

McAdoo-Kelayres EL/MS

ATSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
McAdoo-Kelayres Elementary Middle School		118403302
Address 1		
15 Kelayres Road		
Address 2		
City	State	Zip Code
McAdoo	PA	18237
Chief School Administrator		Chief School Administrator Email
Dr. Brian Uplinger		uplingerb@hasdk12.org
Principal Name		
Mr. Kevin Schadder		
Principal Email		
schadderk@hasdk12.org		
Principal Phone Number		Principal Extension
570-459-3221		25505
School Improvement Facilitator Name		School Improvement Facilitator Email
Deanna Mennig		dmennig@liu18.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kevin Schadder	Principal	MKEMS	schadderk@hasdk12.org
Brian Uplinger	Chief School Administrator	HASD	uplingerb@hasdk12.org
Dane Watro	Community Member	PA State Representative	dwatro@pahousegov.com
Christina Fedorko	Education Specialist	MKEMS	fedorkoc@hasdk12.org
Melissa Wartman	Teacher	MKEMS	wartmanm@hasdk12.org
Kathleen Bet	Teacher	MKEMS	betk@hasdk12.org
Michelle Zukoski	District Level Leaders	HASD	zukoskim@hasdk12.org
Jacqueline Steber	Teacher	MKEMS	steberj@hasdk12.org
Lindsey Wagner	District Level Leaders	MKEMS	wagnerl@hasdk12.org
Lisbeth Lapaix Guerrero	Parent	MKEMS	gris_lapaix@hotmail.com
Heather Savadge	Paraprofessional	MKEMS	savadgeh@hasdk12.org
Deanna Mennig	Other	IU 18	dmennig@liu18.org
Debra Marchetti	Teacher	MKEMS	marchettid@hasdk12.org
Stephen Lucas	Teacher	MKEMS	lucass@hasdk12.org
Patrick Patte	District Level Leaders	MKEMS	pattep@hasdk12.org
Frank Walton	Other	MKEMS	waltonf@hasdk12.org

Vision for Learning

Vision for Learning

McAdoo-Kelayres Elementary Middle School ensures that every Hispanic, English Language Learner, and economically disadvantaged student, as well as all students, will 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 model.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
The "All Student" Group exceeded the Statewide Growth Standard and the State Growth average for English/Language Arts.	MKEMS Academic score of 80.0 versus Statewide Growth Standard Academic Score of 75.4.
The "All Student" Group exceeded the Statewide Growth Standard and the State Growth average for Mathematics.	MKEMS Academic score of 99.3 versus Statewide Growth Standard Academic Score of 74.9.

Challenges

Indicator	Comments/Notable Observations
The All Student Group did not meet the State Target for English/Language Arts.	State ELA score of 54.5% versus MKEMS ELA score of 31.6%
The All Student Group did not meet the State Target for Mathematics.	State Mathematics score of 38.3% versus MKEMS Mathematics score of 10.6%
The All Student Group did not meet the State Target for Science.	State Science score of 58.9% versus MKEMS Science score of 51.9%

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator The English Learner Sub-group "exceeded" growth index for English/Language Arts and Math. ESSA Student Subgroups English Learners	Comments/Notable Observations PVAAS academic growth score was 92.0 for ELA and 86.0 for Math.
Indicator	Comments/Notable Observations

<p>The Economically Disadvantage Sub-group "exceeded" growth index for English/Language Arts, Mathematics, and Science.</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>PVAAS academic growth score was 86.0 for ELA, 100.0 for Math, and 81.0 for Science.</p>
<p>Indicator The Hispanic Sub-group "exceeded" growth index for English/Language Arts, Mathematics, and Science.</p> <p>ESSA Student Subgroups Hispanic</p>	<p>Comments/Notable Observations PVAAS academic growth score was 89.0 for ELA, 100.0 for Math, and 78.5 for Science.</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator The white sub-group "met or exceeded" growth index for English/Language Arts, Mathematics, and Science.</p> <p>ESSA Student Subgroups White, Students with Disabilities</p>	<p>Comments/Notable Observations PVAAS academic growth score was 71.0 for ELA, 93.0 for Math, and 78.5 for Science.</p>

Challenges

<p>Indicator The All-Student Group demonstrated 31.6% Proficient or Advanced in ELA, 10.6% Proficient or Advanced in Math, and 51.9% Proficient or Advanced in Science.</p> <p>ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations The Statewide Average is 54.5% Proficient or Advanced in ELA. The Statewide Average is 38.3% Proficient or Advanced in Math. The Statewide average is 58.9% Proficient or Advanced in Science.</p>
<p>Indicator The Hispanic Subgroup demonstrated 27.9% Proficient or Advanced in ELA, demonstrated 7.0% Proficient or Advanced in Math, and 38.6% Proficient or Advanced in Science in 2023.</p> <p>ESSA Student Subgroups Hispanic</p>	<p>Comments/Notable Observations The Statewide Average is 54.5% Proficient or Advanced in ELA. The Statewide Average is 38.3% Proficient or Advanced in Math. The Statewide average is 58.9% Proficient or Advanced in Science.</p>
<p>Indicator The White Subgroup demonstrated 36.4% Proficient or Advanced in ELA, and</p>	<p>Comments/Notable Observations The Statewide Average is 54.5% Proficient or Advanced in</p>

<p>13.7% Proficient or Advanced in Math in 2023.</p> <p>ESSA Student Subgroups White</p>	<p>ELA. The Statewide Average is 38.3% Proficient or Advanced in Math.</p>
<p>Indicator The Student with Disabilities Subgroup demonstrated 15.3% Proficient or Advanced in ELA, 9.6% Proficient or Advanced in Math, 31.4% in Science in 2023.</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations The Statewide Average is 54.5% Proficient or Advanced in ELA. The Statewide Average is 38.3% Proficient or Advanced in Math. The Statewide average is 58.9% Proficient or Advanced in Science.</p>
<p>Indicator The Economically Disadvantaged Subgroup demonstrated 27.9% Proficient or Advanced in ELA, 8.7% Proficient or Advanced in Math, and 42.7% Proficient or Advanced in Science in 2023.</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations The Statewide Average is 54.5% Proficient or Advanced in ELA. The Statewide Average is 38.3% Proficient or Advanced in Math. The Statewide average is 58.9% Proficient or Advanced in Science.</p>
<p>Indicator The English Learners Subgroup demonstrated 15.3% Proficient or Advanced in ELA and 2.3% Proficient or Advanced in Math in 2023.</p> <p>ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations The Statewide Average is 54.5% Proficient or Advanced in ELA. The Statewide Average is 38.3% Proficient or Advanced in Math.</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator The All-student subgroup demonstrated 44.7% regular attendance, the Hispanic subgroup demonstrated 43.1% regular attendance, the economically disadvantaged demonstrated 40.3% regular attendance, the English learners demonstrated 52.6% regular attendance, the white subgroup demonstrated 47.6% regular attendance, and students with disabilities demonstrated 31.8% regular attendance in 2021-2022 school year.</p> <p>ESSA Student Subgroups Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations The Statewide Average is 73.9% regular Attendance.</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

The English Learner Sub-group "exceeded" the academic growth score for English/Language Arts.
The Economically Disadvantage Sub-group "exceeded" the academic growth score for Mathematics.
The All-Student Group "exceeded" the academic growth score for English/Language Arts.
The All-Student Group "exceeded" the academic growth score for Mathematics.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

The All-Student Group Did Not Meet Interim Goal/Improvement Target for English/Language Arts.
The All-Student Group Did Not Meet Interim Goal/Improvement Target for Mathematics.
The All-Student Group Did Not Meet Interim Goal/Improvement Target for Science.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
For students in Grades kindergarten through six, students are assessed utilizing benchmark data through the Renaissance Program.	Students receive the Star Benchmark (Renaissance) three times per school year.
For students in Grades seven and eight, students are assessed utilizing Classroom Diagnostic Tool (CDTs).	Students receive the Classroom Diagnostic Tool three times per school year.

English Language Arts Summary

Strengths

STAR Reading (Renaissance) and CDT benchmark data is utilized to guide instruction throughout the school year.

Challenges

Teachers are experiencing time constraints and scheduling difficulties when attempting to complete multiple data benchmarks while still focusing on standards-based ELA instruction for the Pennsylvania School System Assessments (PSSA's) in the school year.

Students are lacking appropriate instructional time due to the multiple ELA data benchmarks being administered throughout the school year. This leads to students being unprepared and underperforming.

Mathematics

Data	Comments/Notable Observations
For students in Grades seven and eight, students are assessed utilizing Classroom Diagnostic Tool (CDTs) and Study Island.	Students receive the Classroom Diagnostic Tool (CDT) and Study Island Benchmark three times per school year.
For students in Grades kindergarten through six, students are assessed utilizing benchmark data through the Renaissance Program.	Students receive the Star Math Benchmark (Renaissance) three times per school year.

Mathematics Summary

Strengths

STAR Math (Renaissance), CDT, and Study Island benchmark data is utilized to guide instruction throughout the school year.

Challenges

Teachers are experiencing time constraints and scheduling difficulties when attempting to complete multiple data benchmarks while still focusing on Math standards-based instruction for the Pennsylvania School System Assessments (PSSA's) in the school year.

Students are lacking appropriate instructional time due to the multiple Math data benchmarks being administered throughout the school year. This leads to students being unprepared and underperforming.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
For students in Grades seven and eight, students are assessed utilizing Classroom Diagnostic Tool (CDTs).	Students receive the Classroom Diagnostic Tool (CDTs) three times per school year.

Science, Technology, and Engineering Education Summary

Strengths

Science CDT benchmark data is utilized to guide instruction throughout the school year.

Challenges

The school does not utilize a Science benchmark in Grades one through six.

Related Academics

Career Readiness

Data	Comments/Notable Observations
All students in Grades Kindergarten through eighth utilize the Choices 360 program for Career Readiness.	Each quarter requires separate activities related to Career Readiness.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Each quarter requires separate activities related to Career Readiness.
Student participation in Career Readiness is at 100% of the students enrolled in the school.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

It is difficult for ELD students to comprehend what is required of them while utilizing the CHOICES 360 Career Readiness program.

Teachers do not have access to view CHOICES 360 Career Readiness student portfolios.
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Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
In the English Learners student group, 2.3% of the students achieved Proficient or Advanced in Mathematics.	Statewide Average is 38.3% Proficient or Advanced.
In the English Learners student group, 15.3% of the students achieved Proficient or Advanced in English/Language Arts.	Statewide Average is 54.5% Proficient or Advanced.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
In the Students with disabilities student group, 9.6% of the students achieved Proficient or Advanced in Mathematics.	Statewide Average is 38.3% Proficient or Advanced.
In the Students with disabilities student group, 15.3% of the students achieved Proficient or Advanced in English/Language Arts.	Statewide Average is 54.5% Proficient or Advanced.
In the Students with disabilities student group, 31.4% of the students achieved Proficient or Advanced in Science.	Statewide Average is 58.9% Proficient or Advanced.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
In the Economically Disadvantaged student group, 8.7% of the students achieved Proficient or Advanced in Mathematics.	Statewide Average is 38.3% Proficient or Advanced.
In the Economically Disadvantaged student group, 27.9% of the students achieved Proficient or Advanced in English/Language Arts.	Statewide Average is 54.5% Proficient or Advanced.
In the Economically Disadvantaged student group, 42.7% of the students achieved Proficient or Advanced in Science.	Statewide Average is 58.9% Proficient or Advanced.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Hispanic	The Hispanic subgroup did not meet the statewide standard for Achievement in ELA, Mathematics, and Science. according to the 2023 Emetric Summary Report.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

In the Hispanic student group, students met or exceeded the Academic Growth Score in Mathematics, ELA, and Science.
In the Economically Disadvantaged student group, students met or exceeded the Academic Growth Score in Mathematics, ELA, and Science.
In the All-Student Group, students met or exceeded the Academic Growth Score in Mathematics, ELA, and Science.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The English Learners Subgroup Did Not Meet Interim Goal/Improvement Target in ELA, Mathematics, and Science.
The Economically Disadvantaged Subgroup Did Not Meet Interim Goal/Improvement Target in ELA, Mathematics, and Science.
The Hispanic Subgroup Did Not Meet Interim Goal/Improvement Target in ELA, Mathematics, and Science.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Not Yet Evident
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Not Yet Evident
Monitor and evaluate the impact of professional learning on staff practices and student learning	Not Yet Evident

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Implement evidence-based strategies to engage families to support learning through Title I services and programs.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Use multiple professional learning designs to support the learning needs of staff.
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Implement a multi-tiered system of supports for academics and behavior.

Monitor and evaluate the impact of professional learning on staff practices and student learning.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
The All-Student Group "exceeded" the academic growth score for Mathematics.	False
The English Learner Sub-group "exceeded" the academic growth score for English/Language Arts.	False
The Economically Disadvantage Sub-group "exceeded" the academic growth score for Mathematics.	False
STAR Reading (Renaissance) and CDT benchmark data is utilized to guide instruction throughout the school year.	False
Science CDT benchmark data is utilized to guide instruction throughout the school year.	False
Student participation in Career Readiness is at 100% of the students enrolled in the school.	True
Each quarter requires separate activities related to Career Readiness.	False
In the Hispanic student group, students met or exceeded the Academic Growth Score in Mathematics, ELA, and Science.	True
In the All-Student Group, students met or exceeded the Academic Growth Score in Mathematics, ELA, and Science.	True
Implement evidence-based strategies to engage families to support learning through Title I services and programs.	True
In the Economically Disadvantaged student group, students met or exceeded the Academic Growth Score in Mathematics, ELA, and Science.	True
STAR Math (Renaissance), CDT, and Study Island benchmark data is utilized to guide instruction throughout the school year.	False
The All-Student Group "exceeded" the academic growth score for English/Language Arts.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
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The All-Student Group Did Not Meet Interim Goal/Improvement Target for English/Language Arts.	True
The All-Student Group Did Not Meet Interim Goal/Improvement Target for Mathematics.	True
The All-Student Group Did Not Meet Interim Goal/Improvement Target for Science.	True
Teachers are experiencing time constraints and scheduling difficulties when attempting to complete multiple data benchmarks while still focusing on Math standards-based instruction for the Pennsylvania School System Assessments (PSSA's) in the school year.	False
It is difficult for ELD students to comprehend what is required of them while utilizing the CHOICES 360 Career Readiness program.	True
Teachers are experiencing time constraints and scheduling difficulties when attempting to complete multiple data benchmarks while still focusing on standards-based ELA instruction for the Pennsylvania School System Assessments (PSSA's) in the school year.	False
The school does not utilize a Science benchmark in Grades one through six.	True
The Economically Disadvantaged Subgroup Did Not Meet Interim Goal/Improvement Target in ELA, Mathematics, and Science.	True
The Hispanic Subgroup Did Not Meet Interim Goal/Improvement Target in ELA, Mathematics, and Science.	True
Use multiple professional learning designs to support the learning needs of staff.	False
Implement a multi-tiered system of supports for academics and behavior.	False
The English Learners Subgroup Did Not Meet Interim Goal/Improvement Target in ELA, Mathematics, and Science.	True
Students are lacking appropriate instructional time due to the multiple ELA data benchmarks being administered throughout the school year. This leads to students being unprepared and underperforming.	False
Students are lacking appropriate instructional time due to the multiple Math data benchmarks being administered throughout the school year. This leads to students being unprepared and underperforming.	False
Teachers do not have access to view CHOICES 360 Career Readiness student portfolios.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
It is difficult for ELD students to comprehend what is required of them while utilizing the CHOICES 360 Career Readiness program.		False
The English Learners Subgroup Did Not Meet Interim Goal/Improvement Target in ELA, Mathematics, and Science.	The English Learners Subgroup demonstrated 15.3% Proficiency in ELA in 2023. The English Learners Subgroup demonstrated 2.3% Math Proficiency in 2023.	False
The Economically Disadvantaged Subgroup Did Not Meet Interim Goal/Improvement Target in ELA, Mathematics, and Science.	The Economically Disadvantaged Subgroup demonstrated 27.9% Proficiency in ELA in 2023. The Economically Disadvantaged Subgroup demonstrated 42.7% Science Proficiency in 2023. The Economically Disadvantaged subgroup demonstrated 8.7% Proficiency in Mathematics in 2023.	True
The Hispanic Subgroup Did Not Meet Interim Goal/Improvement Target in ELA, Mathematics, and Science.	The Hispanic Subgroup demonstrated 27.9% Proficiency in ELA in 2023. The Hispanic subgroup maintained and demonstrated 7.0% Proficiency in Mathematics in 2023. The Hispanic Subgroup demonstrated 38.6% Science Proficiency in 2023.	True
The school does not utilize a Science benchmark in Grades one through six.		False
Teachers do not have access to view CHOICES 360 Career Readiness student portfolios.		False
The All-Student Group Did Not Meet Interim Goal/Improvement Target for English/Language Arts.		False
The All-Student Group Did Not Meet Interim Goal/Improvement Target for Mathematics.		False
The All-Student Group Did Not Meet Interim Goal/Improvement Target for Science.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
In the Economically Disadvantaged student group, students met or exceeded the Academic Growth Score in Mathematics, ELA, and Science.	The Economically Disadvantaged Group demonstrated a Statewide Growth of 86.0% in ELA and 100.0% in Math in 2023.
In the All-Student Group, students met or exceeded the Academic Growth Score in Mathematics, ELA, and Science.	The All-Student Group demonstrated a Statewide Growth of 80.0% in ELA and 99.3% in Math in 2023.
In the Hispanic student group, students met or exceeded the Academic Growth Score in Mathematics, ELA, and Science.	The Hispanic student Group demonstrated a Statewide Growth of 89.0% in ELA and 100.0% in Math in 2023.
Implement evidence-based strategies to engage families to support learning through Title I services and programs.	
Student participation in Career Readiness is at 100% of the students enrolled in the school.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Identify the challenges faced by the group and provide remediation and curriculum updates.
	Work with parents in creating a culture of attendance in school.

Goal Setting

Priority: Identify the challenges faced by the group and provide remediation and curriculum updates.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the academic year, we aim to identify and reduce reading deficiencies among students by utilizing the STAR assessment benchmark results. The targets are to increase the percentage of students reading at or above grade level by 3% each quarter. By following this structured approach, we aim to systematically identify reading deficiencies and implement effective interventions, ensuring that a greater number of students achieve reading proficiency by the end of the year.			
Measurable Goal Nickname (35 Character Max)			
Deficiency Remediation			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Quarter 1 (Q1) - Baseline Identification: Specific: Administer the STAR reading assessment to all students to establish baseline reading levels. Measurable: Identify and document the number of students reading below grade level. Achievable: Ensure 100% participation in the assessment. Relevant: Understanding current reading levels is crucial for targeted intervention. Time-bound: Complete by the end of Q1 (September 30).	Quarter 2 (Q2) - Initial Intervention and Progress Check: Specific: Implement targeted reading intervention programs for students identified as reading below grade level in Q1. Measurable: Re-assess using STAR to measure progress and aim for a 3% reduction in the number of students reading below grade level. Achievable: Use data-driven instruction to tailor interventions. Relevant: Early intervention increases the chances of improving reading skills. Time-bound: Complete by the end of Q2 (December 31).	Quarter 3 (Q3) - Mid-Year Evaluation and Adjustment: Specific: Evaluate the effectiveness of the interventions and adjust strategies as needed. Measurable: Conduct another STAR assessment and target a further 3% reduction in students reading below grade level from the Q2 results. Achievable: Refine and intensify interventions based on mid-year data. Relevant: Continuous monitoring and adjustment ensure sustained improvement. Time-bound: Complete by the end of Q3 (March 31).	Quarter 4 (Q4) - Final Assessment and Goal Achievement: Specific: Perform a final STAR assessment to evaluate year-long progress. Measurable: Achieve a cumulative 30% reduction in the number of students reading below grade level compared to the baseline established in Q1. Achievable: Utilize all resources and intervention data collected throughout the year. Relevant: Demonstrates significant improvement in reading proficiency. Time-bound: Complete by the end of Q4 (June 10).

Priority: Work with parents in creating a culture of attendance in school.

Outcome Category

Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By the end of the academic year, we aim to increase the overall school attendance rate across all subgroups by 8% from the current baseline. Quarterly targets will be set to ensure steady progress. By following this structured approach, we aim to systematically increase overall school attendance, ensuring steady progress across all subgroups throughout the year.			
Measurable Goal Nickname (35 Character Max)			
Student Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Quarter 1 (Q1) - Baseline Identification and Initial Strategies: Specific: Conduct a comprehensive attendance audit to establish baseline attendance rates for all subgroups (e.g., by grade level, ethnicity, socioeconomic status). Measurable: Identify current attendance rates and document them. Achievable: Implement initial engagement strategies such as attendance awareness campaigns and parent communications. Relevant: Establishing a clear understanding of current attendance rates is crucial for targeted interventions. Time-bound: Complete baseline identification and initial strategies by the end of Q1 (September 30).	Quarter 2 (Q2) - Early Intervention and Monitoring: Specific: Introduce targeted intervention programs for subgroups with the lowest attendance rates identified in Q1. Measurable: Aim to improve attendance rates by 2% from the Q1 baseline. Achievable: Utilize data from Q1 to implement interventions such as mentorship programs, attendance incentives, and support services. Relevant: Early interventions can help address underlying issues affecting attendance. Time-bound: Complete by the end of Q2 (December 31).	Quarter 3 (Q3) - Mid-Year Evaluation and Adjustment: Specific: Assess the effectiveness of the Q2 interventions and adjust strategies based on attendance data. Measurable: Target an additional 2% increase in attendance rates from Q2 results. Achievable: Implement refined and intensified strategies, including personalized outreach and additional support for at-risk students. Relevant: Ongoing evaluation and adjustment ensure interventions remain effective. Time-bound: Complete by the end of Q3 (March 31).	Quarter 4 (Q4) - Final Push and Year-End Evaluation: Specific: Conduct a final review of attendance data and the effectiveness of interventions. Measurable: Achieve a cumulative 8% increase in overall attendance rates compared to the baseline established in Q1. Achievable: Utilize all available resources and intervention data collected throughout the year to maximize attendance. Relevant: Consistent attendance is critical for academic success and student engagement. Time-bound: Complete by the end of Q4 (June 10).

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)
By the end of the academic year, we aim to increase parent attendance at engagement activities by 8% from the current baseline, with specific quarterly targets to ensure consistent progress. By following this structured approach, we aim to systematically increase parent

attendance at engagement activities, ensuring steady progress and stronger school-community connections throughout the year.

Measurable Goal Nickname (35 Character Max)

Parent Engagement Activities

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
<p>Quarter 1 (Q1) - Baseline Identification and Initial Outreach: Specific: Conduct an audit of parent attendance at engagement activities during the previous year to establish a baseline. Measurable: Document the number of parents attending each activity and calculate the average attendance rate. Achievable: Implement initial outreach efforts such as newsletters, emails, and social media posts to inform parents about upcoming activities. Relevant: Understanding the current level of parent engagement is crucial for setting realistic improvement targets. Time-bound: Complete baseline identification and initial outreach by the end of Q1 (September 30).</p>	<p>Quarter 2 (Q2) - Engagement Strategy Implementation: Specific: Introduce targeted engagement strategies such as personalized invitations and flexible scheduling with different grade levels and events. Measurable: Aim to increase parent attendance by 2% from the Q1 baseline. Achievable: Use data from Q1 to focus efforts on activities with historically low attendance. Relevant: Enhancing parent engagement supports student success and strengthens school-community relationships. Time-bound: Complete by the end of Q2 (December 31).</p>	<p>Quarter 3 (Q3) - Mid-Year Evaluation and Adjustment: Specific: Assess the effectiveness of the Q2 engagement strategies and adjust based on feedback and attendance data. Measurable: Target an additional 2% increase in parent attendance from the Q2 results. Achievable: Refine strategies and continue outreach, incorporating parent feedback to improve engagement. Relevant: Continuous evaluation and adjustment ensure strategies are effective and responsive to parent needs. Time-bound: Complete by the end of Q3 (March 31).</p>	<p>Quarter 4 (Q4) - Final Push and Year-End Evaluation: Specific: Conduct a final assessment of parent attendance at engagement activities and overall strategy effectiveness. Measurable: Achieve a cumulative 8% increase in parent attendance compared to the baseline established in Q1. Achievable: Utilize all available resources and data collected throughout the year to maximize parent engagement. Relevant: Strong parent engagement contributes to a supportive educational environment for students. Time-bound: Complete by the end of Q4 (June 10).</p>

Action Plan

Measurable Goals

Deficiency Remediation	Student Attendance
Parent Engagement Activities	

Action Plan For: Benchmark Assessments

Measurable Goals:
<ul style="list-style-type: none"> By the end of the academic year, we aim to identify and reduce reading deficiencies among students by utilizing the STAR assessment benchmark results. The targets are to increase the percentage of students reading at or above grade level by 3% each quarter. By following this structured approach, we aim to systematically identify reading deficiencies and implement effective interventions, ensuring that a greater number of students achieve reading proficiency by the end of the year.

Action Step		Anticipated Start/Completion Date	
All students will complete a variety of benchmarks three times throughout the 2023-2024 school year.		2024-09-05	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal/Assistant Principal, Teachers	Title I Funds to be used for Teacher Salary benefits \$591,921.00 Teacher Mileage to and from Non-Public School \$430.00 Renaissance STAR Reading/Math \$11,904 Imagine Learning \$29077, Parent Engagement Activities \$6980.00, Professional Development \$3,000, Learning A-Z \$4598, Trans ACT \$495,00, NearPod \$4,393, Planners \$1,497, Folders \$497, Simple solutions \$2,000, Secret Story Kits \$240, UFLI Teacher Manuals \$1656	No	
Action Step		Anticipated Start/Completion Date	
Modifications to the Curriculum		2024-08-31	2025-06-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Superintendent for Curriculum, Supervisor of Federal	Title I Funds to be used for Teacher Salary benefits \$591,921.00 Teacher Mileage to and from Non-Public School \$430.00 Renaissance STAR	Yes	

Programs, Supervisor of EL, Principal/Assistant Principal, Teachers	Reading/Math \$11,904 Imagine Learning \$29077, Parent Engagement Activities \$6980.00, Professional Development \$3,000, Learning A-Z \$4598, Trans ACT \$495,00, NearPod \$4,393, Planners \$1,497, Folders \$497, Simple solutions \$2,000, Secret Story Kits \$240, UFLI Teacher Manuals \$1656		
Action Step		Anticipated Start/Completion Date	
MKEMS Faculty will be provided with current relevant data and will be provided with the tools necessary to analyze the data.		2024-09-05	2025-06-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, MKEMS Elementary and Middle School Data Representatives.	Title I Funds to be used for Teacher Salary benefits \$591,921.00 Teacher Mileage to and from Non-Public School \$430.00 Renaissance STAR Reading/Math \$11,904 Imagine Learning \$29077, Parent Engagement Activities \$6980.00, Professional Development \$3,000, Learning A-Z \$4598, Trans ACT \$495,00, NearPod \$4,393, Planners \$1,497, Folders \$497, Simple solutions \$2,000, Secret Story Kits \$240, UFLI Teacher Manuals \$1656	Yes	
Action Step		Anticipated Start/Completion Date	
MKEMS will implement an intervention period each day. Each Grade Level (3rd-8th) will utilize this additional time to provide enrichment or remediation to all students.		2024-09-05	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal	Title I Funds to be used for Teacher Salary benefits \$591,921.00 Teacher Mileage to and from Non-Public School \$430.00 Renaissance STAR Reading/Math \$11,904 Imagine Learning \$29077, Parent Engagement Activities \$6980.00, Professional Development \$3,000, Learning A-Z \$4598, Trans ACT \$495,00, NearPod \$4,393, Planners \$1,497, Folders \$497, Simple solutions \$2,000, Secret Story Kits \$240, UFLI Teacher Manuals \$1656	No	
Action Step		Anticipated Start/Completion Date	
Teachers of Grades K-2, will utilize Kid Writing in their classrooms.		2024-09-05	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Principal, Assistant Principal, and Mickayla Nowak	Title I Funds to be used for Teacher Salary benefits \$591,921.00 Teacher Mileage to and from Non-Public School \$430.00 Renaissance STAR Reading/Math \$11,904 Imagine Learning \$29077, Parent Engagement Activities \$6980.00, Professional Development \$3,000, Learning A-Z \$4598, Trans ACT \$495,00, NearPod \$4,393, Planners \$1,497, Folders \$497, Simple solutions \$2,000, Secret Story Kits \$240, UFLI Teacher Manuals \$1656	No	
Action Step		Anticipated Start/Completion Date	
Incorporate families on Reading and Math Instructional Practices through Parent and Family Engagement Activities.		2024-09-05	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Interventionist -Jackie Steber Part-Time Interventionist- Regina Ercolani Title I Teacher- Michele LaBuda Principal	Title I Funds to be used for Teacher Salary benefits \$591,921.00 Teacher Mileage to and from Non-Public School \$430.00 Renaissance STAR Reading/Math \$11,904 Imagine Learning \$29077, Parent Engagement Activities \$6980.00, Professional Development \$3,000, Learning A-Z \$4598, Trans ACT \$495,00, NearPod \$4,393, Planners \$1,497, Folders \$497, Simple solutions \$2,000, Secret Story Kits \$240, UFLI Teacher Manuals \$1656	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Classroom teachers will be provided with various resources to ensure that their instruction is tiered to meet the needs of all the students.	The Principal and Assistant Principal along with District Administrators will evaluate teachers via formal and informal observations. Also, the Administrative team will conduct more frequent, brief, classroom walkthroughs.

Action Plan For: Increased Professional Development

Measurable Goals:
<ul style="list-style-type: none"> By the end of the academic year, we aim to identify and reduce reading deficiencies among students by utilizing the STAR assessment benchmark results. The targets are to increase the percentage of students reading at or above grade level by 3% each quarter. By following this structured approach, we aim to systematically identify reading deficiencies and implement effective interventions, ensuring that a greater number of students achieve reading proficiency by the end of the year.

Action Step		Anticipated Start/Completion Date	
All faculty and staff will take the ATSI Teacher-feedback survey which will provide the ATSI Committee with various professional development topics.		2024-09-05	2024-10-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MKEMS ATSI Committee	Teacher Feedback Survey and Survey results	No	
Action Step		Anticipated Start/Completion Date	
Professional Development on the various benchmark assessment and the subsequent data.		2024-09-05	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, and IU 18 Representatives	Title I Funds used for Imagine Learning \$20,000.00 and LAS Links \$6,060.50.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The increased exposure to various types of Professional Development will allow teachers to provide more tiered instruction in their classrooms.	The Professional Development will be monitored and implemented by the Administrative Team along with assistance from District Administrators and representatives of IU 18. The informal and formal classroom observations will ensure that the professional development is being utilized to develop tiered classroom.

Action Plan For: Attendance

Measurable Goals:
<ul style="list-style-type: none"> By the end of the academic year, we aim to increase the overall school attendance rate across all subgroups by 8% from the current baseline. Quarterly targets will be set to ensure steady progress. By following this structured approach, we aim to systematically increase overall school attendance, ensuring steady progress across all subgroups throughout the year.

Action Step		Anticipated Start/Completion Date	
Attendance Awards Program		2024-09-05	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/Assistant Principal	Attendance Awards	No	
Action Step		Anticipated Start/Completion Date	

School Attendance Information Program		2024-09-05	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/Assistant Principal/Teachers	Attendance Information Program Presentation materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The goal is increased student attendance among the entire student population.	Home & School Visitor; bi-weekly attendance reports

Action Plan For: Parent Engagement Attendance

Measurable Goals:
<ul style="list-style-type: none"> By the end of the academic year, we aim to increase parent attendance at engagement activities by 8% from the current baseline, with specific quarterly targets to ensure consistent progress. By following this structured approach, we aim to systematically increase parent attendance at engagement activities, ensuring steady progress and stronger school-community connections throughout the year.

Action Step		Anticipated Start/Completion Date	
Develop a reliable tracking system to record parent engagement attendance at all engagement activities. Document the number of parents attending each event and calculate the average attendance rate for each quarter. Use sign in sheets and.pr mobile QR codes for sign in and parent surveys. Accurate data collection is crucial for understanding current engagement levels and setting future targets.		2024-09-05	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Interventionist -Jackie Steber Part-Time Interventionist- Regina Ercolani Title I Teacher- Michele LaBuda Principal	Title I Funds to be used for Teacher Salary benefits \$591,921.00 Teacher Mileage to and from Non-Public School \$430.00 Renaissance STAR Reading/Math \$11,904 Imagine Learning \$29077, Parent Engagement Activities \$6980.00, Professional Development \$3,000, Learning A-Z \$4598, Trans ACT \$495,00, NearPod \$4,393, Planners \$1,497, Folders \$497, Simple solutions \$2,000, Secret Story Kits \$240, UFLI Teacher Manuals \$1656	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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The goal is to measure and analyze the attendance of parents at engagement activities to identify trends and improve participation rates.	Quarterly targets will be set to ensure systematic data collection and evaluation
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Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> • Benchmark Assessments • Increased Professional Development • Attendance • Parent Engagement Attendance 	Teachers Salaries and Benefits	393071.75
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> • Benchmark Assessments • Increased Professional Development • Attendance • Parent Engagement Attendance 	Teacher Salary and benefits	139609.54
Instruction	<ul style="list-style-type: none"> • Benchmark 	Imagine Learning ELA and	43000

	<ul style="list-style-type: none"> Assessments Increased Professional Development Attendance Parent Engagement Attendance 	Math program	
Instruction	<ul style="list-style-type: none"> Benchmark Assessments Increased Professional Development Attendance Parent Engagement Attendance 	Planners and folders for parent communication	3473
Instruction	<ul style="list-style-type: none"> Benchmark Assessments Increased Professional Development Attendance Parent Engagement Attendance 	Simple Solutions supplemental math and reading books	4000
Instruction	<ul style="list-style-type: none"> Increased Professional Development Attendance Parent Engagement Attendance 	Title I pamphlets for increased instruction	2000
Instruction	<ul style="list-style-type: none"> Benchmark Assessments Increased Professional Development 	Renaissance Star assessment, Lalilo, Freckle supplemental instructional programs	12500

	<ul style="list-style-type: none"> • Attendance • Parent Engagement Attendance 		
Instruction	<ul style="list-style-type: none"> • Benchmark Assessments • Attendance 	Technology supplies, ie. Clear touch panels, etc.	6595.62
Instruction	<ul style="list-style-type: none"> • Benchmark Assessments • Attendance 	Reading/Math supplemental instructional books	5884.09
Instruction	<ul style="list-style-type: none"> • Benchmark Assessments 	Reading/Math manipulatives, ie. math fidgets	3000
Other Expenditures	<ul style="list-style-type: none"> • Parent Engagement Attendance 	Trans Act parent engagement letters	506
Instruction	<ul style="list-style-type: none"> • Benchmark Assessments • Increased Professional Development • Attendance • Parent Engagement Attendance 	Nearpod instructional programs	5425
Other Expenditures	<ul style="list-style-type: none"> • Increased Professional Development 	Professional Development PAFPC	1250
Instruction	<ul style="list-style-type: none"> • Benchmark Assessments • Attendance 	Learning A-Z supplemental instructional program	12500
Total Expenditures			632815

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Benchmark Assessments	Modifications to the Curriculum
Benchmark Assessments	MKEMS Faculty will be provided with current relevant data and will be provided with the tools necessary to analyze the data.
Increased Professional Development	Professional Development on the various benchmark assessment and the subsequent data.

MUSTANG TIME

Action Step		
<ul style="list-style-type: none"> MKEMS Faculty will be provided with current relevant data and will be provided with the tools necessary to analyze the data. 		
Audience		
Teachers		
Topics to be Included		
Faculty will analyze student data to determine areas of weakness. The Faculty will develop intervention groups according to these weaknesses during the daily MUSTANG TIME. Grades 3-8 Teachers will differentiate instruction to meet the needs of these students in the areas of these weaknesses. Grades K-2 will incorporate KID WRITING into each of their classes.		
Evidence of Learning		
Students will show increased performance on various classroom benchmarks. Also, students will demonstrate improved writing performances.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal and Assistant Principal	2024-09-05	2025-06-10

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Daily
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Board Affirmation SWP 24-25.pdf

Chief School Administrator	Date
Brian T. Uplinger	2024-07-25
Building Principal Signature	Date
Kevin Schadder	2024-07-25
School Improvement Facilitator Signature	Date
Deanna Mennig	2024-07-25