

MAPLE MANOR EL/MS

1700 W 22nd Street

ATSI Title 1 School Plan | 2023 - 2024

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jason Williams	Principal	MMEMS-Principal	williamsja@hasdk12.org
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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
Imagine Learning Lesson Progress: 81% of our entire elementary population have passed all lessons attempted within the Imagine Learning platform (Oral Vocabulary) 79% (Literacy Assessment)	No
Imagine Learning Benchmark Assessments BOY to EOY (2022-2023): 3rd Grade Increased performance/skills from 1 grade level below to On Grade Level by EOY (Literacy Assessments); 6th Grade Increased from intermediate level to Advanced Level by EOY (Oral Vocabulary Assessments).	No
Imagine Learning Benchmark Assessments BOY to EOY (2022-2023): 3rd grade: 19% Basic & 3% Proficient --> 27% Basic & 6% Proficient. 4th grade: 6%Basic & 1% Proficient --> 20% Basic & 2% Proficient.	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 Math Benchmark Assessments (2022-2023): 4th Grade: BOY Median Benchmark Percentile (11th) to EOY Median Benchmark Percentile (21st); 6th Grade: BOY Median Benchmark Percentile (13th) to EOY Median Benchmark Percentile (20th)	No
Future Ready PA Index - English Language Arts / Literature: Meeting Annual Academic Growth Expectations for All Student Group - 95% of all students exceeding growth expectations; 98% of the Hispanic student subgroup, 97% of the English Learners subgroup, and 82% of the Economically Disadvantaged 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 - 94.2% of all students exceeding growth expectations. 96.8% of the Hispanic student subgroup, 92% of the English Learners subgroup, and 82% of the Economically Disadvantaged subgroup also exceeds this standard and is an increase from the previous year.	Yes
Star Reading BOY to EOY Benchmark Assessment Growth: 3rd Grade Median Percentile (14th) to 21st by EOY.	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
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
STAR READING: The average percentile rank for 5th Grade Reading Students with Disabilities in the fall went from 3 to 8 in the spring.	No
STAR MATH: The average percentile rank for 4th Grade Math Economically Disadvantaged in the fall went from 11 to 19 in the spring.	No

Challenges

Challenge	Consideration In Plan
Imagine Learning Benchmark Assessments BOY to EOY (2022-2023): 5th grade: 3% Basic & 0% Proficient --> 6% Basic & 3% Proficient. 6th grade: 3% Basic & 0% Proficient --> 7% Basic & 0% Proficient.	No
Ensuring that 100% of the all student group at MMEMS will exceed the performance standard for Career Standard Benchmark.	No
Star Math Benchmark Assessments BOY to EOY (2022-2023): 3rd Grade: BOY Median Benchmark Percentile (32nd) to EOY Median Benchmark Percentile (17th); 5th Grade: BOY Median Benchmark Percentile (13th) to EOY Median Benchmark Percentile (10th)	No
Implement a multi-tiered system of supports for academics and behavior.	Yes
Implement evidence-based strategies to engage families to support learning.	Yes
Continuously monitor implementation of the school improvement plan and adjust as needed.	Yes
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
Only 28.8% 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 5.1% 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 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. Future Ready PA Index: On-Track Measures - Regular Attendance 31.8% of the Black subgroup attained the performance standard of regular attendance.	No
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
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.	No
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
Imagine Learning Benchmark Assessments BOY to EOY (2022-2023): 5th grade: Increased from 1679 to 1801, but still considered to be 2 grade levels below; 6th grade: Increased from 1817 to 1852, but still considered to be 2 grade levels below.	No
Star Reading Benchmark Assessments BOY to EOY (2022-2023): 5th grade: BOY Median Percentile (14th) to EOY Median Percentile (19th) 6th grade: BOY Median Percentile (15th) to EOY Median Percentile (14th)	No
Future Ready PA Index: On-Track Measures - Regular Attendance 31.8% of the Black subgroup attained the performance standard of regular attendance.	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: The average percentile rank for 3rd Grade Math English Learners in the fall went from 18 to 6 in the spring.	No
STAR READING: The average percentile rank for 4th Grade Reading Students with Disabilities in the fall went from 1 to 2 in the spring.	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
Identify and address individual student learning needs.	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.
Align curricular materials and lesson plans to the PA Standards.	Academic engagement is crucial for students to attend school regularly. As a result, our curriculum must be aligned with the PA Standards with appropriate rigor and challenge that can be met within our students' level of development.
Future Ready PA Index - English Language Arts / Literature: Meeting Annual Academic Growth Expectations for All Student Group - 95% of all students exceeding growth expectations; 98% of the Hispanic student subgroup, 97% of the English Learners subgroup, and 82% of the Economically Disadvantaged subgroup also exceeds this standard and is an increase from the previous year.	
Future Ready PA Index - Mathematics / Algebra: Meeting Annual Academic Growth Expectations for All Student Group - 94.2% of all students exceeding growth expectations. 96.8% of the Hispanic student subgroup, 92% of the English Learners subgroup, and 82% of the Economically Disadvantaged subgroup also exceeds this standard and is an increase from the previous year.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Implement a multi-tiered system of supports for academics and behavior.	Continue to revisit and add/adjust based on student needs (i.e., behavior, conduct).	No	

<p>Implement evidence-based strategies to engage families to support learning.</p>	<p>To increase overall attendance, as well as our black students, we must develop a stronger school to home connection through parent outreach opportunities. Increase the number of family engagement activities during the school year to partner with more families.</p>	<p>Yes</p>	<p>To increase overall attendance, we must develop a stronger school to home connection through parent outreach opportunities. Increase the number of family engagement activities during the school year to partner with more families. In turn, Developing strong connections between home and school, students will gain a stronger attachment to the school community which will increase their regular attendance.</p>
<p>Continuously monitor implementation of the school improvement plan and adjust as needed.</p>	<p>This is a working document and will be changed as progress monitoring data show growth or stagnation.</p>	<p>No</p>	
<p>Only 28.8% 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.</p>	<p>Subgroup considered for target, but areas checked were determined to be a stronger area of need at this current time.</p>	<p>No</p>	
<p>Only 5.1% 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.</p>	<p>Subgroup considered for target, but areas checked were determined to be a stronger area of need at this current time.</p>	<p>No</p>	

Goal Setting

Priority: To increase overall attendance, we must develop a stronger school to home connection through parent outreach opportunities. Increase the number of family engagement activities during the school year to partner with more families. In turn, Developing strong connections between home and school, students will gain a stronger attachment to the school community which will increase their regular attendance.

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 2023-2024 school year, we will have increased our Black student attendance from 31.8% for the 2021-2022 school year to the statewide average of 82.2%.	Black Attendance	By the end of the 23-24 school year, Black student attendance will increase by 11% to 15%.	By the end of the 23-24 school year, Black student attendance will increase by 11% to 15%.	By the end of the 23-24 school year, Black student attendance will increase by 11% to 15%.	By the end of the 23-24 school year, Black student attendance will increase by 11% to 15%.

Action Plan

Action Plan for: Family Engagement Initiatives					
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Black Attendance 		Increase in attendance of Black population		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?
Plan 2023-2024 New student/3rd grade orientation activities, presentation, and important literature.	06/12/2023	08/24/2023	Building level administration	Staff to develop materials; technology (i.e., projector, computer); printing of literature to hand out to parents/families; translation services	Yes

Action Plan for: English Language Growth					
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
		English Language Proficiency growth measured by WiDA and PreLAS		ELD staff and administration will regularly monitor monthly student progress to ensure development of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) through classroom-based performance measures (LAS Links).	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Provide evidence-based instruction through pull out supports by our certified ELD teachers across all grade levels in small groups.	08/31/2023	06/07/2024	Building level administration	ELD curricula; teachers, computers, projectors, smart boards, paper materials/consumables.	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Family Engagement Initiatives	<ul style="list-style-type: none">• Plan 2023-2024 New student/3rd grade orientation activities, presentation, and important literature.
English Language Growth	<ul style="list-style-type: none">• Provide evidence-based instruction through pull out supports by our certified ELD teachers across all grade levels in small groups.

Professional Development Activities

Importance of Academic and School Engagement to Increase Attendance						
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"> Plan 2023-2024 New student/3rd grade orientation activities, presentation, and important literature. 	Parents/guardians, faculty, & community stakeholders	Increasing student success through parent involvement in academic progress, homework, and various types of real-world opportunities for generalization of skills.	All stakeholders will have a new appreciation and understanding of the ways in which engagement can significantly impact attendance and performance in school.	Building level administration	08/24/2023	06/07/2024
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Other	Monthly through the use of meetings, flyers, handouts, and other inclusive activities within the building.					

Evaluation and Assessment of English Language Development and Proficiency

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"> Provide evidence-based instruction through pull out supports by our certified ELD teachers across all grade levels in small groups. 	ELD Teachers and aides	The use of preLAS and LAS links in determining language proficiency levels and ways in which to incorporate these levels in targeted instruction.	Teachers will become more familiar with the ways in which they can use these programs to further assess their students and plan appropriately for direct instruction in small groups to develop BICS and CALP.	Building level administration; Supervisor of ELD	08/31/2023	06/07/2024

Learning Formats			
Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	During ACT 80 days throughout the school year		