

MAPLE MANOR EL/MS

1700 W 22nd Street

Schoolwide Title 1 School Plan | 2022 - 2023

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Mrs. Kristy Porambo	Intervention Teacher	MMEMS	porambok@hasdk12.org

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 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
43.4% of 8th grade students score advanced or proficient on the 2019 PSSA.	No
41.9% of students scored advanced or proficient on the 2019 PSSA.	No
24.1% of IEP student at MMEMA scored advanced or proficient on the Science PSSA.	No
43.8% of ED students at MMEMS scored advanced or proficient on the Science PSSA.	No
35% of ED students at MMEMS scored advanced or proficient on the ELA PSSA.	No
44.3% of Hispanic students at MMEMS scored advanced or proficient on the Science PSSA.	No
53.1% of the 4th grade students scored advanced or proficient on the Science PSSA.	No
40.3% of the 8th grade students scored advanced or proficient on the Science PSSA.	No
Growth - 92% of the ELL subgroup exceeded the standard demonstrating growth and showed an increase in performance from the previous year in ELA.	Yes
Growth - 86% of the students with disabilities subgroup exceeded the standard demonstrating growth and showed an increase in performance from the previous year in Math.	Yes
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.	Yes
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%.	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
14.8% students of 8th grade students achieved advanced or proficient on the Mathematics PSSA.	No

Challenges

Challenge	Consideration In Plan
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.	Yes
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.	Yes
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.	Yes
Only 29.7% of ELLs met the interim goal/improvement target of English language proficiency as measured by the ACCESS for ELLs.	Yes
86.3% of 4th grade students scored below basic or basic on the Mathematics PSSA.	No
100% of the all student group at MMEMS maintained the performance standard for Career Standard Benchmark from the previous year.	No
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?	No
94.2% of 6th grade students scored below basic or basic on the Mathematics PSSA.	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
70.2% of 5th grade students scored below basic or basic on the 2019 PSSA.	No
61.2% of 7th students scored below basic or basic on the 2019 PSSA.	No
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?	No
87.6% of IEP students are MMEMS scored below basic or basic on the ELA PSSA.	No

97.2% of ELL students at MMEMS scored below basic or basic on the Mathematics PSSA.	No
86.7% of ELL students at MMEMS scored below basic or basic on the ELA PSSA.	No
Compared to the state averages the students in 4th grade are nearly double when considering basic and below basic scores.	No
Only 9% of students in 8th grade scored advanced on the Science PSSA	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
Growth - 92% of the ELL subgroup exceeded the standard demonstrating growth and showed an increase in performance from the previous year in ELA.	Students are growing and therefore can be enriched and challenged in small groups within the classroom. The higher this percentage becomes the more our all student group percentage will increase.
Growth - 86% of the students with disabilities subgroup exceeded the standard demonstrating growth and showed an increase in performance from the previous year in Math.	Students are growing and therefore can be enriched and challenged in small groups within the classroom. The higher this percentage becomes the more our all student group percentage will increase.
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.	The Hispanic subgroup seems to show an interest in Science. Science teachers can be leveraged to assist teaching nonfiction reading skills.
Identify and address individual student learning needs	Students who are identified for Child Study Process can be helped more quickly thus improving the overall all student percentages.
Align curricular materials and lesson plans to the PA Standards	Aligning lesson plans more closely to the PA standards especially for ELA will help close the achievement gap.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
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	Yes	Due to limited amount of growth within the ELD subgroup, A Data analysis team will be developed (interventionists, teachers, psychologist, counselor, administration). This team will implement a data-driven approach to identifying students in need of remediation, provide research-based instructional strategies and resources, and perform frequent and objective progress monitoring and fidelity checks to determine effectiveness and appropriateness of remediation attempts.

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	Yes	Due to limited amount of growth within the ELD subgroup, A Data analysis team will be developed (interventionists, teachers, psychologist, counselor, administration). This team will implement a data-driven approach to identifying students in need of remediation, provide research-based instructional strategies and resources, and perform frequent and objective progress monitoring and fidelity checks to determine effectiveness and appropriateness of remediation attempts.
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.		No	
Only 29.7% of ELLs met the interim goal/improvement target of English language proficiency as measured by the ACCESS for ELLs.		No	
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.	No	
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.	Yes	Parent and community involvement within the school setting has a positive impact on academic outcomes. As a result, throughout the school year, teachers and administration will make a concerted effort to increase the number and frequency at which parents participate in school activities (i.e., Parent Advisory Committee, PTA, extra-curricular activities, and seasonal programs).
Continuously monitor implementation of the school improvement plan and adjust as needed	100 Day Plans	No	

Goal Setting

Priority: Due to limited amount of growth within the ELD subgroup, A Data analysis team will be developed (interventionists, teachers, psychologist, counselor, administration). This team will implement a data-driven approach to identifying students in need of remediation, provide research-based instructional strategies and resources, and perform frequent and objective progress monitoring and fidelity checks to determine effectiveness and appropriateness of remediation attempts.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	At the conclusion of the 2022-2023 school year, 4th grade ELA students targeted for remediation through benchmark assessments will have demonstrated at least 20% growth from BOY benchmark assessments to EOY benchmark assessments.	ELA Intervention	All students will have participated in BOY benchmark assessments. Students targeted for remediation will be grouped based on specific skill deficit needs and small group instruction will begin with interventionist.	By the end of the 2nd quarter, students will have participated in MOY benchmark assessments. Additionally, progress monitoring assessments will also demonstrate progress towards growth. At this point of the year, students should have made 4-7% growth over initial benchmark assessment.	At the conclusion of the 3rd quarter, students should have made 12-15% over initial benchmark assessment of the year. This will be determined by progress monitoring assessments and classroom-based measures.	At the conclusion of the 4th quarter, students will have made 20% growth from their initial benchmark assessment as measured by the EOY assessment. Additionally, progress monitoring assessments and classroom-based performance will also be considered. Data analysis team will determine strengths and weaknesses of the program for planning purposes the following year.

Priority: Due to limited amount of growth within the ELD subgroup, A Data analysis team will be developed (interventionists, teachers, psychologist, counselor, administration). This team will implement a data-driven approach to identifying students in need of remediation, provide research-based instructional strategies and resources, and perform frequent and objective progress monitoring and fidelity checks to determine effectiveness and appropriateness of remediation attempts.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	At the conclusion of the 2022-2023 school year, 3rd grade math students targeted for remediation through benchmark assessments will have demonstrated at least 20% growth from BOY benchmark assessments to EOY benchmark assessments	Math Intervention	All students will have participated in BOY benchmark assessments. Students targeted for remediation will be grouped based on specific skill deficit needs and small group instruction will begin with interventionist.	By the end of the 2nd quarter, students will have participated in MOY benchmark assessments. Additionally, progress monitoring assessments will also demonstrate progress towards growth. At this point of the year, students should have made 4-7% growth over initial benchmark assessment.	At the conclusion of the 3rd quarter, students should have made 12-15% over initial benchmark assessment of the year. This will be determined by progress monitoring assessments and classroom-based measures.	At the conclusion of the 4th quarter, students will have made 20% growth from their initial benchmark assessment as measured by the EOY assessment. Additionally, progress monitoring assessments and classroom-based performance will also be considered. Data analysis team will determine strengths and weaknesses of the program for planning purposes the following year.

Priority: Parent and community involvement within the school setting has a positive impact on academic outcomes. As a result, throughout the school year, teachers and administration will make a concerted effort to increase the number and frequency at which parents participate in school activities (i.e., Parent Advisory Committee, PTA, extra-curricular activities, and seasonal programs).

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Parent and family engagement	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.	Parent Contact	By the conclusion of the 1st quarter, we will have had at least 2 parent engagement activities through the use of PAC meetings and PTA meetings.	By the conclusion of the 2nd quarter, we will have had at least 2 additional parent engagement activities (4 on the year to date) through the use of PAC and PTA meetings, as well as after school activities (i.e., basketball games, holiday night).	By the conclusion of the 3rd quarter, we will have had at least 2 additional parent engagement activities (6 on the year to date) through the use of PAC and PTA meetings, as well as after school extra-curricular activities.	By the conclusion of the 4th quarter, we will have had at least 2 additional parent engagement activities (8 on the year to date) through the use of PAC and PTA meetings, spring fair, as well as extra-curricular activities

Action Plan

Action Plan for: Supporting student growth and progress through parent engagement					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Parent Contact 		To increase the amount of parents engaged in PAC and PTA meetings by at least 50% from the previous year's attendance.		Interventionists will monitor sign-in sheets throughout the year to track attendance.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
During new student orientation, parents will be provided with copies of the Parent Compact and School Parent and Family Engagement Policy in both English and Spanish. Additionally, as parents and students enter the building, they will be immediately offered the opportunity to join the PTA as well as the Parent Advisory Committee (PAC). Parents will also receive frequent correspondence in student planners, on our school website, robo-calls, emails, and Microsoft Teams in English and in Spanish to keep them informed of pertinent information. Throughout the year, parents will be informed of events and activities to engage all facets of the family and community. These events will consist of: a Family Holiday Night in December, parent/student reading initiatives (i.e., Muffins with Mom, Donuts with Dad, etc.), a Spring Fair in May, as well as international cuisine events where families can bring in a dish reflecting their heritage.	09/02/2022	06/09/2023	Jason Williams / Principal	Salary and Benefits for Teachers and LT Subs \$701,622.50 Renaissance Star Reading/Math \$7,750.00 Imagine Learning \$19,490.31 Parent Engagement Activities \$7,130.00 Planners 2,646.00 Folders \$0.00 Supplemental Instructional supplies and materials \$38,420.85 Learning A-Z \$2,394.00	No

Action Plan for: Imagine Learning Literacy and Mathematics

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Math Intervention ELA Intervention 		At the conclusion of the school year, students within these targeted groups (3rd grade mathematics; 4th grade Language Arts) will have demonstrated 20% growth from BOY to EOY benchmark assessments.		Frequent fidelity checks of implementation of the program will be conducted by interventionists and administration, as well as progress monitoring assessments throughout the course of the school year in conjunction with benchmark assessments.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
As students begin the school year, they will participate in benchmark assessments to determine current levels of functioning. Throughout the school year, students will have the opportunity to participate in several research-based instructional strategies beyond the traditional delivery of the classroom curriculum to provide meaningful instruction on their developmental level. As students progress through these programs, frequent progress monitoring probes will be administered to ensure appropriate growth as well as determine the fidelity of the program implementation. Check-in conferences will occur to discuss appropriateness of methods (i.e., should tools be added/changed/removed) and celebrate successes.	09/06/2022	06/09/2023	Jason Williams / Principal	Salary and Benefits for Teachers and LT Subs \$701,622.50 Renaissance Star Reading/Math \$7,750.00 Imagine Learning \$19,490.31 Parent Engagement Activities \$7,130.00 Planners 2,646.00 Folders \$0.00 Supplemental Instructional supplies and materials \$38,420.85 Learning A-Z \$2,394.00	No
Once students complete the benchmark assessment, data analysis team (including building administration, interventionists, support staff such as psychologist, ELD teacher, and general education teachers) will analyze results to develop appropriate groups for targeted intervention	09/01/2022	06/09/2023	Jason Williams / Principal; Ronald Tutko & Kristy Porambo / Interventionists	Salary and Benefits for Teachers and LT Subs \$701,622.50 Renaissance Star Reading/Math \$7,750.00 Imagine Learning \$19,490.31 Parent Engagement Activities \$7,130.00 Planners 2,646.00 Folders \$0.00 Supplemental Instructional supplies and materials \$38,420.85 Learning A-Z \$2,394.00 Salary and Benefits for Teachers and LT Subs \$701,622.50 Renaissance Star Reading/Math \$7,750.00 Imagine Learning \$19,490.31 Parent Engagement Activities \$7,130.00 Planners 2,646.00 Folders \$0.00 Supplemental Instructional supplies and materials \$38,420.85 Learning A-Z \$2,394.00	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Imagine Learning Literacy and Mathematics	<ul style="list-style-type: none">• Once students complete the benchmark assessment, data analysis team (including building administration, interventionists, support staff such as psychologist, ELD teacher, and general education teachers) will analyze results to develop appropriate groups for targeted intervention

Professional Development Activities

Imagine Learning Data Usage and Analysis						
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"> Once students complete the benchmark assessment, data analysis team (including building administration, interventionists, support staff such as psychologist, ELD teacher, and general education teachers) will analyze results to develop appropriate groups for targeted intervention 	3-6 Teachers	Using Imagine Learning to Inform instruction, how to use benchmark data to develop remediation/enrichment groups, and effectively communicate growth/development with parents/guardians.	Teacher self-reflection on lesson effectiveness; informal and formal observations.	Building administration (Jason Williams & Nicholas Flaim) and Interventionists (Ronald Tutko, Kristy Porambo)	09/01/2022	06/09/2023
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	During Act 80 days and check-ins during staff development.				Language and Literacy Acquisition for All Students	