

MCADOO-KELAYRES EL/MS

15 Kelayres Rd

ATSI Title 1 School Plan | 2021 - 2022

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.

STEERING COMMITTEE

Name	Position	Building/Group
Frank Walton	Principal	MKEMS
Brian Uplinger	Superintendent	HASD
Patrick Patte	Director of Curriculum	HASD
Patricia Galloway	Supervisor of Fed Programs	HASD
Robert Barletta	Data Consultant	IU 18
Dane Watro	Community Rep/Parent	McAdoo Boro
Heather Zazycki	6th Grade Math Teacher	MKEMS
Christina Fedorko	Guidance Counselor	MKEMS
Sara Higgs	6th Grade Science Teacher	MKEMS
Stephen Lucas	4th Grade ELA	MKEMS
Regina Ercolani	3rd Grade ELA	MKEMS
Stephanie Makowiec	Primary Teacher	MKEMS
Nancy Barber	Primary Teacher	MKEMS

Name	Position	Building/Group
Debra Marchetti	Elementary ELD Teacher	MKEMS
Melissa Wartman	Elementary Special Education Teacher	MKEMS
Kathleen Bet	Middle School Math Teacher	MKEMS
Kaitlyn Herling	Middle School ELA/Science Teacher	MKEMS
Michelle Zukoski	Title I Teacher	MKEMS
Kimberly Valentine	Middle School ELD Teacher	MKEMS

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.

Essential Practices 3: Provide Student-Centered Support Systems

Use multiple professional learning designs to support the learning needs of staff

Essential Practices 4: Foster Quality Professional Learning

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidenced-based.

Essential Practices 4: Foster Quality Professional Learning

ACTION PLAN AND STEPS

Evidence-based Strategy

Tiered Instruction

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Tiered Instruction

Tiered instruction will be incorporated into all courses by June 30, 2021.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Faculty of MKEMS will be provided with all of the relevant and current data to properly tier their instruction.	2021-09-01 - 212022-05-28	MKEMS Data Chair Person	Future Ready Pa Index Data; PVAAS Data, eMetric Data, CDT Data, Imagine Learning Data, Classroom Assessment Data
Faculty will be exposed to the Multi-Tiered System of Supports (MTSS) to ensure that they are tiering their instruction.	2021-09-07 - 2022-06-30	Intermediate Unit 18 Representatives	Multi-Tiered System of Supports (MTSS) Training
Administration will observe and provide strategies to Faculty to ensure that all courses have tiered instruction.	2021-10-05 - 2022-06-30	Principal	Teacher Evaluation Instrument (T.E.I.) observations Informal Classroom observations, Long-term substitutes
Beginning during the second semester, MKEMS will administer Mustang Time. During this time period, each grade level will be provided with an additional time period to focus upon improving writing across all grade levels and curriculums.	2022-02-01 - 2022-06-30	Principal	Open-ended Math PSSA Data; ELA PSSA Data; ELA Writing Data
Teachers of Grades Kindergarten through 2nd grade, will begin to utilize Kid Writing in their individual classes.	2021-09-01 - 2022-06-30	Principal	Kid Writing Professional Development; Kid Writing Samples Title I funds for Kid Writing supplies.

Anticipated Outcome

Classroom teachers will be utilizing a Hybrid approach to ensure that all instruction is tiered to meet the needs of all students.

Monitoring/Evaluation

The evaluation of this process will be the Administrative Team.

Evidence-based Strategy

Increased Professional Development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Professional Development	All staff will receive professional development regarding program implementation training, data analysis, transition, and teacher feedback.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All Faculty will take a Teacher Feedback Survey to provide the ATSI Committee direction in the area of needed professional development.	2021-11-15 - 2022-01-14	MKEMS ATSI Committee	Teacher Feedback Survey Teacher Feedback Survey Results
Each month, the Staff will provide the administration with various topics of Professional Development that will during the daily Staff	2021-09-20 - 2022-06-15	Principal	Bi-Weekly Staff Development Calendar

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Development. The Administration will develop from these suggestions a Professional Development Calendar.			
Faculty will receive training/Professional Development on the various programs that are utilized in the school.	2021-09-01 - 2022-04-01	Principal; Intermediate Unit 18 Representatives; HASD Supervisor of Curriculum	HASD Programs Data Analysis Title I funds for the purchase of professional development from the various programs.

Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy
S.U.P.E.R. Program

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Positive Behavior Program	All students will be exposed to a School Wide Positive Behavior Support Program (SWPBSP).

Goal Nickname**Measurable Goal Statement (Smart Goal)****Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Faculty, Staff, and Students will be introduced to the MKEMS Positive Behavior Program (S.U.P.E.R.)

2021-09-01 -
2021-09-24

S.U.P.E.R.
Committee

S.U.P.E.R. Documents

Faculty, Staff and Administration will implement the S.U.P.E.R. program to increase positive behaviors in the classroom which will lead to increased student achievement.

2021-09-13 -
2022-06-15

S.U.P.E.R.
Committee/Principal

S.U.P.E.R. Incentives
Classroom Discipline
Reports

According to the Future Ready Index, an area of concern for MKEMS was student attendance. The school will implement a Perfect Attendance Program to assist with improving student attendance.

2022-01-24 -
2022-06-15

S.U.P.E.R.
Committee/Principal

Daily Attendance Reports
Perfect Attendance
Incentives

Anticipated Outcome**Monitoring/Evaluation**

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Tiered instruction will be incorporated into all courses by June 30, 2021. (Tiered Instruction)	Tiered Instruction	Faculty of MKEMS will be provided with all of the relevant and current data to properly tier their instruction.	09/01/2021 - 01/01/0001

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Tiered instruction will be incorporated into all courses by June 30, 2021. (Tiered Instruction)	Tiered Instruction	Faculty will be exposed to the Multi-Tiered System of Supports (MTSS) to ensure that they are tiering their instruction.	09/07/2021 - 06/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Tiered instruction will be incorporated into all courses by June 30, 2021. (Tiered Instruction)	Tiered Instruction	Teachers of Grades Kindergarten through 2nd grade, will begin to utilize Kid Writing in their individual classes.	09/01/2021 - 06/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All staff will receive professional development regarding program implementation training, data analysis, transition, and teacher feedback. (Professional Development)	Increased Professional Development	Faculty will receive training/Professional Development on the various programs that are utilized in the school.	09/01/2021 - 04/01/2022

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

2021-06-24

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

Brian Uplinger

2021-11-12

School Improvement Facilitator Signature

Deanna Mennig

2021-11-10

Building Principal Signature

Frank Walton

2021-11-01

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The Hispanic Subgroup met the annual academic growth target (PVAAS)

All student groups including Hispanic and Economically Disadvantaged student groups met the standard demonstrating growth in Mathematics

The Hispanic Student Group exceeded the All Student Group in Academic Growth in Science (70% versus 63%)

The All Student Group and all student groups exceeded the state average for the Career Readiness standard.

The Hispanic Student Group exceeded the State average growth in English Language Arts (PVAAS)

The Economically Disadvantaged Student Group exceeded the State average growth in Mathematics (PVAAS)

All Student Groups including Economically Disadvantaged, Hispanic, White, and the Lowest performing 33% of students all demonstrated significant growth in Mathematics in 8th Grade

The Economically Disadvantaged and Hispanic students

Challenges

The Hispanic, English Language Learner, and Economically Disadvantaged student groups did not meet the statewide goal for achieving Advanced or Proficiency

The Economically Disadvantaged student group did not meet the statewide goal for growth

All student groups including Hispanic, English Language Learner, and Economically Disadvantaged student groups did not meet the Mathematics improvement target

The All Student Group, Hispanic Student Group, and Economically Disadvantaged Student group did not meet the achievement target for Science

The All Student Group and the Economically Disadvantaged Student Group did not meet the Academic standard for growth in Science

The school will have to maintain the 100% each year to demonstrate that the school continues to exceed the state standard

In the Hispanic student group, 8.6% of the students achieved

Strengths

demonstrated significant growth in 2019

The English Language Learners and the White students demonstrated moderate growth in 2019

The All Student Group exceeded the State Average Growth score (85.5 to 75.1)

The Hispanic and Economically Disadvantaged student groups met or exceeded the Interim Target

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Challenges

Proficiency in Mathematics

In the Economically Disadvantaged student group, 11.3% of the students achieved Proficiency in Mathematics

In the Economically Disadvantaged student group, 32% of the students achieved ELA Proficiency

In the English Language Learner student group, 0% of the students achieved Proficiency in Mathematics

In the English Language Learner student group, 9% of the students achieved ELA Proficiency

All students showed a significant lack of achievement in Mathematics across all grade levels.

Regular Attendance was a concern for McAdoo-Kelayres Elementary Middle School

The school did not meet the PA Standard for Academic Growth in English/Language Arts in 4th Grade

The school did not meet the PA Standard for Academic Growth in English/Language Arts in 7th Grade

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *

Challenges

Identify professional learning needs through analysis of a variety of data

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

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

Most Notable Observations/Patterns

Challenges

**Discussion
Point**

Priority for Planning

All students showed a significant lack of achievement in Mathematics across all grade levels.

Regular Attendance was a concern for McAdoo-Kelayres Elementary Middle School

All student groups including Hispanic, English Language Learner, and Economically Disadvantaged student groups did not meet the Mathematics improvement target

Identify professional learning needs through analysis of a variety of data

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

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

The Hispanic, English Language Learner, and Economically Disadvantaged student groups did not meet the statewide goal for achieving Advanced or Proficiency

The Economically Disadvantaged student group did not meet the statewide goal for growth

ADDENDUM B: ACTION PLAN

Action Plan: Tiered Instruction

Action Steps	Anticipated Start/Completion Date
Faculty of MKEMS will be provided with all of the relevant and current data to properly tier their instruction.	09/01/2021 - 01/01/0001
Monitoring/Evaluation	Anticipated Output
The evaluation of this process will be the Administrative Team.	Classroom teachers will be utilizing a Hybrid approach to ensure that all instruction is tiered to meet the needs of all students.
Material/Resources/Supports Needed	PD Step
Future Ready Pa Index Data; PVAAS Data, eMetric Data, CDT Data, Imagine Learning Data, Classroom Assessment Data	yes

Action Steps**Anticipated Start/Completion Date**

Faculty will be exposed to the Multi-Tiered System of Supports (MTSS) to ensure that they are tiering their instruction.

09/07/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

The evaluation of this process will be the Administrative Team.

Classroom teachers will be utilizing a Hybrid approach to ensure that all instruction is tiered to meet the needs of all students.

Material/Resources/Supports Needed**PD Step**

Multi-Tiered System of Supports (MTSS) Training

yes



Action Steps**Anticipated Start/Completion Date**

Administration will observe and provide strategies to Faculty to ensure that all courses have tiered instruction.

10/05/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

The evaluation of this process will be the Administrative Team.

Classroom teachers will be utilizing a Hybrid approach to ensure that all instruction is tiered to meet the needs of all students.

Material/Resources/Supports Needed**PD Step**

Teacher Evaluation Instrument (T.E.I.) observations Informal Classroom observations, Long-term substitutes

no



Action Steps**Anticipated Start/Completion Date**

Beginning during the second semester, MKEMS will administer Mustang Time. During this time period, each grade level will be provided with an additional time period to focus upon improving writing across all grade levels and curriculums.

02/01/2022 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

The evaluation of this process will be the Administrative Team.

Classroom teachers will be utilizing a Hybrid approach to ensure that all instruction is tiered to meet the needs of all students.

Material/Resources/Supports Needed**PD Step**

Open-ended Math PSSA Data; ELA PSSA Data; ELA Writing Data

no



Action Steps**Anticipated Start/Completion Date**

Teachers of Grades Kindergarten through 2nd grade, will begin to utilize Kid Writing in their individual classes.

09/01/2021 - 06/30/2022

Monitoring/Evaluation**Anticipated Output**

The evaluation of this process will be the Administrative Team.

Classroom teachers will be utilizing a Hybrid approach to ensure that all instruction is tiered to meet the needs of all students.

Material/Resources/Supports Needed**PD Step**

Kid Writing Professional Development; Kid Writing Samples Title I funds for Kid Writing supplies.

yes

Action Plan: Increased Professional Development

Action Steps**Anticipated Start/Completion Date**

All Faculty will take a Teacher Feedback Survey to provide the ATSI Committee direction in the area of needed professional development.

11/15/2021 - 01/14/2022

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Teacher Feedback Survey Teacher Feedback Survey Results

no



Action Steps**Anticipated Start/Completion Date**

Each month, the Staff will provide the administration with various topics of Professional Development that will during the daily Staff Development. The Administration will develop from these suggestions a Professional Development Calendar.

09/20/2021 - 06/15/2022

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Bi-Weekly Staff Development Calendar

no



Action Steps**Anticipated Start/Completion Date**

Faculty will receive training/Professional Development on the various programs that are utilized in the school.

09/01/2021 - 04/01/2022

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

HASD Programs Data Analysis Title I funds for the purchase of professional development from the various programs.

yes

Action Plan: S.U.P.E.R. Program

Action Steps**Anticipated Start/Completion Date**

Faculty, Staff, and Students will be introduced to the MKEMS Positive Behavior Program (S.U.P.E.R.)

09/01/2021 - 09/24/2021

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

S.U.P.E.R. Documents

no



Action Steps**Anticipated Start/Completion Date**

Faculty, Staff and Administration will implement the S.U.P.E.R. program to increase positive behaviors in the classroom which will lead to increased student achievement.

09/13/2021 - 06/15/2022

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

S.U.P.E.R. Incentives Classroom Discipline Reports

no

Action Steps**Anticipated Start/Completion Date**

According to the Future Ready Index, an area of concern for MKEMS was student attendance. The school will implement a Perfect Attendance Program to assist with improving student attendance.

01/24/2022 - 06/15/2022

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Daily Attendance Reports Perfect Attendance Incentives

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Tiered instruction will be incorporated into all courses by June 30, 2021. (Tiered Instruction)	Tiered Instruction	Faculty of MKEMS will be provided with all of the relevant and current data to properly tier their instruction.	09/01/2021 - 01/01/0001
Tiered instruction will be incorporated into all courses by June 30, 2021. (Tiered Instruction)	Tiered Instruction	Faculty will be exposed to the Multi-Tiered System of Supports (MTSS) to ensure that they are tiering their instruction.	09/07/2021 - 06/30/2022
Tiered instruction will be incorporated into all courses by June 30, 2021. (Tiered Instruction)	Tiered Instruction	Teachers of Grades Kindergarten through 2nd grade, will begin to utilize Kid Writing in their individual classes.	09/01/2021 - 06/30/2022
All staff will receive professional development regarding program implementation	Increased	Faculty will receive	09/01/2021

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

training, data analysis, transition, and teacher feedback. (Professional Development)

Professional
Development

training/Professional
Development on
the various
programs that are
utilized in the
school.

-
04/01/2022



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
Mustang Time	Teachers	Faculty will analyze student data to determine area of weakness in writing. 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 area of these weaknesses. Grades K-2 will incorporate Kid Writing into each of their classes.	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Students will show increased performance on various classroom benchmarks (Imagine Learning, CDT, Study Island, etc.). Also, students will demonstrate improved writing performance.		02/01/2022 - 06/15/2022	Principal
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
		Language and Literacy Acquisition for All Students	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Parent/Community Information	MKEMS ATSI Plan	MKEMS Website	Parents/Community Members	August 2021- June 2022
Faculty/Staff Information	Faculty/Staff's Role in the implementation of the ATSI Plan	Faculty/Staff Meetings	Faculty and Staff	September-October 2021
Public Presentation of the MKEMS ATSI Plan	HASD Board Members' approval of the MKEMS 2021-2022 ATSI Plan Public Review of the MKEMS 2020-2021 ATSI Plan	HASD Board Meeting	HASD Board Members/Public	June 2021
