

SHIRLEY TWP EL SCH

14188 Second St

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

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
Historically, the district has not had an individual leading the data analysis process. As a result, the process needs significant improvement. We believe the data analysis outcomes will help us target instruction and improve student performance.	English Language Arts
Curricular programming is not currently being implemented with fidelity.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy

Supporting Student Needs through Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum review cycle (ELA)	The district will be engaged in a continuous review of curriculum, instruction, and assessment in ELA to ensure delivery of programs that prepare students for the future.
Curriculum review cycle (Math)	The district will be engaged in a continuous review of curriculum, instruction, and assessment in Math to ensure delivery of programs that prepare students for the future.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop a framework and common language to guide instructional support to students K-12 in the areas of academics and behavior.	2022-01-01 - 2025-06-01	Director of Curriculum, Instruction, and Assessment	Support from administrative team and teacher-leaders.

Anticipated Outcome
 Implementation of a system that supports the instructional needs of all students K-12 academically and behaviorally.

Monitoring/Evaluation
 This district will monitor the implementation of a system of support through data analysis and review.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The district will be engaged in a continuous review of curriculum, instruction, and assessment in ELA to ensure delivery of programs that prepare students for the future. (Curriculum review cycle (ELA))</p> <p>()</p>	<p>Supporting Student Needs through Instruction</p>	<p>Develop a framework and common language to guide instructional support to students K-12 in the areas of academics and behavior.</p>	<p>01/01/2022 - 06/01/2025</p>
<p>The district will be engaged in a continuous review of curriculum, instruction, and assessment in Math to ensure delivery of programs that prepare students for the future. (Curriculum review cycle (Math))</p>			

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 - 85.5% of students at Mount Union-Shirley Township School have regular attendance. This exceeds the statewide average of 82.2%.

Percentage of Rigorous Courses of Study - 63.2% rigorous courses of study, which exceeds the statewide average of 55.9%.

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.

Acadience Data - Grade 5 improved from 30% to 39% of students at or above benchmark from the beginning of the year to the middle of the year.

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.

ADM - Grade 4 went from 35% to 45% at or above grade level from beginning of the year to mid-year benchmark data based on math composite score.

We are above the state average in Science with 76.7% of our

Challenges

PSSA Performance in ELA - 33.1% of students in grades 6-8 scored proficient/advanced on the ELA PSSA in 2022. The statewide average was 54.1%. 34.2% of students in grade 3-5 scored proficient/advanced on the ELA PSSA in 2022. The statewide average was 54.1%.

PSSA Performance in Math - 10.3% of students in grades 6-8 scored proficient/advanced on the Math PSSA in 2022. The statewide average was 35.7%. 31% of students in grade 3-5 scored proficient/advanced on the Math PSSA in 2022. The statewide average was 35.7%.

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.

We have not met the statewide 2030 goal of 83% in Science

To maintain the 100% performance currently achieved

Strengths

students scoring Proficient or Advanced in grade 4.

100% of our 3-5 students are on track with Career Readiness Portfolios

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 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

Challenges

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

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

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

To maintain the 100% performance currently achieved

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

We plan to use Victoria Bernhardt's Model of Continuous Improvement, which includes perceptual, school processes, demographic and achievement data.

✓

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

✓

ADDENDUM B: ACTION PLAN

Action Plan: Supporting Student Needs through Instruction

Action Steps	Anticipated Start/Completion Date
Develop a framework and common language to guide instructional support to students K-12 in the areas of academics and behavior.	01/01/2022 - 06/01/2025
Monitoring/Evaluation	Anticipated Output
This district will monitor the implementation of a system of support through data analysis and review.	Implementation of a system that supports the instructional needs of all students K-12 academically and behaviorally.
Material/Resources/Supports Needed	PD Step
Support from administrative team and teacher-leaders.	yes
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The district will be engaged in a continuous review of curriculum, instruction, and assessment in ELA to ensure delivery of programs that prepare students for the future. (Curriculum review cycle (ELA))</p> <p>()</p>	<p>Supporting Student Needs through Instruction</p>	<p>Develop a framework and common language to guide instructional support to students K-12 in the areas of academics and behavior.</p>	<p>01/01/2022 - 06/01/2025</p>
<p>The district will be engaged in a continuous review of curriculum, instruction, and assessment in Math to ensure delivery of programs that prepare students for the future. (Curriculum review cycle (Math))</p>			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PaTTAN Comprehensive Supports for MTSS	Teachers and administrators	Student grouping, research-based curricular programming, fidelity checks
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Final implementation of MTSS throughout the district	01/01/2022 - 06/01/2025	Principals and Curriculum Director
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

