

Maple Manor EI/MS

ATSI Title 1 School Plan | 2024 - 2025

Vision for Learning

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

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Star Reading BOY to EOY Benchmark Assessment Growth: 4th Grade Median Percentile BOY (17th) to (29th) by EOY. 3rd Grade Median Percentile BOY (10th) to (25th) by EOY.	No
Star Benchmark Assessments BOY to EOY (2023-2024): Students in 4th Grade Increased performance/skills at or above benchmark. (Literacy Assessments); Students in 3rd Grade Increased performance/skills at or above benchmark.	No
Freckle Lesson Progress: 66% of our entire elementary population have passed all lessons attempted within the Freckle Platform.	No
STAR READING: The average percentile rank for 4th Grade Reading Economically Disadvantaged in the fall went from 19 to 34 in the spring.	No
STAR MATH: The average percentile rank for 4th Grade Math Economically Disadvantaged in the fall went from 19 to 59 in the spring.	No
Study Island Science: 4th Grade Pre-Test scores of 47.2% to Post-Test scores of 55% showed growth over the course of the 2022-2023 school year.	No
Future Ready PA Index - English Language Arts / Literature: Meeting Annual Academic Growth Expectations for All Student Group - 96% of all students exceeding growth expectations; 84% of the Hispanic student subgroup, 79% of the English Learners subgroup, and 90% of the Economically Disadvantaged subgroup, and 84% of the Students with Disabilities subgroup also exceeds this standard and is an increase from the previous year.	Yes
Future Ready PA Index - Mathematics / Algebra: Meeting Annual Academic Growth Expectations for All Student Group - 97% of all students exceeding growth expectations. 100% of the Hispanic student	Yes

subgroup, 100% of the English Learners subgroup, and 100% of the Economically Disadvantaged subgroup, and 80% of the Students with Disabilities subgroup also exceeds this standard and is an increase from the previous year.	
100% of all students within the Economically Disadvantaged subgroup exceeded the performance standard for the Career Standard Benchmark.	No
100% of all students within the English Language Learner subgroup exceeded the performance standard for the Career Standard Benchmark.	No
100% of all students within the Students with Disabilities subgroup exceeded the performance standard for the Career Standard Benchmark.	No
Freckle Lesson Progress: 72% of our entire elementary population have passed all lessons attempted within the Freckle Platform.	No
100% of the all student group at MMEMS exceeded the performance standard for Career Standard Benchmark.	No
Identify and address individual student learning needs.	Yes
Align curricular materials and lesson plans to the PA Standards.	Yes
Star Benchmark Assessments BOY to EOY (2023-2024): Students in 4th Grade Increased performance/skills at or above benchmark. (Math Assessment); Students in 3rd Grade Increased performance/skills at or above benchmark.	No
Star BOY to EOY have shown growth across all grade levels (3rd through 6th) 373 of 564 students scored at or above typical growth (35th current SGP) from Fall to Spring . This has increased 7% from last year's fall to spring. 192 of 641 students estimated to score at or above the proficiency benchmark on the Reading state test This has increased 5% from last year.	No
Star Reading BOY to EOY Benchmark Assessment Growth: 4th Grade Median Percentile BOY (21st) to (53rd) by EOY. 6th Grade Median Percentile BOY (10th) to (24th) by EOY.	No

Star BOY to EOY have shown growth across all grade levels (3rd through 6th) 430 of 554 students scored at or above typical growth (35th current SGP) from Fall to Spring . This has increased (19th) from last year's fall to spring. 118 of 639 students estimated to score at or above the proficiency benchmark on the Math state test This has increased 12% from last year.	No
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Challenges

Challenge	Consideration In Plan
Only 28.9% of the all student group scored proficient or advanced on the ELA/Literature State Assessments, which is an increase from the previous year, but did not meet the interim goal/improvement target.	Yes
Only 9.1% of the all student group scored proficient or advanced on the Mathematics / Algebra State Assessments, which is an increase from the previous year, but did not meet the interim goal/improvement target.	Yes
Only 49.2% of the All Student Group met the Performance Standard for Regular Attendance, which is an increase from the previous year. Future Ready PA Index: On-Track Measures - Regular Attendance 42.9% of the Black subgroup attained the performance standard of regular attendance.	No
Only 16.7% of the all student group met the interim goal/improvement target of English language proficiency as measured by the ACCESS for ELD students. However, this performance level is an increase from the previous year.	No
Only 47.9% of the All Student Group met the Performance Standard for Regular Attendance. This level of attendance is also a decrease from the previous year.	Yes

Only 9.3% of the all student group met the interim goal/improvement target of English language proficiency as measured by the ACCESS for ELD students. This performance level is also a decrease from the previous year.	No
Future Ready PA Index: On-Track Measures - Regular Attendance 42.9% of the Black subgroup attained the performance standard of regular attendance.	No
Students need to increase proficiency performance in Operations and Algebraic Thinking, Numbers and Operations, Fractions, Number system, Functions, and Expression and Equation domains. Star Math Benchmark Assessments BOY to EOY (2023-2024): 5th grade: BOY Median Percentile (12th) to EOY Median Percentile (17th) 3rd grade: BOY Median Percentile (26th) to EOY Median Percentile (31st) .	No
Ensuring that 100% of all students within the Students with Disabilities subgroup will exceed the performance standard for the Career Standard Benchmark.	No
Ensuring that 100% of all students within the English Language Learner subgroup will exceed the performance standard for the Career Standard Benchmark.	No
Ensuring that 100% of all students within the Economically Disadvantaged subgroup will exceed the performance standard for the Career Standard Benchmark.	No
Star Math Benchmark Assessments BOY to EOY (2023-2024): 5th grade: Increased from the (12th) to (17th) percentile, but still considered to be 2 grade levels below; 3rd Grade: Increased from the (26th) to (31st) percentile, although we showed growth students are still considered below grade level.	No
Ensuring that 100% of the all student group at MMEMS will exceed the performance standard for Career Standard Benchmark.	No
Implement a multi-tiered system of supports for academics and behavior.	No
Implement evidence-based strategies to engage families to support learning.	Yes
Continuously monitor implementation of the school improvement plan and adjust as needed.	Yes

Star Reading Benchmark Assessments BOY to EOY (2023-2024): 5th grade: Increased from the 14th to 20th percentile, but still considered to be 2 grade levels below; 6th grade: Decreased from the 13th to 7th percentile and significant grade levels below.	No
Students need to increase proficiency performance in Informational, Literary, and Writing domains. Star Reading Benchmark Assessments BOY to EOY (2023-2024): 5th grade: BOY Median Percentile (14th) to EOY Median Percentile (20th) 6th grade: BOY Median Percentile (13th) to EOY Median Percentile (7th).	No
STAR MATH: The average percentile rank for 5th Grade Math Economically Disadvantaged in the fall went from 14 to 17 in the spring.	No
STAR READING: The average percentile rank for 5th Grade Reading Economically Disadvantaged in the fall went from 4 to 4 in the spring.	No
Study Island Science: All of 4th grade Pennsylvania users averaged 55.8% on the Pre-Test and 75.7% on the Post-Test. Our 4th grade users did not perform or grow at the same rate and level as the majority of the students using Study Island for Science within the state of Pennsylvania.	No

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.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
<p>Future Ready PA Index - English Language Arts / Literature: Meeting Annual Academic Growth Expectations for All Student Group - 96% of all students exceeding growth expectations; 84% of the Hispanic student subgroup, 79% of the English Learners subgroup, and 90% of the Economically Disadvantaged subgroup, and 84% of the Students with Disabilities subgroup also exceeds this standard and is an increase from the previous year.</p>	
<p>Future Ready PA Index - Mathematics / Algebra: Meeting Annual Academic Growth Expectations for All Student Group - 97% of all students exceeding growth expectations. 100% of the Hispanic student subgroup, 100% of the English Learners subgroup, and 100% of the Economically Disadvantaged subgroup, and 80% of the Students with Disabilities subgroup also exceeds this standard and is an increase from the previous year.</p>	
<p>Identify and address individual student learning needs.</p>	<p>By addressing unique needs of students and caregivers, we as a school can assist in meeting their needs within the building and getting them in touch with appropriate community-based services.</p>
<p>Align curricular materials and lesson plans to the PA Standards.</p>	<p>Academic engagement is crucial for students to attend school regularly. As a result, our curriculum must be aligned with the PA Standards with</p>

	appropriate rigor and challenge that can be met within our students' level of development.
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Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Only 28.9% of the all student group scored proficient or advanced on the ELA/Literature State Assessments, which is an increase from the previous year, but did not meet the interim goal/improvement target.	Subgroup considered for target, but areas checked were determined to be a stronger area of need at this current time.	No	
Only 9.1% of the all student group scored proficient or advanced on the Mathematics / Algebra State Assessments, which is an increase from the previous year, but did not meet the interim goal/improvement target.	Subgroup considered for target, but areas checked were determined to be a stronger area of need at this current time.	No	
Only 47.9% of the All Student Group met the Performance Standard for Regular Attendance. This level of attendance is also a decrease from the previous year.	While this is a lagging indicator, our regular attendance continues to play a significant role in meaningful access to the general education curriculum. In other words, students cannot grow	Yes	We must increase overall regular attendance to ensure students are able to gain meaningful access to instruction. Students must feel motivated and interested to be in school regularly and systems put in

	academically if they are not present for instruction.		place to reinforce that, as well as follow up with families when students are not regularly attending.
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Goal Setting

Priority: We must increase overall regular attendance to ensure students are able to gain meaningful access to instruction. Students must feel motivated and interested to be in school regularly and systems put in place to reinforce that, as well as follow up with families when students are not regularly attending.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Regular Attendance	By the end of the 2024-2025 school year, we will have increased our Black student attendance from 42.9% for the 2022-2023 school year to the statewide average of 73.9%.	Black Attendance	2.5% increase in regular attendance for black students from the baseline of 42.9%	5% increase in regular attendance for black students from the baseline of 42.9%	7.5% increase in regular attendance for black students from the baseline of 42.9%	10% increase in regular attendance for black students from the baseline of 42.9%

Action Plan

Action Plan for: Parent Engagement Activities					
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Family involvement Black Attendance 		Increase in frequency of parent engagement activities as well as attendance of families/caregivers. Increasing the frequency and amount of stakeholders in the building to forge partnerships in student learning. Further, through these relationships, it is our goal to increase family/student connections to the school itself; resulting in regular attendance.		Quarterly review of activities planned/held, as well as average attendance as measured by sign-in sheets. Further Daily attendance reports will be reviewed by the building level administration to ensure attendance issues are addressed promptly. The plan will be monitored as required under ESSA §§ 1114(b)(3) and revisions to the plan will be made if necessary.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
School faculty and administration will develop and hold activities in the building that encourages parents to attend and participate with their children focusing on our Black population	09/03/2024	06/06/2025	Administration	Staff, technology (i.e., computers, projectors, smart boards), outside programs	Yes

<p>Faculty and administration will review attendance of families of black students at these activities, as well as the results of the provided feedback from parents measures to determine effectiveness, future planning of activities, and ensure a more inclusive school environment.</p>	<p>11/01/2024</p>	<p>06/06/2025</p>	<p>Interventionists; administration</p>	<p>Staff, technology (i.e., computers, projectors), parent feedback handouts</p>	<p>No</p>
<p>Administration will revisit the attendance data of black students midway through the year and again at the end of the year to evaluate strategies used for greater engagement.</p>	<p>09/04/2024</p>	<p>04/17/2025</p>	<p>Administration</p>	<p>Attendance Logs</p>	<p>No</p>

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Parent Engagement Activities	<ul style="list-style-type: none"> School faculty and administration will develop and hold activities in the building that encourages parents to attend and participate with their children focusing on our Black population

Professional Development Activities

New School Year Orientation						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> School faculty and administration will develop and hold activities in the building that encourages parents to attend and participate with their children focusing on our Black population 	Parents & Caregivers	General policies and expectations of the school, attendance policies of the district, contact information, and other general information for parents/caregivers to know and how to participate in parent engagement activities throughout the year. Opportunity to meet	Parents will follow through with our policies and procedures; attendance will increase for parent engagement opportunities.	Faculty and administration	07/01/2024	08/27/2024

		with and discuss involvement with our Parent Advisory Committee (PAC), our Parent Teacher Association (PTA), as well as the opportunity to provide feedback on tentatively scheduled engagement activities or possibly new ones that have not been considered.				
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Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Initial orientation will be once for the new school year. However, PAC meetings will also review and revisit these policies and procedures on a monthly basis, as well as provide the opportunity for families/caregivers to give their opinions and feedback.		