

STRODES MILLS EL SCH

185 Chestnut Ridge Rd

Schoolwide Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

We envision an innovative, stimulating, and exciting school community where all participants are actively engaged in learning in a safe and secure environment. We strive to offer an educational opportunity where each student acquires the skills necessary to maximize potential and enhance creative thinking. We believe we must use all local, state and federal resources to support literacy instruction as it is a basic human right to learn how to read in a supportive literacy environment. We commit to continuous growth and utilization of best practices in assessment and instruction through a Multi Tiered System of Support. We believe it is our responsibility to educate each student to be respectful, responsible, ready and safe in all settings. We believe children need a positive, nurturing environment; therefore we will build relationships among students, families, staff and the community that support each other. We believe that all children can learn, but students learn at different paces and in a variety of ways. We will strive to meet each student where they are in the learning process and adapt instruction to help them succeed.

STEERING COMMITTEE

Name	Position	Building/Group
Frank Miller	Principal	MCSD/Strodes Mills Elementary
Mandy Maxwell	Title I Teacher	MCSD/Strodes Mills Elementary
Sylvia Franklin	Title I Teacher	MCSD/Strodes Mills Elementary
Zachary Sigler	Title I Teacher	MCSD/Strodes Mills Elementary
Natalie Powell	Title I Teacher	MCSD/Strodes Mills Elementary
Casey Drake	Regular Education Teacher	MCSD/Strodes Mills Elementary
Heather Benfer	Special Education Teacher	MCSD/Strodes Mills Elementary
Alexia Didomenico	Guidance Counselor	MCSD/Strodes Mills Elementary
Kimberly Tierney	Psychologist	MCSD/Strodes Mills Elementary
Kevin O'Donnell	District Level Leaders	MCSD
Sandra Aurand	Parent School Association President	Community Representation
Melinda Sunderland	Parent	Parent
Mr. James Estep	Chief School Administrator	MCSD

Name

Position

Building/Group

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ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Strodes Mills Elementary will continue the implementation of the Fountas & Pinnell Benchmark Assessment System to determine student’s independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.	English Language Arts
Strodes Mills will continue implementation of Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student.	Mathematics
Strodes Mills will continue implementation of Heggerty Phonemic Awareness with all Kindergarten and Grade 1 students on a daily basis. K-1 students who demonstrate a need will receive an additional time to have Heggerty pretaught to them on a daily basis. Early Reading Intervention will be delivered throughout the entire school year as a tier of intervention to all K students who score below the 10th percentile on DIBELS/Acadience DCS at BOY and MOY.	Early Literacy

ACTION PLAN AND STEPS

Evidence-based Strategy	
Heggerty Phonemic Awareness	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

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Benchmark Assessment System	By June 1, 2022 90% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System.

Tier I /Acadience Reading Composite	By June 1, 2022 85% of (kindergarten/first grade) students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Kindergarten and Grade 1 teachers will continue to use Heggerty Phonemic Awareness in their daily curriculum.	2021-08-26 - 2022-06-01	Kindergarten/Grade 1 Classroom Teachers	Heggerty Phonemic Awareness Curriculum

Anticipated Outcome
PSF and FSF

Monitoring/Evaluation
DIBELS Acadience Data

Evidence-based Strategy
RTI/SLD Determination

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Benchmark Assessment System	By June 1, 2022 90% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Evaluate the fidelity of MTSS framework components per PaTTAN's Multi-Tiered Systems of Supports (MTSS) Fidelity Tool: Enhancing Response to Intervention (RTI)	2021-08-26 - 2022-06-03	Kimberly Tierney/School Psychologist	Training and consultation from PaTTAN and IU 11 staff, DIBELS benchmark and progress monitoring data, QPS and PAST screening information, TOWRE-2, KTEA-3, and CTOPP-2 assessments, monthly team meetings, intervention materials (including ERI, 95% Group, WV Phonics, and Wilson)

Anticipated Outcome

At the completion of this series, our team will have created a framework under which we will implement our MTSS for reading system in K-3. This will include: benchmark assessments, implementation of evidenced based Tier 1, 2 and 3 supports, progress monitoring, data analysis, problem solving, and identification of specific learning disabilities in reading.

Monitoring/Evaluation

Ongoing feedback from PaTTAN and IU 11 staff to support SLD determination for eligibility in Reading.

Evidence-based Strategy

MTSS

Measurable Goals

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
SMES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model	2021-08-26 - 2022-06-03	Frank Miller/Principal	Universal Screeners/Evidence Based Interventions/Standards Based Core Curriculum/Intervention Teachers

Anticipated Outcome

Decrease in the number of students who need Tier II and Tier III levels of support.

Monitoring/Evaluation

Frequent and direct monitoring and charting student response to interventions

Evidence-based Strategy

PBIS

Measurable Goals

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Benchmark Assessment System	By June 1, 2022 90% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.	2021-08-26 - 2022-06-03	Sylvia Franklin/Sara Forshey/ PBIS Coaches	PBIS Handbook/funding for PBIS rewards and celebrations

Anticipated Outcome

Students will demonstrate Ready, Responsible, Respectful and Safe behaviors will lead to a reduction of minor and major behavioral referrals.

Monitoring/Evaluation

Skward major and minor behavior referrals will be reviewed on a monthly basis.

Evidence-based Strategy

Spring Math

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Spring Math	By June 1, 2022 75% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
K-3 Classroom and Title I Instructor will administer Spring Math Assessment in Fall, Winter and Spring.	2021-08-26 - 2022-06-03	Natalie Powell/Title I Math	Spring Math Assessment

Anticipated Outcome

Class-wide and individual interventions groups developed for students

Monitoring/Evaluation

Fall, Winter and Spring Assessments during scheduled data analysis PD time.

Evidence-based Strategy

Early Reading Intervention

Measurable Goals

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Tier I /Acadience	By June 1, 2022 85% of (kindergarten/first grade) students will be performing at or above the 26th percentile

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Reading Composite

on their Reading Composite Score in Acadience.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Early Reading Intervention will be delivered to all K students who score below the 10th percentile on DIBELS/Acadience DCS at BOY and MOY.

2021-08-26 -
2022-06-03

Mandy Hartzler/Sylvia
Franklin/Zachary Sigler/
Title I Reading Specialists

Early Reading Intervention
Kits/Title I Reading
Specialists/Learning Support
Teacher

Anticipated Outcome

Improvement with DIBELS students' progress monitoring in FSF, PSF, NWF/WWR.

Monitoring/Evaluation

Acadience DIBELS data and ERI placement checks

Evidence-based Strategy

1:1 Technology Initiative

Measurable Goals**Goal Nickname****Measurable Goal Statement (Smart Goal)**

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.	2021-08-26 - 2022-06-03	Doug Cunningham/Director of Technology	Laptops/iPads/wireless access points

Anticipated Outcome
A device will be available for every student and teacher in the district to support any future remote learning and to support differentiated instruction throughout the school day.

Monitoring/Evaluation

Laptops/iPads will be purchased to meet a 1:1 ratio in the district.

Evidence-based Strategy

After-school and Summer School Tutoring

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Benchmark Assessment System

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Tier I /Acadience Reading Composite

By June 1, 2022 85% of (kindergarten/first grade) students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience.

Action Step

Anticipated

Start/Completion

Lead

Person/Position

Materials/Resources/Supports

Needed

COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction.

2021-03-01 -
2024-06-03

Frank
Miller/Building
Principal

Tutors/Intervention
Resources/Transportation

Action Step

**Anticipated
Start/Completion**

**Lead
Person/Position**

**Materials/Resources/Supports
Needed**

Anticipated Outcome

Students will increase the number of hours of in person learning thus impacting their performance scores on BAS, Acadience and Spring Math.

Monitoring/Evaluation

Review of the total number of students attending after-school and summer school tutoring. Analysis of BAS, Acadience and Spring Math data for those students who attend after-school and summer school tutoring.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 1, 2022 90% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (Benchmark Assessment System)</p> <p>By June 1, 2022 85% of (kindergarten/first grade) students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Tier I /Acadience Reading Composite)</p>	RTI/SLD Determination	Evaluate the fidelity of MTSS framework components per PaTTAN’s Multi-Tiered Systems of Supports (MTSS) Fidelity Tool: Enhancing Response to Intervention (RTI)	08/26/2021 - 06/03/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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<p>By June 1, 2022 75% of Strodes Mills Elementary K-3 students will have ‘Met Target’ based on Spring Math School Overview. (Spring Math)</p>			
<p>By June 1, 2022 85% of (kindergarten/first grade) students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Tier I /Acadience Reading Composite)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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<p>By June 1, 2022 75% of Strodes Mills Elementary K-3 students will have ‘Met Target’ based on Spring Math School Overview. (Spring Math)</p>			
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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<p>By June 1, 2022 75% of Strodes Mills Elementary K-3 students will have ‘Met Target’ based on Spring Math School Overview. (Spring Math)</p>			
<p>By June 1, 2022 85% of (kindergarten/first grade) students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Tier I /Acadience Reading Composite)</p>			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

instruction.

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

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

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

Frank Miller

2021-06-23

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

68.9% of All Student group were Advanced/Proficient on 2019 ELA PSSA

66.7% of All Student group were Advanced/Proficient on 2019 Math PSSA

68.9% of All Student group in comparison to 68.2% of White Student group were Advanced/Proficient on 2019 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.

66.7% of All Student group in comparison to 65.9% of White Student group were Advanced/Proficient on 2019 Math PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Challenges

31.1% of All Student group were Basic/Below Basic on 2019 ELA PSSA

33.3% of All Student group were Basic/Below Basic on 2019 Math PSSA

Due to COVID 19 we do not have 2020 PSSA data to analyze as a building.

42.9% of Economically Disadvantaged students were Advanced/Proficient on the 2019 ELA PSSA

47.6% of Economically Disadvantaged students were Advanced/Proficient on the 2019 Math PSSA

2020 PSSA data not available to analyze due to COVID 19 pandemic.

Economically disadvantaged students did not have adequate internet access and reliable technology to fully participate in remote learning throughout the throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year

Partner with local businesses, community organizations, and other

Strengths

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

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

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Identify and address individual student learning needs

Our strengths as a school in terms of implement our career readiness program is that our educators and staff are meeting the career readiness standards with the education they are providing our students. Our educators have been very flexible when it comes to the online program challenges faced and understand the need for students to be able to have an online portfolio for their career readiness. We continue to refine and grow each year in how to assure the online program fits our schedules and students needs.

The interface and platform have changed, making for better use for our staff and students.

Challenges

agencies to meet the needs of the school

Continuously monitor implementation of the school improvement plan and adjust as needed

The technical pieces could be resolved by working cloy with the tech department to make the login process more user friendly.

Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio.

Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support.

COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction.

A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID

Strengths

Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on an MTSS framework.

SLD/RTI determination series training for core team members.

Analysis of student growth in BAS reading levels and Acadience Pathway to Progress.

Heggerty, 95% Group, West Virginia Phonics and Early Reading Intervention have been added as supplemental resources. SMES teachers continue to use these resources with fidelity.

Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework

PATTAN Consultant provided ongoing support to analyze Spring Math data and supported the development of internal Spring Math coach/expert.

Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.

SMES teachers continue to use Spring Math with fidelity.

N/A

Challenges

19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.

Students get stuck on one skill for an extended period of time.

Assigning peer to peer partner review needs to be done strategically and monitored frequently for effectiveness.

COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction,

A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.

N/A

Most Notable Observations/Patterns

Overall proficiency on the English Language Arts and Mathematics PSSA is a concern. We are pleased our percentages have increased from the previous year for both ELA/Math but we still have approximately 1/3 of our 3rd grade students still not advanced/proficient on the ELA/Math Assessments. Acadience data indicates a deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support. BAS data indicates students have made growth from BOY to MOY but many students are still well below the recommended level for their respective grade. COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction. A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.

Challenges

31.1% of All Student group were Basic/Below Basic on 2019 ELA PSSA

Discussion Point

Discussion of the implementation of the Fountas & Pinnell Benchmark Assessment System to determine student's independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.

Priority for Planning

Challenges**Discussion Point****Priority for Planning**

33.3% of All Student group were Basic/Below Basic on 2019 Math PSSA

Discussion of Spring Math's interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student.

Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support.

Implementation of Heggerty Phonemic Awareness and Early Reading Intervention (ERI).

COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction.

ESSER funds will be used to support an intensive afterschool and summer school tutoring program for the 2021-2022 school year.

A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.

ESSER funds will be used to make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction for the 2021-2022 school year.

ADDENDUM B: ACTION PLAN

Action Plan: Heggerty Phonemic Awareness

Action Steps	Anticipated Start/Completion Date
Kindergarten and Grade 1 teachers will continue to use Heggerty Phonemic Awareness in their daily curriculum.	08/26/2021 - 06/01/2022

Monitoring/Evaluation	Anticipated Output
DIBELS Acadience Data	PSF and FSF

Material/Resources/Supports Needed	PD Step
Heggerty Phonemic Awareness Curriculum	no

Action Plan: RTI/SLD Determination

Action Steps	Anticipated Start/Completion Date
Evaluate the fidelity of MTSS framework components per PaTTAN's Multi-Tiered Systems of Supports (MTSS) Fidelity Tool: Enhancing Response to Intervention (RTI)	08/26/2021 - 06/03/2022
Monitoring/Evaluation	Anticipated Output
Ongoing feedback from PATTAN and TIU 11 staff to support SLD determination for eligibility in Reading.	At the completion of this series, our team will have created a framework under which we will implement our MTSS for reading system in K-3. This will include: benchmark assessments, implementation of evidenced based Tier 1, 2 and 3 supports, progress monitoring, data analysis, problem solving, and identification of specific learning disabilities in reading.
Material/Resources/Supports Needed	PD Step
Training and consultation from PaTTAN and IU 11 staff, DIBELS benchmark and progress monitoring data, QPS and PAST screening information, TOWRE-2, KTEA-3, and CTOPP-2 assessments, monthly team meetings, intervention materials (including ERI, 95% Group, WV Phonics, and Wilson)	yes
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Action Plan: MTSS

Action Steps	Anticipated Start/Completion Date
SMES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model	08/26/2021 - 06/03/2022
Monitoring/Evaluation	Anticipated Output
Frequent and direct monitoring and charting student response to interventions	Decrease in the number of students who need Tier II and Tier III levels of support.
Material/Resources/Supports Needed	PD Step
Universal Screeners/Evidence Based Interventions/Standards Based Core Curriculum/Intervention Teachers	yes
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Action Plan: PBIS

Action Steps

Anticipated Start/Completion Date

PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.

08/26/2021 - 06/03/2022

Monitoring/Evaluation

Anticipated Output

Skward major and minor behavior referrals will be reviewed on a monthly basis.

Students will demonstrate Ready, Responsible, Respectful and Safe behaviors will lead to a reduction of minor and major behavioral referrals.

Material/Resources/Supports Needed

PD Step

PBIS Handbook/funding for PBIS rewards and celebrations

yes

Action Plan: Spring Math

Action Steps

Anticipated Start/Completion Date

K-3 Classroom and Title I Instructor will administer Spring Math Assessment in Fall, Winter and Spring.

08/26/2021 - 06/03/2022

Monitoring/Evaluation

Anticipated Output

Fall, Winter and Spring Assessments during scheduled data analysis PD time.

Class-wide and individual interventions groups developed for students

Material/Resources/Supports Needed

PD Step

Spring Math Assessment

no



Action Plan: Early Reading Intervention

Action Steps	Anticipated Start/Completion Date
Early Reading Intervention will be delivered to all K students who score below the 10th percentile on DIBELS/Acadience DCS at BOY and MOY.	08/26/2021 - 06/03/2022
Monitoring/Evaluation	Anticipated Output
Acadience DIBELS data and ERI placement checks	Improvement with DIBELS students' progress monitoring in FSF, PSF, NWF/WWR.
Material/Resources/Supports Needed	PD Step
Early Reading Intervention Kits/Title I Reading Specialists/Learning Support Teacher	no

Action Plan: 1:1 Technology Initiative

Action Steps	Anticipated Start/Completion Date
A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.	08/26/2021 - 06/03/2022
Monitoring/Evaluation	Anticipated Output
Laptops/iPads will be purchased to meet a 1:1 ratio in the district.	A device will be available for every student and teacher in the district to support any future remote learning and to support differentiated instruction throughout the school day.
Material/Resources/Supports Needed	PD Step
Laptops/iPads/wireless access points	yes
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Action Plan: After-school and Summer School Tutoring

Action Steps	Anticipated Start/Completion Date
COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction.	03/01/2021 - 06/03/2024

Monitoring/Evaluation	Anticipated Output
Review of the total number of students attending after-school and summer school tutoring. Analysis of BAS, Acadience and Spring Math data for those students who attend after-school and summer school tutoring.	Students will increase the number of hours of in person learning thus impacting their performance scores on BAS, Acadience and Spring Math.

Material/Resources/Supports Needed	PD Step
Tutors/Intervention Resources/Transportation	no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 1, 2022 90% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (Benchmark Assessment System)</p> <p>By June 1, 2022 85% of (kindergarten/first grade) students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Tier I /Acadience Reading Composite)</p>	<p>RTI/SLD Determination</p>	<p>Evaluate the fidelity of MTSS framework components per PaTTAN’s Multi-Tiered Systems of Supports (MTSS) Fidelity Tool: Enhancing Response to Intervention (RTI)</p>	<p>08/26/2021 - 06/03/2022</p>
<p>By June 1, 2022 90% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (Benchmark Assessment System)</p> <p>By June 1, 2022 75% of Strodes Mills Elementary K-3 students will have ‘Met Target’ based on Spring Math School Overview. (Spring Math)</p> <p>By June 1, 2022 85% of (kindergarten/first grade) students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Tier I /Acadience Reading Composite)</p>	<p>MTSS</p>	<p>SMES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model</p>	<p>08/26/2021 - 06/03/2022</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 1, 2022 90% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (Benchmark Assessment System)</p> <p>By June 1, 2022 75% of Strodes Mills Elementary K-3 students will have ‘Met Target’ based on Spring Math School Overview. (Spring Math)</p> <p>By June 1, 2022 85% of (kindergarten/first grade) students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Tier I /Acadience Reading Composite)</p>	PBIS	<p>PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.</p>	<p>08/26/2021</p> <p>-</p> <p>06/03/2022</p>
<p>By June 1, 2022 90% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. (Benchmark Assessment System)</p> <p>By June 1, 2022 75% of Strodes Mills Elementary K-3 students will have ‘Met Target’ based on Spring Math School Overview. (Spring Math)</p> <p>By June 1, 2022 85% of (kindergarten/first grade) students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Tier I /Acadience Reading Composite)</p>	<p>1:1 Technology Initiative</p>	<p>A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021</p>	<p>08/26/2021</p> <p>-</p> <p>06/03/2022</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PBIS Coaches Training	PBIS Building Coaches	Core Team Responsibilities, Incentives, Celebrations, Staff Acknowledgements and Community Outreach/Parental Engagement

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Participation of all staff in at least one PBIS committee to plan and implement PBIS with fidelity at SMES.	08/26/2021 - 06/03/2022	Sara Forshey & Sylvia Franklin/Building PBIS Coaches

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

2d: Managing Student Behavior

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step**Audience****Topics of Prof. Dev**

RTI/SLD Determination

SMES K-3 faculty

Analysis of Acadience DIBELS data

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

SMES will utilize Pathways of Progress from Acadience to make decisions regarding tiered supports and/or moving to evaluation.

08/26/2021 - 06/03/2022

Kimberly Tierney/Psychologist

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

4e: Growing and Developing Professionally

Teaching Diverse Learners in an Inclusive Setting

3d: Using Assessment in Instruction

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

Professional Development Step	Audience	Topics of Prof. Dev
Problem Solving Team Meetings (PST)	SMES K-3 Teachers, Title I, Integration Teachers, Special Education, Psychologist, Guidance Counselor, Principal,	Monitor student progress in all Tiers with analysis of Acadience, Benchmark Assessment System and Spring Math. Discuss core instruction and Tier I issues Research, design and implement effective interventions for at-risk students. (Tier II and Tier III)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Utilization of all available data to make instructional decisions and increase efficiency of Tier II and Tier III service delivery.	08/26/2021 - 06/03/2022	Frank Miller/Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students
1e: Designing Coherent Instruction	
1d: Demonstrating Knowledge of Resources	
1f: Designing Student Assessments	
4b: Maintaining Accurate Records	
1a: Demonstrating Knowledge of Content and Pedagogy	
4e: Growing and Developing Professionally	

Professional Development Step	Audience	Topics of Prof. Dev
1:1 Technology Initiative	SMES K-3 Teachers, Title I, Integration Teachers, Special Education, Specialists and Principal.	Adobe Acrobat & Snipping Tool Google Drive Google Docs and google Drawing Google Slides and Virtual Museums Google Forms and Virtual Breakouts SeeSaw Google Classroom

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completion of Act 80 day course and related assignment of artifact that will be used in a future lesson.	08/26/2021 - 06/03/2022	Dr. Kevin O'Donnell/Chief of Academics

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Morning Meetings	SMES K-3 Teachers, Title I, Integration Teachers, Special Education, Specialists and Principal.	District mental health team provides guidance and resources on how to run an effective morning meeting to meet the social emotional needs of students.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Daily implementation of Morning Meeting	08/26/2021 - 06/03/2022	Classroom Teachers

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	Trauma Informed Training (Act 18)
2d: Managing Student Behavior	
3a: Communicating with Students	
2a: Creating and Environment of Respect and Rapport	



Professional Development Step	Audience	Topics of Prof. Dev
Morning Meetings	SMES K-3 Teachers, Title I, Integration Teachers, Special Education, Specialists and Principal.	District mental health team provides guidance and resources on how to run an effective morning meeting to meet the social emotional needs of students.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Daily implementation of Morning Meeting	08/26/2021 - 06/03/2022	Classroom Teachers

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	Trauma Informed Training (Act 18)
2a: Creating and Environment of Respect and Rapport	
3a: Communicating with Students	
2d: Managing Student Behavior	



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Federal Programs Coordinator will review Title I school-wide plans with MCSD Local Advisory Committee.	Schoolwide plans will be reviewed and feedback for revisions will be solicited at the Mifflin County School District Local Advisory Council meeting.	Meeting	Local Advisory Committee (Representation of all stakeholders in MCSD)	May 6, 2021 September 16, 2021 November 4, 2021 February 5, 2022
Annual Schoolwide Plan Review with Parents prior to start of September Parent School Association (PSA) meeting.	Annual Schoolwide Plan Review with Parents	Meeting	Strodes Mills Elementary Parents and Guardians	September 2021
Annual Schoolwide Plan review with SMES Faculty	Annual Schoolwide Plan review with SMES Faculty	Faculty Meeting	SMES K-3 Faculty	May 2021

