

MOUNT UNION-KISTLER EL SCH

154 School Street

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

We envision the creation of a community of lifelong learners inspired to empower, explore, innovate, and contribute positively to our local communities and the world around them. We will realize this vision by ensuring ALL students have access to... -a safe, caring educational environment. -learning experiences of the highest quality. -community partnerships that support our district's mission. -educational resources that will equip students with skills they need to be productive citizens in an ever-changing global society.

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

We plan to do professional development with PATTAN on implementation of Spring Math with fidelity.

Professional learning

We are going to do professional development with PATTAN on a new process called ECRI.

Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy

Acadience math goal

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
spring math goal	Get 70% of students in K-2 to proficient or advanced in Math.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Get training in Spring Math	2023-04-10 - 2023-05-31	Chad Mickle / principal	Support from PaTTAN

Anticipated Outcome

All teachers teach spring math with fidelity.

Monitoring/Evaluation

principal will evaluate on bi-monthly basis.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Get 70% of students in K-2 to proficient or advanced in Math. (spring math goal)	Acadience math goal	Get training in Spring Math	04/10/2023 - 05/31/2023

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.

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Regular attendance is above the state average.

Rigorous course study is above state average.

Acadience Data - Grade 1 improved from 41% to 45% of students at or above benchmark from the beginning of the year to the middle of the year.

Acadience Data - Grade 2 improved from 41% to 48% of students at or above benchmark from the beginning of the year to the middle of the year.

Acadience Data - Grade 3 improved from 41% to 44% of students at or above benchmark from the beginning of the year to the middle of the year.

ADM - Grade K went from 49% to 53% at or above grade level from beginning of the year to mid-year benchmark data based on math composite score.

ADM - Grade 1 went from 53% to 66% at or above grade level from beginning of the year to mid-year benchmark data based on math composite score.

Challenges

Need to bolster PSSA Reading scores.

Need to bolster PSSA Math scores.

Acadience Data - Grade K went from 44% to 39% of students at or above benchmark from the beginning of the year to the middle of the year.

Acadience Data - Grade 4 went from 45% to 42% of students at or above benchmark from the beginning of the year to the middle of the year.

ADM - Grade 2 went from 40% to 36% at or above grade level from beginning of the year to mid-year benchmark data based on math composite score.

IXL - 71% of students in Grade 6 Math are Below or Far Below grade level according to most recent diagnostic scores.

93% of 10th grade students who completed the Biology CDT scored below proficient.

Strengths

ADM - Grade 3 went from 38% to 58% at or above grade level from beginning of the year to mid-year benchmark data based on math composite score.

CDT - 21.4% of 10th grade students who completed the Biology CDT scored proficient on the Bioenergetic/Homeostasis and Transport diagnostic category.

11.8% scored advanced on NOCTI, which exceeds the statewide average of 4.8%.

Students in diverse racial/ethnic groups are not overrepresented in incidences of suspension/expulsion.

Our district does not have a problem with disproportionate representation of students from diverse racial/ethnic groups in special education.

Foster a vision and culture of high expectations for success for all students, educators, and families

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

Support the development and professional learning of central

Challenges

Only 35.5% of students who took the NOCTI scored competent or advanced.

Our district does overidentify students with specific learning disabilities.

Our district does overidentify students eligible for PASA.

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Strengths

office and school-based staff in alignment with district and school mission, vision, goals, and priorities

Partner with local businesses, community organizations, and other agencies to meet the needs of the district

Coordinate and monitor supports aligned with students' and families' needs

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
ADM - Grade 2 went from 40% to 36% at or above grade level from beginning of the year to mid-year benchmark data based on math composite score.	We plan to do professional development with PATTAN on implementation of Spring Math with fidelity.	✓
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data		
Acadience Data - Grade K went from 44% to 39% of students at or above benchmark from the beginning of the year to the middle of the year.	We are going to do professional development with PATTAN on a new process called ECRI.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Acadience math goal

Action Steps	Anticipated Start/Completion Date
Get training in Spring Math	04/10/2023 - 05/31/2023

Monitoring/Evaluation	Anticipated Output
principal will evaluate on bi-monthly basis.	All teachers teach spring math with fidelity.

Material/Resources/Supports Needed	PD Step
Support from PaTTAN	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Get 70% of students in K-2 to proficient or advanced in Math. (spring math goal)	Acadience math goal	Get training in Spring Math	04/10/2023 - 05/31/2023



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Spring Math training	All classroom teachers and Title Math	PaTTAN will train coaches to work with teachers on delivering Spring Math with fidelity
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Spring Math scores improve from year to year	05/04/2023 - 05/04/2024	Christian McClure - K-5 Director of Curriculum and Instruction
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Teaching Diverse Learners in Inclusive Settings	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

