

# The Penns Valley Learning Experience

**Mission:** Empowering our students every day to reach individual success

**Vision:** The Penns Valley Area School District is a rural and progressive community dedicated to the well-being of each student. We seek to create engaged, passionate, and motivated life-long learners who will become contributing members of society. We are committed to effective communication within a supportive and trusting environment that will create a shared understanding between all members of the school community.

**I. Academic GOAL:** Create an innovative content-rich school system with high levels of individualized student engagement and critical thinking.

**Content-rich:** Comprehensive understanding of subject matter.

**Content-rich Indicators:**

- Foundational understanding/Theory
  - Link current concepts to prior knowledge and to future understandings
  - Provide relevant learning experiences
  - Lesson plans aligned to written curriculum

**Measures:**

1. Key assessments will require Students will demonstrate foundational/theoretical understanding on SLO assessments. (Collect baseline data in 2017-18)
  
2. Student success on standardized assessments  
Standardized Assessment 3 year average

Goal would be to increase 70% of the scores by 3% if under 80% and maintain others at an 80% or above.

Grade	Mathematics	ELA	Science
Grade 3	56.7	66.0	
Grade 4	53.6	61.3	88.4 (maintain)
Grade 5	55.4	65.8	
Grade 6	48.7	67.1	
Grade 7	39.6	65.1	
Grade 8	31.4	63.4	59.3
Literature		72.9	
Biology			57.1

# The Penns Valley Learning Experience

Algebra I	36.7		
-----------	------	--	--

3. District Assessments - We will be adding additional data.

Goal would be to increase 70% of the scores by 3% if under 80% and maintain others at an 80% or above.

Grade	Mathematics	ELA (Comprehension)	Science
Grade K	82.8	83.7	79.2
Grade 1	87.9	82.2	84.1
Grade 2	86.9	78.3	75.8
Grade 3	71.8	78.3	75.7
Grade 4	72.3	73.3	61.0
Grade 5	67.9	63.9	69.8
Grade 6	68.8	58.4	66.4
Grade 7	57.3	74.5 (1 yr)	
Grade 8	47.0 (2 yrs avg.)		
Alg. IB, Eng.10, Bio.I	60.0	74.5	66.4

\*\*3-Year Avg. unless otherwise noted

## Other HS Courses (By Department)

Health Safety & PE	Language Arts (excluding Eng. 10)	Math (excluding Alg. IB)	Science (excluding Bio.I)	Soc. Studies	Tech. Prep
89.69	77.9	76.6	77.3	80.2	87.6

\*\*3-Year Avg.

4. Do high school graduates report that they were academically prepared for success in college or career one year after graduation?(Collect data on survey)
5. The following information is provided for SAT performance (All grade levels). Goal would be to maintain College and Career Ready status of 1010 as established by The College Board.

a. Year                      Verbal Math                      TOTALS

# The Penns Valley Learning Experience

b.	2014	497	518	1015
c.	2015	535	543	1077
d.	2016	525	528	1053

**Student Engagement:** The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.

When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement. A lesson in which students are engaged usually has a discernible structure: a beginning, middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged. In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing.

## **Student Engagement Indicators:**

- Activities aligned with the goals of the lesson.
- Student enthusiasm, interest, thinking, problem-solving, etc...
- Learning tasks that require high-level student thinking and are aligned with lesson objectives.
- Students highly motivated to work on all tasks and are persistent even when the tasks are challenging.
- Students actively “working,” rather than watching while their teacher “work” .
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection (Danielson, 2011).

<http://education.ky.gov/teachers/pges/tpges/documents/framework%20for%20teaching%20workbook.pdf>

## **Measures:**

1. The students will be collaborating, individually responsible and actively engaged with the content during observations and walkthroughs. (Collect baseline data.)
2. Student surveys indicate that they find work relevant. (3 yr Average - 42.3% HS) Goal - increase by 5% Suggest that this collected multiple times
3. Student surveys indicate that work makes me think (3 yr Average - 73.5% Grade 3-6) Goal - increase 3%

# The Penns Valley Learning Experience

4. Student attendance will maintain above 90.0%. Student attendance (Benchmark 3 Yr Average 94.3).
5. Student 4 year cohort graduation rate will maintain above 90.0%. Graduation 4-Year Cohort Rate (2 yr Average - Benchmark 93.26%)

**Critical Thinking:** Critical thinking is that mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it. (<http://www.criticalthinking.org/pages/our-concept-of-critical-thinking/411>)

The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. (<http://www.criticalthinking.org/pages/defining-critical-thinking/766>)

## **Critical Thinking Indicators:**

- raises vital questions and problems, formulating them clearly and precisely;
- gathers and assesses relevant information, using abstract ideas to interpret it effectively comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- thinks open mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
- communicates effectively with others in figuring out solutions to complex problems.
- Students express that they feel challenged

**Measurement:** Collecting data on the indicators through classroom observation, walk-throughs, lesson plan review, written and oral reflection from teachers, student assessments, and survey results.

1. 60% or more of the questions on key assessments/projects will ask students deep (Level 2, 3 or 4 - Webbs Depth of Knowledge with at least 20% from 3 and 4) questions related to the topic of study. (Collect Baseline Data)
2. During key assessments/projects, students will be required to use differing methods/perspectives as one possible solution to the problem at hand. (Collect Baseline Data)
3. During key assessments/projects, students will be expected to write and verbally express their thinking behind the process they used to solve the problem (Metacognition).(Collect Baseline Data)
4. Students surveys(7-12) will indicate that they feel challenged in school. (K-2 79%, Grades 3-6 79%, 7-12 57.5% Baseline Data) Goal - increase in K-6 to 82%, increase by 5% in grades 7-12

**II. School Culture GOAL:** Create a supportive and trusting environment for all stakeholders so that everyone has a mindset of lifelong learning and continuous growth.

**Supportive:** Stakeholders are treated in a kind and respectful way. Differing ideas, thoughts and perspectives are considered. The first step of being supportive is to approach the matter at hand

# The Penns Valley Learning Experience

from an attitude of helpfulness. Stakeholders are expected to listen, seek understanding and respond respectfully. Disagreement between individuals is acceptable with appropriate rationale.

**Trusting Environment:** Belief that others have your best interest in mind. A belief that there is continuous growth and an understanding that mistakes are opportunities to improve.

**Stakeholders:** All members of the school community and community at large.

**Lifelong Learning and Continuous Growth:** Stakeholders are inspired and committed to continually seeking to understand new ideas and perspectives. Stakeholders maintain the tenacity to persevere through failure.

## **School Culture Indicators:**

- Stakeholders express that they feel supported
- Stakeholders responds to errors/mistakes in a helpful way
- Stakeholders are willing to express a need for help/understanding
- Stakeholders feel safe and secure
- Stakeholders report that they feel supported
- Stakeholders are provided with the rationale for decisions

## **Measures:**

### **Support and Trusting**

1. Student surveys indicate a feeling of being safe, secure and supported (Benchmark (3YR AVG - 89.98%) Goal is to maintain 85% or above.
2. Student surveys indicate they feel like they belong (Benchmark (3YR AVG - 78.99% Grades 3-6 and 72.95%HS) Goal is to increase by 5%.
3. Student surveys indicate that they are treated fairly by their teachers (Benchmark (3YR AVG - 73.70% HS) Goal is to increase by 5%.
4. Student surveys indicate that they are treated fairly by their principals (Benchmark (3YR AVG - 84.42 % HS) Goal is to maintain 80% or above.
5. Student surveys indicate other students like them (Benchmark (3YR AVG - 61.09%HS) Goal is to increase by 5%.
6. Student surveys “teachers understand when students have personal problems” (3YR AV 62% agree or strongly agree HS) Goal is to increase by 5%
7. Students surveys “help me gain confidence in my ability to learn” (3YR AV 64% agree or strongly agree HS) Goal is to increase by 5%
8. Students surveys “my teacher cares about me” (3YR AV 70% agree or strongly agree HS) Goal is to increase by 5%
9. Parent surveys indicate feeling welcome in our schools (Benchmark (3YR AVG - 82.98%) Goal is to maintain 80% or above.
10. Parent surveys indicate that they feel their child is safe at school (Benchmark (3YR AVG - 87.19%) Goal is to maintain 80% or above.
11. Parent surveys indicate that the school has a good public image (Benchmark (3YR AVG - 84.29%) Goal is to maintain 80% or above.

# The Penns Valley Learning Experience

12. Teacher surveys indicate that they are involved in shared decision making (Benchmark (3YR AVG - 82.13%) Goal is to maintain 80% or above.
13. Teacher surveys indicate that they are treated with respect (Benchmark (3YR AVG - 93.24%) Goal is to maintain 85% or above.
14. Teacher surveys indicate that the central office staff are respectful and helpful (Benchmark (3YR AVG - 85.59%) Goal is to maintain 80% or above.
15. Teacher surveys indicate they feel support from parents and community (Benchmark (3YR AVG - 56.63%) Goal is to increase by 5%.
16. Olweus Survey Data - Goal would be to be below national average on items A and B below and above the national average on item C, D, and E.

Survey Question	National 3 YR Average	3 YR Average CHE/MTE	3 YR Average Miles	3 YR Average PVEI	3 YR Average HS
A. % of girls bullied 2-3 x or more per month	22%	13%	25%	17%	11%
B. % of boys bullied 2-3 x or more per month	21%	20%	19%	10%	11%
C. % of bullied girls who have told someone about bullying	53%	51%	65%	56%	51%
D. % of bullied boys who have told someone about bullying	47%	48%	52%	59%	42%
E. % of students who say adults at school “often” or “almost always” try to put a stop to it when bullying occurs	50%	73%	62%	70%	50%

## Life Long Learning & Continuous Growth

17. Students indicate that they have choices in the way they learn ( 3 YR AVG - 65% GR3-6) Goal is to increase by 5%
18. Students indicate that they feel responsible for their learning ( 3 YR AVG - 74% HS) Goal is to increase by 5%
19. Students indicate that they are preparing for what they want to do after high school ( 3 YR AVG - 52% HS) Goal is to increase by 5%
20. Students indicate that they feel what they are learning is relevant to real life ( 3 YR AVG - 42% HS) Goal is to increase by 5%
21. Students indicate that they are doing work that they find meaningful ( 3 YR AVG - 44% HS) Goal is to increase by 5%
22. Students indicate that they feel ready for the real world with reference to their ability to learn on their own outside of the classroom ( 3 YR AVG - 78% HS) Goal is to increase to 80%
23. Teacher surveys indicate that they work with people who promote continuous improvement (Benchmark (3YR AVG - 94.98%) Goal is to maintain 90% or above.
24. Visits to School Counseling - career or college discussion with College Advisor

# The Penns Valley Learning Experience

- 12th grade - met with 98% via 1-on-1 meetings, met with 98% overall (out of 121 students) Goal is 95%
- 11th grade - met with 94% via 1-on-1 meetings, met with 100% overall (out of 109 students) Goal is 95%