

PLEASANT VALLEY EL SCH

476 Polk Township Road

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

Pleasant Valley Elementary will focus on student centered learning and promoting the education of the WHOLE child! We will ALL work together in a collaborative manner to promote student success.

STEERING COMMITTEE

Name	Position	Building/Group
Lori Hagerman	District Level Leaders	Pleasant Valley School District
Roger Pomposello	Building Principal	Pleasant Valley Elementary School
Sabrina Albright	Assistant Principal	Pleasant Valley Elementary School
Vickie O'Rourke	Community Member	Pleasant Valley Community
Christie Doll	Education Specialist	Pleasant Valley Elementary School
Melissa Kern	Teacher	Pleasant Valley Elementary School
Dr. Susan MowrerBenda	District Level Leaders	Pleasant Valley School District
Josephine Gioia	Community Member	The Growing Place
Michele Herrmann	Teacher	Pleasant Valley School District
Susan Price	Education Specialist	Pleasant Valley School District
Nancy Harkins	Education Specialist	Pleasant Valley School District
Dr. James Konrad	Chief School Administrator	Pleasant Valley School District
Lora Guinn	Parent	Pleasant Valley School District

Name	Position	Building/Group
Briana Frost	Parent	Pleasant Valley School District
Rachel Frable	Parent	Pleasant Valley School District
Madeline Imparato	Paraprofessional	Pleasant Valley School District

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

There is a high percentage of students who remain below grade level in first and second grade math. The gap must be addressed and closed so that the percentage of students below grade level decreases. Instruction must include lessons that are focused, differentiate instruction, and promote opportunities for high-level thinking. Daily small group instruction is imperative. Assessments should be designed to meet student needs and accurately address outcomes. It is necessary to identify targeted areas in first and second grade Math instruction that will increase student achievement and continue to close the learning gap. This will prepare students for the rigorous challenges of third grade math.

Mathematics

Mathematics

The level of first and second grade English Language Arts instruction must be lifted consistently across the grade levels in order to increase student achievement and set the students up for success in third grade.

English

Language

Arts

English

Language

Arts

ACTION PLAN AND STEPS

Evidence-based Strategy

targeted small group reading instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
First Grade STAR Proficiency Goal	First grade students will achieve 75% or higher proficiency (at or above grade level) on the STAR Early Literacy Assessment by Spring 2023.
Second Grade STAR Proficiency Goal	Second grade students will achieve 70% or higher proficiency (at or above grade level) on the STAR Early Literacy Assessment/ STAR Reading Assessment by Spring 2023.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
First and second grade teachers will deliver and provide evidence of daily targeted small group reading instruction (ex.- anecdotal notes, charts, intervention plans, guided reading plans, etc.).	2022-08-29 - 2023-06-01	Mr. Pomposello/Principal; Mrs. Albright/Assistant Principal	\$191,914-Salaries for two full-time Reading Specialists to deliver targeted small group reading interventions and support classroom teachers in the design and delivery of targeted small group reading interventions \$127,315-Benefits for two full-time Reading Specialists to deliver targeted small group reading interventions and support classroom teachers in the design and delivery of targeted small group reading interventions \$30,166-Resources and materials to support comprehensive, systematic and explicit phonics instruction, Supplemental reading and writing materials to support reading, writing and content area literacy instruction such as books, writing materials, close reading materials, benchmark screeners, assessments and materials and resources to support test prep and interventions, nonfiction text, and subscriptions to websites that support reading instruction \$8,000-Materials and extra-duty pay to support parent and family engagement, thus promote student academic performance

Anticipated Outcome

Documentation of Anecdotal notes, guided reading lesson plans and/or intervention plans to support instruction and follow student progress as identified by building administration.

Monitoring/Evaluation

Building administration and district administration will monitor teacher documentation of small group reading instruction by way of classroom walk-throughs/ classroom visits to view documentation and/or collection of documentation.

Evidence-based Strategy

targeted small group math instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
iReady First Grade Math Proficiency Goal	70% of first grade will be on grade level on the Spring 2023 iReady Diagnostic Assessment.
iReady Second Grade Math Proficiency Goal	70% of second grade will be on grade level on the Spring 2023 iReady Diagnostic Assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
First and second grade teachers will deliver and provide evidence	2022-08-29 - 2023-06-01	Mr. Pomposello/Principal;	\$10,000-Supplemental math materials to support math instruction, assessment and interventions such as

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
of daily targeted small group math instruction (ex-anecdotal notes, charts, etc.).		Mrs. Albright/Assistant Principal	manipulatives, supplemental technology, subscriptions to websites to support math instruction and test prep materials. \$3,000-STREAM initiative purchases to support math instruction across the curriculum

Anticipated Outcome
Documentation of Anecdotal notes, charts, etc. to support instruction and follow student progress as identified by building administration.

Monitoring/Evaluation
Building administration and district administration will monitor teacher documentation of small group math instruction by way of classroom walk-throughs/ classroom visits to view documentation and/or collection of documentation.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>First grade students will achieve 75% or higher proficiency (at or above grade level) on the STAR Early Literacy Assessment by Spring 2023. (First Grade STAR Proficiency Goal)</p> <p>Second grade students will achieve 70% or higher proficiency (at or above grade level) on the STAR Early Literacy Assessment/ STAR Reading Assessment by Spring 2023. (Second Grade STAR Proficiency Goal)</p>	<p>targeted small group reading instruction</p>	<p>First and second grade teachers will deliver and provide evidence of daily targeted small group reading instruction (ex.- anecdotal notes, charts, intervention plans, guided reading plans, etc.).</p>	<p>08/29/2022 - 06/01/2023</p>

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

School Board Minutes or Affirmation Statement

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

Chief School Administrator

School Improvement Facilitator Signature

Lori Hagerman

2022-07-20

Building Principal Signature

Roger Pomposello

2022-07-20

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Building leadership capacity and empowering staff in the development and successful implementation of initiatives that better serve students, staff, and the school is a strong stepping stone to work towards meeting the varying needs of students and increasing student growth and achievement.

Building administration and teachers promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. This creates a strong learning environment where children can grow and thrive emotionally and academically. It is imperative to motivate students and leverage our efforts to address academic recovery and close the learning gap as a result of the pandemic.

Using a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices will leverage our efforts to address academic recovery and close the learning gap.

Although third grade has been moved to Pleasant Valley Intermediate School for the 2021-2022 school year, it is noted that on the 2019 Math PSSA's, they met the 2030 statewide goal.

Challenges

Rebuilding and refining a multi-tiered system of supports for academics as well as identifying and addressing individual student learning needs are areas that need growth so that they are consistently being addressed by all teachers. This is more crucial than ever as we continue to work to address academic recovery and close the learning gap.

Providing frequent, timely, and systematic feedback and support on instructional practices is imperative to lift the level of instruction and address academic recovery.

Although third grade has been moved to Pleasant Valley Intermediate School for the 2021-2022 school year, it is noted that they scored below the statewide average on 2021 English Language Arts PSSA. Third grade was 50.3% proficient and the statewide average was 55%.

Although third grade has been moved to Pleasant Valley Intermediate School for the 2021-2022 school year, it is noted that they scored slightly above the 37.3% statewide average on the 2021 Math PSSA at 39.4% proficient.

There is room for reading growth in the content areas. This can be

Strengths

Although third grade has been moved to Pleasant Valley Intermediate School for the 2021-2022 school year, it is noted that they scored slightly above the 37.3% statewide average on the 2021 Math PSSA at 39.4% proficient.

The primary grades are working towards improvement with nonfiction text interaction as well as nonfiction writing. This will help to build a foundation for the students as they move to the Intermediate School.

Third grade economically disadvantaged students were 48.2% proficient on the 2021 English Language Arts PSSA. This is slightly lower than the overall third grade level of proficiency which was 50.3%.

Third grade economically disadvantaged students were 34.9% proficient on the 2021 Math PSSA. This is slightly lower than the overall third grade level of proficiency which was 39.4%.

Grades K-2 all showed growth on the 2021-2022 STAR Early Literacy Assessment from fall to spring. Kindergarten had an average growth of 140 points. First grade had an average growth of 124 points. Second grade had an average growth of 86 points.

According to the 2021-2022 STAR Early Literacy Assessment, the number of students requiring intervention decreased from fall to spring in kindergarten, first grade and second grade.

Challenges

addressed by teaching Social Studies through Literacy instruction, a cross-curricular approach, in the primary grades.

Third grade students with disabilities were 23.8% proficient on the 2021 English Language Arts PSSA. This is significantly lower than the overall third grade level of proficiency which was 50.3%. Although third grade is moving to another building, this is important to note when planning on building foundational skills in grades K-2.

Third grade students with disabilities were 20.9% proficient on the 2021 Math PSSA. This is lower than the overall third grade level of proficiency which was 39.4%. Although third grade is moving to another building, this is important to note when planning on building foundational skills in grades K-2.

Grades 1 and 2 ended the 2021-2022 school year less than 70% proficient on the STAR Early Literacy Assessment. First grade was 69% proficient on the Spring STAR Early Literacy benchmark and second grade was 52% proficient.

In spring of 2022, on the Quick Phonics Screener, second grade students scored 71% proficiency on task 9 which addresses decoding two syllable words and 37% proficiency on task 10 which addresses decoding three and four syllable words.

Although grades 1 and 2 showed remarkable annual growth on the

Strengths

Kindergarten reduced by 41 students. First grade reduced by 49 students and second grade reduced by 62 students.

On the 2021-2022 iReady Math Diagnostic Assessment, 68% of first grade improved their proficiency placement from fall to spring and 78% of second grade improved their proficiency placement from fall to spring.

Grades one and two showed over 120% annual growth on the iReady Math Diagnostic Assessment from Fall 2021 to Spring 2022.

Students participate in a STREAM class once in a six day cycle. They also explore STEM activities using materials provided on STREAM carts.

Challenges

2021-2022 iReady Math Diagnostic Assessment, both grade levels were 60% proficient or less. First grade was 55% proficient and second grade was 60% proficient on the spring benchmark.

On the spring iReady Math Diagnostic Assessment, 45% of first grade students were one grade level or more below. 40% of second graders were one grade level or more below.

There are no current challenges in this area.

Most Notable Observations/Patterns

The team discussed the concern over low levels of reading and math proficiency across the grades. There was particular concern over the reading progress and how far behind our students are as readers since the pandemic. The students are still struggling with early reading behaviors, including decoding, which prevents them from applying higher level thinking skills on district benchmark assessments and state assessments when they move to third grade. Consequently, this is causing struggles in math as well.

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

Although third grade has been moved to Pleasant Valley Intermediate School for the 2021-2022 school year, it is noted that they scored below the statewide average on 2021 English Language Arts PSSA. Third grade was 50.3% proficient and the statewide average was 55%.

Although third grade has been moved to Pleasant Valley Intermediate School for the 2021-2022 school year, it is noted that they scored slightly above the 37.3% statewide average on the 2021 Math PSSA at 39.4% proficient.

There is room for reading growth in the content areas. This can be addressed by teaching Social Studies through Literacy instruction, a cross-curricular approach, in the primary grades.

On the spring iReady Math Diagnostic Assessment, 45% of first grade students were one grade level or more below. 40% of second graders were one grade level

This is a high percentage of students who remain below grade level in first and second grade math. Instruction must include lessons that are focused, differentiate instruction, and promote opportunities for high-level thinking. Daily small group instruction is imperative. Assessments

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

or more below.

should be designed to meet student needs and accurately address outcomes. It is necessary to identify targeted areas in second grade Math instruction that will increase student achievement and continue to close the learning gap. This will prepare students for the rigorous challenges of third grade math.

Rebuilding and refining a multi-tiered system of supports for academics as well as identifying and addressing individual student learning needs are areas that need growth so that they are consistently being addressed by all teachers. This is more crucial than ever as we continue to work to address academic recovery and close the learning gap.

Providing frequent, timely, and systematic feedback and support on instructional practices is imperative to lift the level of instruction and address academic recovery.

Grades 1 and 2 ended the 2021-2022 school year less than 70% proficient on the STAR Early Literacy Assessment. First grade was 69% proficient on the Spring

Effective use of materials and delivery of instruction that is differentiated is paramount. The level of second grade instruction must be lifted consistently across the grade level in order to increase student achievement and set the students up for success in third grade.

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

STAR Early Literacy benchmark and second grade was 52% proficient.

Third grade students with disabilities were 20.9% proficient on the 2021 Math PSSA. This is lower than the overall third grade level of proficiency which was 39.4%. Although third grade is moving to another building, this is important to note when planning on building foundational skills in grades K-2.

ADDENDUM B: ACTION PLAN

Action Plan: targeted small group reading instruction

Action Steps**Anticipated Start/Completion Date**

First and second grade teachers will deliver and provide evidence of daily targeted small group reading instruction (ex.-anecdotal notes, charts, intervention plans, guided reading plans, etc.).

08/29/2022 - 06/01/2023

Monitoring/Evaluation**Anticipated Output**

Building administration and district administration will monitor teacher documentation of small group reading instruction by way of classroom walk-throughs/ classroom visits to view documentation and/or collection of documentation.

Documentation of Anecdotal notes, guided reading lesson plans and/or intervention plans to support instruction and follow student progress as identified by building administration.

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

\$191,914-Salaries for two full-time Reading Specialists to deliver targeted small group reading interventions and support classroom teachers in the design and delivery of targeted small group reading interventions \$127,315- Benefits for two full-time Reading Specialists to deliver targeted small group reading interventions and support classroom teachers in the design and delivery of targeted small group reading interventions \$30,166-Resources and materials to support comprehensive, systematic and explicit phonics instruction, Supplemental reading and writing materials to support reading, writing and content area literacy instruction such as books, writing materials, close reading materials, benchmark screeners, assessments and materials and resources to support test prep and interventions, nonfiction text, and subscriptions to websites that support reading instruction \$8,000-Materials and extra-duty pay to support parent and family engagement, thus promote student academic performance

yes

Action Plan: targeted small group math instruction

Action Steps	Anticipated Start/Completion Date
First and second grade teachers will deliver and provide evidence of daily targeted small group math instruction (ex-anecdotal notes, charts, etc.).	08/29/2022 - 06/01/2023

Monitoring/Evaluation	Anticipated Output
Building administration and district administration will monitor teacher documentation of small group math instruction by way of classroom walk-throughs/ classroom visits to view documentation and/or collection of documentation.	Documentation of Anecdotal notes, charts, etc. to support instruction and follow student progress as identified by building administration.

Material/Resources/Supports Needed	PD Step
\$10,000-Supplemental math materials to support math instruction, assessment and interventions such as manipulatives, supplemental technology, subscriptions to websites to support math instruction and test prep materials. \$3,000-STREAM initiative purchases to support math instruction across the curriculum	no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>First grade students will achieve 75% or higher proficiency (at or above grade level) on the STAR Early Literacy Assessment by Spring 2023. (First Grade STAR Proficiency Goal)</p> <p>Second grade students will achieve 70% or higher proficiency (at or above grade level) on the STAR Early Literacy Assessment/ STAR Reading Assessment by Spring 2023. (Second Grade STAR Proficiency Goal)</p>	<p>targeted small group reading instruction</p>	<p>First and second grade teachers will deliver and provide evidence of daily targeted small group reading instruction (ex.- anecdotal notes, charts, intervention plans, guided reading plans, etc.).</p>	<p>08/29/2022 - 06/01/2023</p>



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Designing and delivering explicit small group reading lessons	First and second grade classroom teachers and Reading Specialists	How to use assessment results to identify student needs and design and deliver explicit small group phonics and reading instruction; documenting and monitoring student progress
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Growth in STAR Early Literacy Scores; documentation of small group instruction	08/29/2022 - 06/01/2023	Roger Pomposello/Principal, Sabrina Albright/Assistant Principal, Lori Hagerman/Curriculum Supervisor, Missy Kern/ELA Curriculum Leader, Susan Price/ELA Curriculum Leader
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
3d: Using Assessment in Instruction		
4a: Reflecting on Teaching		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
This plan will be communicated to the PVE parents at the Fall parent meeting as well as being posted on the district website.	Parents will be provided with an overview of the Schoolwide Plan based on input from last spring and parent surveys.	Meeting (in-person or virtual) ; digital on website; paper copy as requested	PVE parents, community members, teachers	By end of September 2022
This plan will be shared with PVE staff at the Title I Parent training provided to staff.	PVE Staff will be trained by parents/parent videos as well as on the contents of the Title I Schoolwide Plan.	in-person or virtual meeting	PVE Staff	September/October 2022
