

MAPLE MANOR EL/MS

1700 W 22nd Street

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Vision for Learning: Maple Manor Elementary / Middle School provides a pathway for all students, (including every Hispanic, English Language Learner, student with a disability, and economically disadvantaged student) to have access to all educational services and an enriched curriculum that allows for higher achievement and academic growth through best practices utilizing an all-inclusive, least restrictive environment model.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Jeanne Conahan	Principal	MMEMS
Mr. Keith Schifano	Vice Principal	MMEMS
Ms. JoAnn Buglio	Middle School Teacher - Regular Education (ELL)	MMEMS
Ms. Leighann Feola	Middle School Teacher - Regular Education	MMEMS
Ms. Wendy Gaughan	Middle School Teacher - Regular Education	MMEMS
Mrs. Paulette DeBella	Elementary School Teacher - Regular Education	MMEMS
Mr. Jacob Mishinski	Elementary School Teacher - Regular Education	MMEMS
Mrs. Melissa Davis	Elementary School Teacher - Regular Education (ELL)	MMEMS
Mr. Joshua Gibson	Elementary School Teacher - Regular Education	MMEMS
Mrs. Keelyn Radzwich	Elementary School Teacher - Special Education	MMEMS
Mrs. Holly Drumn	Education Specialist - School Counselor	MMEMS
Ms. Shirley Sabol	Parent	MMEMS
Ms. Louise Reinmiller	Community Representative	MMEMS

Name

Position

Building/Group

Mrs. Jen Mahon

Business Representative

MMEMS

Ms. Patricia Galloway

District Level Leaders

Admin

Dr. Patrick Patte

Chief School Administrator

Admin

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

Parent and family engagement

Teachers will create a 100 day plan that introduces and assesses all standards in their ELA curriculum area. This 100 day plan will allow all teachers grades 3-8 to cover all material before state assessments take place.

English Language Arts

Teachers will create a 100 day plan that introduces and assesses all standards in their Mathematics curriculum area. This 100 day plan will allow all teachers grades 3-8 to cover all material before state assessments take place.

Mathematics

Teachers will use assessment data to identify and to target areas of concern within the curriculum. Student data for the 19--20 school year will be pulled from the Future Ready Index, Emetric, PVAAS, CDT and Imagine Learning. Each grade level will align the PA Core Standards for Math, Science and ELA with their curriculum.

Essential Practices 1:
Focus on Continuous Improvement of Instruction

Essential Practices 1:
Focus on Continuous Improvement of Instruction

Essential Practices 1:
Focus on Continuous Improvement of Instruction

Priority Statement

Teachers will conference with their students quarterly to discuss the students' academic progress, growth, and areas of concern to hold them accountable. Teachers will utilize Imagine Learning data and CDT data during these conferences.

Outcome Category

Essential Practices 3:
Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy

Focus on Continuous Improvement of Instruction

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

100 Day Plan - ELA

Teachers will create a 100 day plan that introduces and assesses all standards in their ELA curriculum area. This 100 day plan will allow all teachers grades 3-8 to cover all material before state assessments take place.

100 Day Plan - Mathematics

Teachers will create a 100 day plan that introduces and assesses all standards in their Mathematics curriculum area. This 100 day plan will allow all teachers grades 3-8 to cover all material before state assessments take place.

Student/Teacher Conferences

Teachers will collaborate with their students at least quarterly in conference format so that all students will know their progressing levels in each subject and can help to set their own goals for academic growth.

Action Step **Anticipated Start/Completion** **Lead Person/Position** **Materials/Resources/Supports Needed**

100 Day Plan - ELA and Math 2020-09-02 - 2021-03-31 Jeanne Conahan/Principal All ELA Teachers and all Mathematics Teachers

Anticipated Outcome

Written lesson plans will be submitted. Data logs will be kept. Student/Teacher contact logs with goals will be kept.

Monitoring/Evaluation

Principal will monitor staff to ensure that plans are in place and being followed. Data from benchmark tests and written submitted lesson plans will be used to monitor routines.

Evidence-based Strategy

Foster Quality Professional Learning

Measurable Goals

Goal Nickname **Measurable Goal Statement (Smart Goal)**

Curriculum Alignment

All educators will engage in a review of current and future curriculums to align them to the PA Core Standards and to monitor future revisions based on field testing.

Data Analysis

Teachers will be continually trained on data analysis and use of data interpretation for decision making when using the CDT, Emetric, PVAAS, Imagine Learning, and the Future Ready Index to make classroom instructional decisions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
-------------	------------------------------	----------------------	-------------------------------------

Professional Development in the areas of data analysis and Curriculum alignment when writing lesson plans will be offered to all subjects.	2020-09-02 - 2021-02-02	Jeanne Conahan	LIU 18 Superintendent approval
--	-------------------------	----------------	--------------------------------

Anticipated Outcome

Act 48 review surveys

Monitoring/Evaluation

Principal and Act 48 committee will review the effectiveness of these professional developments based on review surveys from teachers.

Evidence-based Strategy

Provide Student-Centered Supports

Measurable Goals

Goal Nickname **Measurable Goal Statement (Smart Goal)**

Parent Contact	Teachers and administration will engage students' families in the instructional program through ongoing meetings, trainings or publications (digital or otherwise) that inform parents of what is going on in every classroom (at least quarterly) and how they can help their child at home to prepare for and master these lessons.
----------------	---

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
-------------	------------------------------	----------------------	-------------------------------------

Teachers will contact parents quarterly.	2020-09-02 - 2021-04-01	Jeanne Conahan	ClassDojo or Skyward Correct parent contacts ability to create paper copies for those not able to receive electronic copies translator
--	-------------------------	----------------	--

Anticipated Outcome

Quarterly newsletters in English and Spanish for departments/grade levels

Monitoring/Evaluation

Principal will review and monitor transmissions being sent home by departments/grade levels.

Evidence-based Strategy

Empowered Leadership

Measurable Goals

Goal Nickname **Measurable Goal Statement (Smart Goal)**

Use of Resources Based on Data

Data will be utilized by all educators to guide and justify the allocation and alignment of technology, aides and scheduling. High quality instructional materials will be used by all teachers (e.g. bilingual textbooks), and all teachers will ensure that materials and resources are differentiated appropriately within their classrooms.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Data will be utilized by all educators to guide and justify the allocation and alignment of technology, aides and scheduling. All teachers will ensure that materials and resources are differentiated appropriately within their classrooms.	2020-09-02 - 2021-03-31	Jeanne Conahan	computers aides scheduling support from administration materials such as textbooks sufficient to cover a full class of students

Anticipated Outcome

Students will be grouped appropriately according to data within the classroom setting. Technology and aides will be allocated to those students most requiring it, either by class or by schedule. Resources such as bilingual textbooks, etc. will be allocated to classes appropriately based on data.

Monitoring/Evaluation

Principal will assist with scheduling and distribution of technology and other resources to determine that they are being distributed in a fair and equitable manner. Groupings will be monitored via classroom walk-throughs and observation modes already in place.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals

All educators will engage in a review of current and future curriculums to align them to the PA Core Standards and to monitor future revisions based on field testing.
(Curriculum Alignment)

Teachers will be continually trained on data analysis and use of data interpretation for decision making when using the CDT, Emetric, PVAAS, Imagine Learning, and the Future Ready Index to make classroom instructional decisions. (Data Analysis)

Action Plan Name	Professional Development Step	Anticipated Timeline
Foster Quality Professional Learning	Professional Development in the areas of data analysis and Curriculum alignment when writing lesson plans will be offered to all teachers of all subjects.	09/02/2020 - 02/02/2021

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).

Superintendent/Chief Executive Officer

Brian T. Uplinger

2021-04-26

School Improvement Facilitator Signature

Building Principal Signature

Jeanne S. Conahan

2021-04-26

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

43.4% of 8th grade students score advanced or proficient on the 2019 PSSA.

41.9% of students scored advanced or proficient on the 2019 PSSA.

5th grade students at MMEMS are on pace with other students in the HASD. The HASD average for advanced or proficient is 19.1% and MMEMS 5th grade students achieved 18.7%.

14.8% students of 8th grade students achieved advanced or proficient on the Mathematics PSSA.

53.1% of the 4th grade students scored advanced or proficient on the Science PSSA.

40.3% of the 8th grade students scored advanced or proficient on the Science PSSA.

Growth - 92% of the ELL subgroup exceeded the standard demonstrating growth and showed an increase in performance from the previous year in ELA.

Growth - 86% of the students with disabilities subgroup exceeded

Challenges

70.2% of 5th grade students scored below basic or basic on the 2019 PSSA.

61.2% of 7th students scored below basic or basic on the 2019 PSSA.

There seems to be an issue historically with 5th and 7th grade where students scores are lower in those two grade levels in ELA. This seems to be true even across the state. Could this be a PA Core Standards issue?

86.3% of 4th grade students scored below basic or basic on the Mathematics PSSA.

94.2% of 6th grade students scored below basic or basic on the Mathematics PSSA.

There seems to be an issue historically with 4th and 6th grade where students scores are lower in those two grade levels in Mathematics. This seems to be true even across the state. Could this be a PA Core Standards issue?

Compared to the state averages the students in 4th grade are nearly double when considering basic and below basic scores.

Strengths

the standard demonstrating growth and showed an increase in performance from the previous year in Math.

35% of ED students at MMEMS scored advanced or proficient on the ELA PSSA.

44.3% of Hispanic students at MMEMS scored advanced or proficient on the Science PSSA.

100% of the all student group at MMEMS exceeded the performance standard for Career Standard Benchmark.

24.1% of IEP student at MMEMA scored advanced or proficient on the Science PSSA.

43.8% of ED students at MMEMS scored advanced or proficient on the Science PSSA.

Identify and address individual student learning needs

Align curricular materials and lesson plans to the PA Standards

Growth - 81.5% of the Hispanic subgroup exceeded the standard demonstrating growth and showed an increase in performance from the previous year in Science/Biology.

Challenges

Only 9% of students in 8th grade scored advanced on the Science PSSA

86.7% of ELL students at MMEMS scored below basic or basic on the ELA PSSA.

Only 19.9% of the ELL subgroup increased performance on the English Language Arts/Literature State Assessments from the previous year. They still did not meet the interim goal/improvement target.

Only 5.2% of the ELL subgroup increased performance on the Mathematics/Algebra State Assessments from the previous year. They still did not meet the interim goal/improvement target.

100% of the all student group at MMEMS maintained the performance standard for Career Standard Benchmark from the previous year.

87.6% of IEP students are MMEMS scored below basic or basic on the ELA PSSA.

97.2% of ELL students at MMEMS scored below basic or basic on the Mathematics PSSA.

Implement a multi-tiered system of supports for academics and behavior

Challenges

Implement evidence-based strategies to engage families to support learning

Continuously monitor implementation of the school improvement plan and adjust as needed

Only 23.5% of the ELL subgroup increased performance on the Science/Biology State Assessments from the previous year. They still did not meet the interim goal/improvement target.

Only 29.7% of ELLs met the interim goal/improvement target of English language proficiency as measured by the ACCESS for ELLs.

Most Notable Observations/Patterns

The school, overall, is making progress towards goals, but even though growth is occurring the standards and targets for achievement are not being met. We need to grow quicker in order to meet the goals before the change.

Challenges

Discussion Point

Priority for Planning

Only 19.9% of the ELL subgroup increased performance on the English Language Arts/Literature State Assessments from the previous year. They still did not meet the interim goal/improvement target.

missed time in ELL class, periods too short, scheduling issues

Only 5.2% of the ELL subgroup increased performance on the Mathematics/Algebra State Assessments from the previous year. They still did not meet the interim goal/improvement target.

missed time in ELL class, periods too short, scheduling issues

Implement a multi-tiered system of supports for academics and behavior

Need to continue working on the ARMOR program and include within in it more academic recognition.

Implement evidence-based strategies to engage families to support learning

Deeper family to school communication needs to be established so that families can be more up to date on academic progress of students.

Continuously monitor implementation of the school improvement plan and adjust as needed

100 Day Plans

Only 23.5% of the ELL subgroup increased performance on the Science/Biology State Assessments from the previous year. They still did not meet the interim goal/improvement target.

Only 29.7% of ELLs met the interim goal/improvement target of English language proficiency as measured by the ACCESS for ELLs.

ADDENDUM B: ACTION PLAN

Action Plan: Focus on Continuous Improvement of Instruction

Action Steps	Anticipated Start/Completion Date
100 Day Plan - ELA and Math	09/02/2020 - 03/31/2021

Monitoring/Evaluation	Anticipated Output
Principal will monitor staff to ensure that plans are in place and being followed. Data from benchmark tests and written submitted lesson plans will be used to monitor routines.	Written lesson plans will be submitted. Data logs will be kept. Student/Teacher contact logs with goals will be kept.

Material/Resources/Supports Needed	PD Step
All ELA Teachers and all Mathematics Teachers	no

Action Plan: Foster Quality Professional Learning

Action Steps	Anticipated Start/Completion Date
Professional Development in the areas of data analysis and Curriculum alignment when writing lesson plans will be offered to all teachers of all subjects.	09/02/2020 - 02/02/2021
Monitoring/Evaluation	Anticipated Output
Principal and Act 48 committee will review the effectiveness of these professional developments based on review surveys from teachers.	Act 48 review surveys
Material/Resources/Supports Needed	PD Step
LIU 18 Superintendent approval	yes

Action Plan: Provide Student-Centered Supports

Action Steps	Anticipated Start/Completion Date
Teachers will contact parents quarterly.	09/02/2020 - 04/01/2021

Monitoring/Evaluation	Anticipated Output
Principal will review and monitor transmissions being sent home by departments/grade levels.	Quarterly newsletters in English and Spanish for departments/grade levels

Material/Resources/Supports Needed	PD Step
ClassDojo or Skyward Correct parent contacts ability to create paper copies for those not able to receive electronic copies translator	no

09/02/2020 - 04/01/2021

Action Plan: Empowered Leadership

Action Steps

Anticipated Start/Completion Date

Data will be utilized by all educators to guide and justify the allocation and alignment of technology, aides and scheduling. All teachers will ensure that materials and resources are differentiated appropriately within their classrooms.

09/02/2020 - 03/31/2021

Monitoring/Evaluation

Anticipated Output

Principal will assist with scheduling and distribution of technology and other resources to determine that they are being distributed in a fair and equitable manner. Groupings will be monitored via classroom walk-throughs and observation modes already in place.

Students will be grouped appropriately according to data within the classroom setting. Technology and aides will be allocated to those students most requiring it, either by class or by schedule. Resources such as bilingual textbooks, etc. will be allocated to classes appropriately based on data.

Material/Resources/Supports Needed

PD Step

computers aides scheduling support from administration materials such as textbooks sufficient to cover a full class of students

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All educators will engage in a review of current and future curriculums to align them to the PA Core Standards and to monitor future revisions based on field testing. (Curriculum Alignment)	Foster Quality Professional Learning	Professional Development in the areas of data analysis and Curriculum alignment when writing lesson plans will be offered to all teachers of all subjects.	09/02/2020 - 02/02/2021
Teachers will be continually trained on data analysis and use of data interpretation for decision making when using the CDT, Emetric, PVAAS, Imagine Learning, and the Future Ready Index to make classroom instructional decisions. (Data Analysis)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Analysis / Curriculum Alignment	MMEMS Faculty	Staff will develop a list of curriculum concerns. The School Level Plan Team will compile a summarized list and present it to Jeanne. Jeanne will invite the IU to do a staff development day (Act 80?) for best practices for teaching specific targeted standards.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Act 48 Review Surveys	10/15/2020 - 02/26/2021	Jeanne Conahan/LIU 18

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

10/15/2020 - 02/26/2021

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Professional Development	Data Analysis	TEAMS Cooperative meetings	All Math and ELA Staff	Weekly staff development scheduled time
Parent communications	TEAMS usage and online learning	Virtual meetings	Parents and families	Sept.2020-June 2021
Grade Level TEAMS conferencing	Differentiation of Math and LEA lessons standards based	Virtual staff development meetings through TEAMS	grade level Math/ LEA teams	Bi-weekly meetings Sep. 2020t-June 2021

