth and proficiency as measured by the yearly PSSA as well as student individual learning data.

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

Ready Classroom Mathematics Program Materials Professional Learning Community Protocols and Templates

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Utilization of Data to Support Flexible Grouping

08/26/2022 - 06/26/2025

**Monitoring/Evaluation****Anticipated Output**

Student review of common, diagnostic and formative data as well as triangulation of data sets with colleagues within Professional Learning Communities. Instructional responses and actions made to student strengths and needs.

Program Implementation with fidelity Increase academic growth and proficiency as measured by the yearly PSSA as well as student individual learning data.

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

Ready Classroom Mathematics Program and Resources Research based intervention programs to address presented deficits

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Quarterly Data Presentations

08/26/2022 - 06/26/2025

**Monitoring/Evaluation****Anticipated Output**

Student review of common, diagnostic and formative data as well as triangulation of data sets with colleagues within Professional Learning Communities. Instructional responses and actions made to student strengths and needs.

Program Implementation with fidelity Increase academic growth and proficiency as measured by the yearly PSSA as well as student individual learning data.

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

Ready Classroom Mathematics Student Data Research based intervention programs to address presented deficits

yes

yes

**Action Plan: Elevation of Student Achievement in English Language Arts Grades K-8**

**Action Steps****Anticipated Start/Completion Date**

Reconfiguration of Grade Level Bands from K-3, 4-6, 7-8 to K-2, 3-5 and 6-8

08/26/2022 - 06/27/2023

**Monitoring/Evaluation****Anticipated Output**

Student data review of common, diagnostic and formative and triangulation with colleagues within Professional Learning Communities. Instructional responses made to student strengths and needs.

Program Implementation with fidelity Increase academic growth and proficiency as measured by the yearly PSSA as well as student individual learning data. Increased teacher collaboration and capacity.

**Material/Resources/Supports Needed**

**PD Step**   **Comm Step**

Multi-genred and leveled building and classroom libraries for use across grade levels and content areas Teacher Inservice  
Grade Level Instructional Materials and resources Teacher transition activities

yes   yes



**Action Steps****Anticipated Start/Completion Date**

Integration of Reading and English Language Arts in grades 7 and 8 into one English Language Arts period

08/26/2022 - 06/27/2025

**Monitoring/Evaluation****Anticipated Output**

Student data review of common, diagnostic and formative and triangulation with colleagues within Professional Learning Communities. Instructional responses made to student strengths and needs.

Program Implementation with fidelity Increase academic growth and proficiency as measured by the yearly PSSA as well as student individual learning data. Increased teacher collaboration and capacity.

**Material/Resources/Supports Needed**

**PD Step**   **Comm Step**

Multi-genred and leveled building and classroom libraries for use across grade levels and content areas Teacher Inservice  
Grade Level Instructional Materials and resources Teacher transition activities Teacher Inservice Realignment of  
Instructional Schedules Research based intervention programs to address presented deficits

yes   yes



**Action Steps****Anticipated Start/Completion Date**

Utilization of Professional Learning Community  
Protocols - Weekly

08/26/2022 - 06/26/2025

**Monitoring/Evaluation****Anticipated Output**

Student data review of common, diagnostic and formative and triangulation with colleagues within Professional Learning Communities. Instructional responses made to student strengths and needs.

Program Implementation with fidelity Increase academic growth and proficiency as measured by the yearly PSSA as well as student individual learning data.  
Increased teacher collaboration and capacity.

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

Professional Learning Community Protocols and Templates

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Utilization of Data to Support Flexible Grouping-  
Grades K-5

08/26/2022 - 06/27/2025

**Monitoring/Evaluation****Anticipated Output**

Student data review of common, diagnostic and formative and triangulation with colleagues within Professional Learning Communities. Instructional responses made to student strengths and needs.

Program Implementation with fidelity Increase academic growth and proficiency as measured by the yearly PSSA as well as student individual learning data. Increased teacher collaboration and capacity.

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

Professional Learning Community Protocols and Templates

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Utilization of Student Data Driven Daily WIN Periods-  
Grades 6-8

08/26/2022 - 06/27/2025

**Monitoring/Evaluation****Anticipated Output**

Student data review of common, diagnostic and formative and triangulation with colleagues within Professional Learning Communities. Instructional responses made to student strengths and needs.

Program Implementation with fidelity Increase academic growth and proficiency as measured by the yearly PSSA as well as student individual learning data. Increased teacher collaboration and capacity.

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

Common Formative Assessments Common Summative Assessments STAR Diagnostic and Planning Data

yes

yes





**Action Steps****Anticipated Start/Completion Date**

Quarterly Data Presentations K-8

08/26/2022 - 06/26/2025

**Monitoring/Evaluation****Anticipated Output**

Student data review of common, diagnostic and formative and triangulation with colleagues within Professional Learning Communities. Instructional responses made to student strengths and needs.

Program Implementation with fidelity Increase academic growth and proficiency as measured by the yearly PSSA as well as student individual learning data. Increased teacher collaboration and capacity.

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

Common Assessment Data STAR Assessment Data PSSA Data PVAAS Data

yes

yes

**Action Steps****Anticipated Start/Completion Date**

Explicit instruction in the delivery of Phonics for Grades K-2 and identified Grade 3

08/26/2022 - 06/26/2025

**Monitoring/Evaluation****Anticipated Output**

Student data review of common, diagnostic and formative and triangulation with colleagues within Professional Learning Communities. Instructional responses made to student strengths and needs.

Program Implementation with fidelity Increase academic growth and proficiency as measured by the yearly PSSA as well as student individual learning data. Increased teacher collaboration and capacity.

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

Research based phonics Instruction Research based intervention programs to address presented deficits

yes

yes

**Action Plan: Continued implementation of a 1:1 instructional environment**

**Action Steps****Anticipated Start/Completion Date**

Ensure and maintain a reliable and secure technology infrastructure

08/26/2021 - 06/26/2025

**Monitoring/Evaluation****Anticipated Output**

Student data review of common, diagnostic and formative and triangulation with colleagues within Professional Learning Communities. Instructional responses made to student strengths and needs.

Increase student growth and achievement through effective technology enhanced teaching and learning practices

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

Integrated information systems Essential technology support services Continual review of policies, procedures and practices

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Ensure all students and staff have robust access to technology

10/26/2021 - 06/26/2025

**Monitoring/Evaluation****Anticipated Output**

Student data review of common, diagnostic and formative and triangulation with colleagues within Professional Learning Communities. Instructional responses made to student strengths and needs.

Increase student growth and achievement through effective technology enhanced teaching and learning practices

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

Appropriate access to technology and digital tools Cost effective, reliable, high speed network

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Ensure all students and staff have robust access to technology

10/26/2021 - 06/26/2025

**Monitoring/Evaluation****Anticipated Output**

Student data review of common, diagnostic and formative and triangulation with colleagues within Professional Learning Communities. Instructional responses made to student strengths and needs.

Increase student growth and achievement through effective technology enhanced teaching and learning practices

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

Appropriate access to technology student focused digital tools, Cost effective, reliable, high speed network

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Develop and support user technology and digital tool proficiency of instructional staff

10/01/2020 - 06/26/2025

**Monitoring/Evaluation****Anticipated Output**

Student data review of common, diagnostic and formative and triangulation with colleagues within Professional Learning Communities. Instructional responses made to student strengths and needs.

Increase student growth and achievement through effective technology enhanced teaching and learning practices

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

Professional Learning Communities

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Increase student growth and achievement through effective technology enhanced teaching and learning practices

08/26/2021 - 06/26/2025

**Monitoring/Evaluation****Anticipated Output**

Student data review of common, diagnostic and formative and triangulation with colleagues within Professional Learning Communities. Instructional responses made to student strengths and needs.

Increase student growth and achievement through effective technology enhanced teaching and learning practices

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

Professional Learning Communities

yes

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)</p>	<p>Implementation of Ready Classroom Mathematics</p>	<p>Acquisition and utilization of student data to inform instruction</p>	<p>08/31/2021 - 06/26/2025</p>
<p>By the end of the target year 3, all students in grades 4 to 6 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 36.1% proficiency over 3 years. (Grades 4-6 Math Target Goal)</p>			
<p>By the end of the target year 3, all students in grades 7 and 8 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 39.9% proficiency over 3 years. (Grades 7-8 Math Target Goal)</p>			
<p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p>			
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)</p>	<p>Implementation of Ready Classroom Mathematics</p>	<p>Utilization of Professional Learning Community</p>	<p>08/26/2022 - 06/26/2025</p>



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the target year 3, all students in grades 4 to 6 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 36.1% proficiency over 3 years. (Grades 4-6 Math Target Goal)</p> <p>By the end of the target year 3, all students in grades 7 and 8 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 39.9% proficiency over 3 years. (Grades 7-8 Math Target Goal)</p> <p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p>		Protocols - Weekly	
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)</p>	Implementation of Ready Classroom Mathematics	Utilization of Data to Support Flexible Grouping	08/26/2022 - 06/26/2025
<p>By the end of the target year 3, all students in grades 4 to 6 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 36.1% proficiency over 3 years. (Grades 4-6 Math Target Goal)</p> <p>By the end of the target year 3, all students in grades 7 and 8 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 39.9% proficiency over 3 years. (Grades 7-8 Math Target Goal)</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p>			
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)</p>	<p>Implementation of Ready Classroom Mathematics</p>	<p>Quarterly Data Presentations</p>	<p>08/26/2022 - 06/26/2025</p>
<p>By the end of the target year 3, all students in grades 4 to 6 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 36.1% proficiency over 3 years. (Grades 4-6 Math Target Goal)</p>			
<p>By the end of the target year 3, all students in grades 7 and 8 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 39.9% proficiency over 3 years. (Grades 7-8 Math Target Goal)</p>			
<p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p>			
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will</p>	<p>Elevation of Student Achievement</p>	<p>Reconfiguration of Grade Level Bands from K-3, 4-</p>	<p>08/26/2022 - 06/27/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>be used to inform and drive instruction. (Common Assessment Usage)</p> <p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p> <p>By the end of the target year 3, all students in grades 7-8 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 24.7% proficiency for Pleasant Valley Elementary, 20.8% proficiency for Pleasant Valley Intermediate and 16.1% proficiency over 3 years. (7-8 ELA Goal)</p> <p>By the end of the target year 3, all students in grades 3 to 6 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 17.% proficiency for Pleasant Valley Middle, supported by 24.7% proficiency for Pleasant Valley Elementary and 20.8% proficiency for Pleasant Valley Intermediate over 3 years. (Grades 3-6 ELA Goal)</p>	<p>in English Language Arts Grades K-8</p>	<p>6, 7-8 to K-2, 3-5 and 6-8</p>	
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)</p> <p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning</p>	<p>Elevation of Student Achievement in English Language Arts Grades K-8</p>	<p>Integration of Reading and English Language Arts in grades 7 and 8 into one English Language Arts period</p>	<p>08/26/2022 - 06/27/2025</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Communities. (Professional Learning Communities)</p> <p>By the end of the target year 3, all students in grades 7-8 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 24.7% proficiency for Pleasant Valley Elementary, 20.8% proficiency for Pleasant Valley Intermediate and 16.1% proficiency over 3 years. (7-8 ELA Goal)</p> <p>By the end of the target year 3, all students in grades 3 to 6 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 17.% proficiency for Pleasant Valley Middle, supported by 24.7% proficiency for Pleasant Valley Elementary and 20.8% proficiency for Pleasant Valley Intermediate over 3 years. (Grades 3-6 ELA Goal)</p>			
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)</p>	<p>Elevation of Student Achievement in English Language Arts Grades K-8</p>	<p>Utilization of Professional Learning Community Protocols - Weekly</p>	<p>08/26/2022 - 06/26/2025</p>
<p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p>			
<p>By the end of the target year 3, all students in grades 7-8 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 24.7% proficiency for Pleasant Valley Elementary, 20.8% proficiency for Pleasant Valley Intermediate and 16.1% proficiency over 3 years. (7-8 ELA Goal)</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the target year 3, all students in grades 3 to 6 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 17.% proficiency for Pleasant Valley Middle, supported by 24.7% proficiency for Pleasant Valley Elementary and 20.8% proficiency for Pleasant Valley Intermediate over 3 years. (Grades 3-6 ELA Goal)</p>			
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)</p> <p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p>	<p>Elevation of Student Achievement in English Language Arts Grades K-8</p>	<p>Utilization of Data to Support Flexible Grouping- Grades K-5</p>	<p>08/26/2022 - 06/27/2025</p>
<p>By the end of the target year 3, all students in grades 7-8 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 24.7% proficiency for Pleasant Valley Elementary, 20.8% proficiency for Pleasant Valley Intermediate and 16.1% proficiency over 3 years. (7-8 ELA Goal)</p>			
<p>By the end of the target year 3, all students in grades 3 to 6 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 17.% proficiency for Pleasant Valley Middle, supported by 24.7% proficiency for Pleasant Valley Elementary and 20.8% proficiency for Pleasant Valley Intermediate over 3</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
years. (Grades 3-6 ELA Goal)			
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)</p>	<p>Elevation of Student Achievement in English Language Arts Grades K-8</p>	<p>Utilization of Student Data Driven Daily WIN Periods-Grades 6-8</p>	08/26/2022
<p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p>			-
<p>By the end of the target year 3, all students in grades 7-8 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 24.7% proficiency for Pleasant Valley Elementary, 20.8% proficiency for Pleasant Valley Intermediate and 16.1% proficiency over 3 years. (7-8 ELA Goal)</p>			
<p>By the end of the target year 3, all students in grades 3 to 6 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 17.% proficiency for Pleasant Valley Middle, supported by 24.7% proficiency for Pleasant Valley Elementary and 20.8% proficiency for Pleasant Valley Intermediate over 3 years. (Grades 3-6 ELA Goal)</p>			
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will</p>	<p>Elevation of Student Achievement</p>	<p>Quarterly Data Presentations K-8</p>	08/26/2022
			-

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>be used to inform and drive instruction. (Common Assessment Usage)</p> <p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p> <p>By the end of the target year 3, all students in grades 7-8 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 24.7% proficiency for Pleasant Valley Elementary, 20.8% proficiency for Pleasant Valley Intermediate and 16.1% proficiency over 3 years. (7-8 ELA Goal)</p> <p>By the end of the target year 3, all students in grades 3 to 6 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 17.% proficiency for Pleasant Valley Middle, supported by 24.7% proficiency for Pleasant Valley Elementary and 20.8% proficiency for Pleasant Valley Intermediate over 3 years. (Grades 3-6 ELA Goal)</p>	<p>in English Language Arts Grades K-8</p>		
<p>By the end of target year 3, all students will have access to a 1:1, student specific device including a plan for cyclical replacement. (1:1 Technology)</p>	<p>Continued implementation of a 1:1 instructional environment</p>	<p>Ensure all students and staff have robust access to technology</p>	<p>10/26/2021 - 06/26/2025</p>
<p>By the end of target year 3, all students will have access to a 1:1, student specific device including a plan for cyclical replacement. (1:1 Technology)</p>	<p>Continued implementation</p>	<p>Ensure and maintain a reliable</p>	<p>08/26/2021 -</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	of a 1:1 instructional environment	and secure technology infrastructure	06/26/2025
By the end of target year 3, all students will have access to a 1:1, student specific device including a plan for cyclical replacement. (1:1 Technology)	Continued implementation of a 1:1 instructional environment	Ensure all students and staff have robust access to technology	10/26/2021 - 06/26/2025
By the end of target year 3, all students will have access to a 1:1, student specific device including a plan for cyclical replacement. (1:1 Technology)	Continued implementation of a 1:1 instructional environment	Develop and support user technology and digital tool proficiency of instructional staff	10/01/2020 - 06/26/2025
By the end of target year 3, all students will have access to a 1:1, student specific device including a plan for cyclical replacement. (1:1 Technology)	Continued implementation of a 1:1 instructional environment	Increase student growth and achievement through effective technology enhanced teaching and learning practices	08/26/2021 - 06/26/2025



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)</p>	<p>Elevation of Student Achievement in English Language Arts Grades K-8</p>	<p>Explicit instruction in the delivery of Phonics for Grades K-2 and identified Grade 3</p>	<p>08/26/2022 - 06/26/2025</p>
<p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p>			
<p>By the end of the target year 3, all students in grades 7-8 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 24.7% proficiency for Pleasant Valley Elementary, 20.8% proficiency for Pleasant Valley Intermediate and 16.1% proficiency over 3 years. (7-8 ELA Goal)</p>			
<p>By the end of the target year 3, all students in grades 3 to 6 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 17.% proficiency for Pleasant Valley Middle, supported by 24.7% proficiency for Pleasant Valley Elementary and 20.8% proficiency for Pleasant Valley Intermediate over 3 years. (Grades 3-6 ELA Goal)</p>			

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Ready Classroom Mathematics Delivery of Instruction Plan	Math teachers of grades 1-8	Assessing for, retrieving of and utilization of quality student data- both quantitatively and qualitatively to continuously drive instruction Create and maintain instructional schedules and pacing that include opportunities for differentiated and individualized whole and small group instruction Effective monitoring of student instructional needs and adaptations to meet those needs: remediation, enrichment and/or acceleration Engage students with their teacher in personal goal setting and monitoring of progress regarding skills and content acquisition

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student data sets: diagnostic, formative, summative, benchmark, participation, behavioral and observational	08/31/2021 - 06/26/2025	Building Leadership

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4d: Participating in a Professional Community  1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students Language and Literacy Acquisition for All Students



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Elevation of Student Achievement in English Language Arts Grades K-8	Building Level Leadership Grade/Content Level Teacher Leaders Grade/Content Level Teachers	Utilization of data to drive instruction Utilization of data to formulate flexible student instructional groups Utilization of research based phonics instruction Identification and utilization of key instructional skills and resources to support student strengths and needs

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Review and triangulation of student data including, but not limited to diagnostic, formative, benchmark, observational and summative	08/26/2022 - 06/26/2025	Building Leadership Grade/Content Level Teachers and Teacher Leaders

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
4e: Growing and Developing Professionally	Language and Literacy Acquisition for All Students



Professional Development Step	Audience	Topics of Prof. Dev
Continued Support and Development of a 1:1 instructional environment	All K-12 students and instructional staff	Utilization of technology to enhance teaching and learning Utilization of technology to support synchronous and asynchronous learning Utilization of technology to enhance assessment and understanding of student learning strengths and needs

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student Attendance Student Engagement Instructional participation Increased student growth, achievement and proficiency Improved and efficient instructional delivery	08/26/2022 - 06/26/2025	District Leadership Building Level Leadership Grade/Content Level Teacher Leaders Technology Teacher Leaders

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources 1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in an Inclusive Setting Trauma Informed Training (Act 18)



## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)	Implementation of Ready Classroom Mathematics	Acquisition and utilization of student data to inform instruction	2021-08-31 - 2025-06-26
By the end of the target year 3, all students in grades 4 to 6 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 36.1% proficiency over 3 years. (Grades 4-6 Math Target Goal)			
By the end of the target year 3, all students in grades 7 and 8 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 39.9% proficiency over 3 years. (Grades 7-8 Math Target Goal)			
By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)			
By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)	Implementation of Ready Classroom Mathematics	Utilization of Professional Learning Community	2022-08-26 - 2025-06-26

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of the target year 3, all students in grades 4 to 6 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 36.1% proficiency over 3 years. (Grades 4-6 Math Target Goal)</p> <p>By the end of the target year 3, all students in grades 7 and 8 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 39.9% proficiency over 3 years. (Grades 7-8 Math Target Goal)</p> <p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p>		Protocols - Weekly	
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)</p>	Implementation of Ready Classroom Mathematics	Utilization of Data to Support Flexible Grouping	2022-08-26 - 2025-06-26
<p>By the end of the target year 3, all students in grades 4 to 6 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 36.1% proficiency over 3 years. (Grades 4-6 Math Target Goal)</p>			
<p>By the end of the target year 3, all students in grades 7 and 8 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 39.9% proficiency over 3 years. (Grades 7-8 Math Target Goal)</p>			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p>			
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)</p>	<p>Implementation of Ready Classroom Mathematics</p>	<p>Quarterly Data Presentations</p>	<p>2022-08-26 - 2025-06-26</p>
<p>By the end of the target year 3, all students in grades 4 to 6 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 36.1% proficiency over 3 years. (Grades 4-6 Math Target Goal)</p>			
<p>By the end of the target year 3, all students in grades 7 and 8 will achieve a minimum of 60% proficiency on the Mathematics PSSA. This will represent an increase of 39.9% proficiency over 3 years. (Grades 7-8 Math Target Goal)</p>			
<p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p>			
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will</p>	<p>Elevation of Student Achievement</p>	<p>Reconfiguration of Grade Level Bands from K-3, 4-</p>	<p>2022-08-26 - 2023-06-27</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>be used to inform and drive instruction. (Common Assessment Usage)</p> <p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p> <p>By the end of the target year 3, all students in grades 7-8 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 24.7% proficiency for Pleasant Valley Elementary, 20.8% proficiency for Pleasant Valley Intermediate and 16.1% proficiency over 3 years. (7-8 ELA Goal)</p> <p>By the end of the target year 3, all students in grades 3 to 6 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 17.% proficiency for Pleasant Valley Middle, supported by 24.7% proficiency for Pleasant Valley Elementary and 20.8% proficiency for Pleasant Valley Intermediate over 3 years. (Grades 3-6 ELA Goal)</p>	<p>in English Language Arts Grades K-8</p>	<p>6, 7-8 to K-2, 3-5 and 6-8</p>	
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)</p> <p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning</p>	<p>Elevation of Student Achievement in English Language Arts Grades K-8</p>	<p>Integration of Reading and English Language Arts in grades 7 and 8 into one English Language Arts period</p>	<p>2022-08-26 - 2025-06-27</p>



Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Communities. (Professional Learning Communities)</p> <p>By the end of the target year 3, all students in grades 7-8 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 24.7% proficiency for Pleasant Valley Elementary, 20.8% proficiency for Pleasant Valley Intermediate and 16.1% proficiency over 3 years. (7-8 ELA Goal)</p> <p>By the end of the target year 3, all students in grades 3 to 6 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 17.% proficiency for Pleasant Valley Middle, supported by 24.7% proficiency for Pleasant Valley Elementary and 20.8% proficiency for Pleasant Valley Intermediate over 3 years. (Grades 3-6 ELA Goal)</p>			
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)</p> <p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p> <p>By the end of the target year 3, all students in grades 7-8 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 24.7% proficiency for Pleasant Valley Elementary, 20.8% proficiency for Pleasant Valley Intermediate and 16.1% proficiency over 3 years. (7-8 ELA Goal)</p>	<p>Elevation of Student Achievement in English Language Arts Grades K-8</p>	<p>Utilization of Professional Learning Community Protocols - Weekly</p>	<p>2022-08-26 - 2025-06-26</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of the target year 3, all students in grades 3 to 6 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 17.% proficiency for Pleasant Valley Middle, supported by 24.7% proficiency for Pleasant Valley Elementary and 20.8% proficiency for Pleasant Valley Intermediate over 3 years. (Grades 3-6 ELA Goal)</p>			
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)</p> <p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p>	<p>Elevation of Student Achievement in English Language Arts Grades K-8</p>	<p>Utilization of Data to Support Flexible Grouping- Grades K-5</p>	<p>2022-08-26 - 2025-06-27</p>
<p>By the end of the target year 3, all students in grades 7-8 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 24.7% proficiency for Pleasant Valley Elementary, 20.8% proficiency for Pleasant Valley Intermediate and 16.1% proficiency over 3 years. (7-8 ELA Goal)</p>			
<p>By the end of the target year 3, all students in grades 3 to 6 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 17.% proficiency for Pleasant Valley Middle, supported by 24.7% proficiency for Pleasant Valley Elementary and 20.8% proficiency for Pleasant Valley Intermediate over 3</p>			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
years. (Grades 3-6 ELA Goal)			
By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)	Elevation of Student Achievement in English Language Arts Grades K-8	Utilization of Student Data Driven Daily WIN Periods-Grades 6-8	2022-08-26 - 2025-06-27
By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)			
By the end of the target year 3, all students in grades 7-8 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 24.7% proficiency for Pleasant Valley Elementary, 20.8% proficiency for Pleasant Valley Intermediate and 16.1% proficiency over 3 years. (7-8 ELA Goal)			
By the end of the target year 3, all students in grades 3 to 6 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 17.% proficiency for Pleasant Valley Middle, supported by 24.7% proficiency for Pleasant Valley Elementary and 20.8% proficiency for Pleasant Valley Intermediate over 3 years. (Grades 3-6 ELA Goal)			
By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will	Elevation of Student Achievement	Quarterly Data Presentations K-8	2022-08-26 - 2025-06-26

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>be used to inform and drive instruction. (Common Assessment Usage)</p> <p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p> <p>By the end of the target year 3, all students in grades 7-8 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 24.7% proficiency for Pleasant Valley Elementary, 20.8% proficiency for Pleasant Valley Intermediate and 16.1% proficiency over 3 years. (7-8 ELA Goal)</p> <p>By the end of the target year 3, all students in grades 3 to 6 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 17.% proficiency for Pleasant Valley Middle, supported by 24.7% proficiency for Pleasant Valley Elementary and 20.8% proficiency for Pleasant Valley Intermediate over 3 years. (Grades 3-6 ELA Goal)</p>	<p>in English Language Arts Grades K-8</p>		
<p>By the end of target year 3, all students will have access to a 1:1, student specific device including a plan for cyclical replacement. (1:1 Technology)</p>	<p>Continued implementation of a 1:1 instructional environment</p>	<p>Ensure all students and staff have robust access to technology</p>	<p>2021-10-26 - 2025-06-26</p>
<p>By the end of target year 3, all students will have access to a 1:1, student specific device including a plan for cyclical replacement. (1:1 Technology)</p>	<p>Continued implementation</p>	<p>Ensure and maintain a reliable</p>	<p>2021-08-26 - 2025-06-</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	of a 1:1 instructional environment	and secure technology infrastructure	26
By the end of target year 3, all students will have access to a 1:1, student specific device including a plan for cyclical replacement. (1:1 Technology)	Continued implementation of a 1:1 instructional environment	Ensure all students and staff have robust access to technology	2021-10-26 - 2025-06-26
By the end of target year 3, all students will have access to a 1:1, student specific device including a plan for cyclical replacement. (1:1 Technology)	Continued implementation of a 1:1 instructional environment	Develop and support user technology and digital tool proficiency of instructional staff	2020-10-01 - 2025-06-26
By the end of target year 3, all students will have access to a 1:1, student specific device including a plan for cyclical replacement. (1:1 Technology)	Continued implementation of a 1:1 instructional environment	Increase student growth and achievement through effective technology enhanced teaching and learning practices	2021-08-26 - 2025-06-26

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of target year 3, common assessments including, diagnostic, formative and benchmark will be in place for all students at all grade levels in the core areas of English Language Arts, Mathematics and Science. Data from these assessments will be used to inform and drive instruction. (Common Assessment Usage)</p> <p>By the end of target year 3, all teachers, K-12 will consistently participate in the instructional renewal process including training of best instructional practices within their content area and engagement within content/grade level Professional Learning Communities. (Professional Learning Communities)</p> <p>By the end of the target year 3, all students in grades 7-8 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 24.7% proficiency for Pleasant Valley Elementary, 20.8% proficiency for Pleasant Valley Intermediate and 16.1% proficiency over 3 years. (7-8 ELA Goal)</p> <p>By the end of the target year 3, all students in grades 3 to 6 will achieve a minimum of 75% proficiency on the ELA PSSA. This will represent an increase of 17.% proficiency for Pleasant Valley Middle, supported by 24.7% proficiency for Pleasant Valley Elementary and 20.8% proficiency for Pleasant Valley Intermediate over 3 years. (Grades 3-6 ELA Goal)</p>	<p>Elevation of Student Achievement in English Language Arts Grades K-8</p>	<p>Explicit instruction in the delivery of Phonics for Grades K-2 and identified Grade 3</p>	<p>2022-08-26 - 2025-06-26</p>



## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Ready Classroom Mathematics Implementation	Students, Teachers and Families of grades 1-8	Standards based instructional focused on key mathematical skills and content Expansion of student critical thinking and application skills Utilization of student collaboration and interpersonal skills
Anticipated Timeframe	Frequency	Delivery Method
08/25/2022 - 08/25/2025	Quarterly	Presentation
Lead Person/Position	Classroom Instructors of Mathematics Mathematics Grade Level and Department Chairpersons Building Leadership	

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Posting of the District Comprehensive Plan on the District Website and in all District Buildings	Identification of Comprehensive Plan Goals Identification of Action Plan to achieve Comprehensive Plan Goals	Digital Posting Print Availability	Pleasant Valley School District Learning Community	July 21, 2022 to June 30, 2025
Semi Annual School Board Briefings regarding instructional delivery and student academic growth and achievement based upon identified Comprehensive Plan goals	Review of progress toward student learning growth and achievement based upon identified Comprehensive Plan goals	Provision of instructional and learning progress via provided data sources	Pleasant Valley School District Board of School Directors	July 21, 2022 to June 30, 2025
Annual Community Briefing regarding student academic growth and achievement based upon identified Comprehensive Plan goals	Review of progress toward learning growth and achievement based upon identified Comprehensive Plan goals	Provision of learning updates at a public meeting of the Pleasant Valley Board of School Directors for the learning community	The Pleasant Valley School District Learning Community	July 21, 2022 to June 30, 2025
Ongoing utilization of Professional Learning Communities throughout district buildings by grade level/content area to monitor student growth and achievement based upon identified Comprehensive Plan goals	Ongoing monitoring and response to student growth and achievement based upon identified Comprehensive Plan goals	Monthly Professional Learning Community Discussions	Grade level/Content Area teachers and building administration	July 21, 2022 to June 30, 2025



