

MEADVILLE MS

974 North St

ATSI non-Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

Discover What is Possible We are committed to creating a student-centered environment based on high standards, expectations, and goals that nurtures each child's social, emotional, physical, and academic development.

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Develop an assessment schedule, including progress monitoring, and goal setting documents for each student.	English Language Arts Mathematics
Develop a Multi-Tiered System of Support plan for attendance.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy	
Assess student learning frequently	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
English Language Arts Proficiency	Increase English Language Arts Proficiency for Economically Disadvantaged on the PSSA to an overall proficiency of 60% by June 30, 2022.
Math Proficiency	Increase Math Proficiency for Economically Disadvantaged on the PSSA to an overall proficiency of 50% by June 30, 2022.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop an assessment calendar including progress monitoring.	2021-08-30 - 2022-01-21	Director of K-12 Curriculum	Assessment calendar
Develop instructional team time to collaboratively meet	2021-08-30 - 2022-06-10	Principal	Calendar of meeting dates
Instructional teams develop student goal-setting sheets and share with students, family and staff.	2021-08-30 - 2022-06-10	Instructional Coach	Goal setting sheet, assessment reports

Anticipated Outcome
Frequent assessment of student learning to increase proficiency.

Monitoring/Evaluation
NWEA Growth Reports, Instructional Team minutes, Student Goal Setting Sheets

Evidence-based Strategy
Provide social/emotional competency

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
English Language Arts	Increase English Language Arts Proficiency for Economically Disadvantaged on the PSSA to an overall

Goal Nickname	Measurable Goal Statement (Smart Goal)
Proficiency	proficiency of 60% by June 30, 2022.
Math Proficiency	Increase Math Proficiency for Economically Disadvantaged on the PSSA to an overall proficiency of 50% by June 30, 2022.
Regular Attendance	Increase Regular Attendance Rate of Economically Disadvantaged to 85% by June 30, 2022.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teacher teams develop a schedule, implement and review the Second Step social-emotional curriculum.	2021-08-30 - 2022-06-10	Principal	Second Step Program, Calendar
SWPBS Team promotes social-emotional competency through school routines, awards, and activities.	2021-08-30 - 2022-06-10	SWPBS Advisors	SWPBS Team Plan
Teachers identify students for Tier 2 interventions by referral to SAP Team.	2021-08-30 - 2022-06-10	SAP Coordinator	SAP Team referral forms

Anticipated Outcome
A consistent research-based social-emotional curriculum

Monitoring/Evaluation
Second Step review, identification of Tier 2 students, SWPBS Team plan

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase English Language Arts Proficiency for Economically Disadvantaged on the PSSA to an overall proficiency of 60% by June 30, 2022. (English Language Arts Proficiency)	Assess student learning frequently	Instructional teams develop student goal-setting sheets and share with students, family and staff.	08/30/2021 - 06/10/2022
Increase Math Proficiency for Economically Disadvantaged on the PSSA to an overall proficiency of 50% by June 30, 2022. (Math Proficiency)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase English Language Arts Proficiency for Economically Disadvantaged on the PSSA to an overall proficiency of 60% by June 30, 2022. (English Language Arts Proficiency)	Provide social/emotional competency	Teacher teams develop a schedule, implement and review the Second Step social-emotional curriculum.	08/30/2021 - 06/10/2022
Increase Math Proficiency for Economically Disadvantaged on the PSSA to an overall proficiency of 50% by June 30, 2022. (Math Proficiency)			
Increase Regular Attendance Rate of Economically Disadvantaged to 85% by June 30, 2022. (Regular Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase English Language Arts Proficiency for Economically Disadvantaged on the PSSA to an overall proficiency of 60% by June 30, 2022. (English Language Arts Proficiency)	Provide social/emotional competency	SWPBS Team promotes social-emotional competency through school routines, awards, and activities.	08/30/2021
Increase Math Proficiency for Economically Disadvantaged on the PSSA to an overall proficiency of 50% by June 30, 2022. (Math Proficiency)			-
Increase Regular Attendance Rate of Economically Disadvantaged to 85% by June 30, 2022. (Regular Attendance)			06/10/2022

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Science exceeded the Academic Growth Score at 95. It was above the state average of 75.1 and standard of 70.

Science exceeded the Academic Growth Score for White 93.0, EcD 84.0 and IEP 77.0. The state average was 75.1 and standard was 70.

Meeting Annual Academic Growth Expectations (PVAAS) ELA - The Multiracial subgroup met or exceeded the statewide goal at 53.6%.

Meeting Annual Academic Growth Expectations (PVAAS) Math - The IEP subgroup met or exceeded the statewide goal at 17.4%.

Career Benchmarks for All, EcD, White and IEP were 100%.

PVAAS School Value-Added Report- ELA Grade 8 significant evidence the school did not meet the standard for PA Academic Growth in 2019 and moderate evidence the school did meet three-year average. 2019 -3.0 R three-year +.5 LB

NWEA MAP Growth-Student Growth Summary Report-Math Grade 7 School Conditional Growth Index +.55 53% of students met growth projections.

Challenges

Proficient or Advanced on PSSA ELA- ELA did not meet interim goal/improvement target. Proficiency was 50.5%. Proficiency decreased from 62.3 % to 50.5%. Black, White, EcD and IEP did not meet interim goal/improvement target. Black decreased from 48.4% to 44.4%. White decreased from 65.5% to 50.6%. EcD decreased from 47.6% to 37.7%. IEP decreased from 30.5% to 26.7%.

Proficient or Advanced on PSSA Math - Math did not meet interim goal/improvement target. Proficiency was 25.9%. Proficiency decreased from 28.5% to 25.9%. Black, White, Multi, EcD did not meet interim goal/improvement target. Black decreased from 12.9% to 7.4%. White decreased from 30.3% to 28.1%. Multiethnicity increased from 18.5% to 21.4%. EcD decreased from 16.5% to 15.0% .

Meeting Annual Academic Growth Expectations (PVAAS) ELA- ELA did not meet the standard at 50.0. The state average was 75 and the Standard was 70.

Meeting Annual Academic Growth Expectations (PVAAS) Math- Math did not meet the standard at 63.0. The state average was 75.3 and the standard was 70.

Strengths

PVAAS School Value-Added Report- Math Grade 8 moderate evidence the school exceeded the standard for PA Academic Growth in 2019 and significant evidence exceeded three-year average. 2019 +1.1 LB three-year +1.6 DB

PVAAS School Value-Added Report- Algebra I Growth measure in 2019 was +8.3 LB and three-year average +2.1 LB

NWEA MAP Growth-Student Growth Summary Report Fall 2020 to Spring 2021- Math Grade 8 School Conditional Growth Index +.64 61% of students met growth projections.

PVAAS School Value-Added Report- Science Grade 8 significant evidence the school exceeded the standard for PA Academic Growth in 2019 and three-year average. 2019 18.2 DB and three-year 30.4 DB

PA Ready Index - 100% of students met the Career Readiness activities

PAYS- Grade 8 Protective Factors 68.0% Opportunities for Prosocial Involvement (Family) same as state 68.0% and 63.1% Rewards for Prosocial Involvement (Family) and lower than state 67.4%

PVAAS Science- EcD Student Growth Index +1.48 LB

Challenges

Regular Attendance- The rate was 79.4% and decreased from 79.7%. The standard was 94.1%.

PVAAS School Value-Added Report- ELA Grade 7 significant evidence the school did not meet the standard for PA Academic Growth in 2019 and three-year average. 2019 -2.8 R three-year -1.1 R

NWEA MAP Growth - ELA Student Growth Summary Report Fall 2020 to Spring 2021- Grade 7 -2.29. 32% met growth projections.

NWEA MAP Growth - ELA Student Growth Summary Report Fall 2020 to Spring 2021- Grade 8 -1.20. 47% met growth projections.

PVAAS School Value-Added Report-Math Grade 7 significant evidence the school did not meet the standard for PA Academic Growth in 2019 and three-year average. 2019 -4.9 R three-year -4.6 R

PA Ready Index - Science The school did not meet the interim target for proficiency 61.0% and was lower than the state average of 66.0% and decreased from the year before.

PAYS- 39% of grade 8 students reported they felt sad or depressed most days in the past 12 months and higher than the state average of 33.9%

Strengths

PVAAS Math - EcD Student Growth Index Math Grade 8 $+0.99$ G

Align curricular materials and lesson plans to the PA Standards.

Collectively shape the vision for continuous improvement of teaching and learning.

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

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

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

Challenges

PAYS- 29.5% of grade 8 students reported they were so sad they stopped doing usual activities and is higher than the state average 21.9%

PAYS- Grade 8 Risk Factors are 61.8% Low Commitment Towards School compared to 52.7 % state and 57.0% Perceived Risk of Drug Use and is higher than the state 43.2%

PVAAS Math- EcD Student Growth Index 2019 for Math -2.32 R

PVAAS Math - EcD Student Growth Index 2019 for Math Grade 7 -4.48 R

PVAAS Reading - EcD Student Growth Index 2019 for Reading Grade 7 -3.7 R and Grade 8 -2.45 R

PVAAS Reading - EcD Student Growth Index 2019 for Reading -4.33 R

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

Identify and address individual student learning needs.

Provide frequent, timely, and systematic feedback and support on instructional practices.

Challenges

Foster a culture of high expectations for success for all students, educators, families, and community members.

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

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Proficient or Advanced on PSSA ELA- ELA did not meet interim goal/improvement target. Proficiency was 50.5%. Proficiency decreased from 62.3 % to 50.5%. Black, White, EcD and IEP did not meet interim goal/improvement target. Black decreased from 48.4% to 44.4%. White decreased from 65.5% to 50.6%. EcD decreased from 47.6% to 37.7%. IEP decreased from 30.5% to 26.7%.

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Challenges	Discussion Point	Priority for Planning
12.9% to 7.4%. White decreased from 30.3% to 28.1%. Multiethnicity increased from 18.5% to 21.4%. EcD decreased from 16.5% to 15.0% .		
Meeting Annual Academic Growth Expectations (PVAAS) ELA- ELA did not meet the standard at 50.0. The state average was 75 and the Standard was 70.		
Meeting Annual Academic Growth Expectations (PVAAS) Math- Math did not meet the standard at 63.0. The state average was 75.3 and the standard was 70.		
Regular Attendance- The rate was 79.4% and decreased from 79.7%. The standard was 94.1%.		
PAYS- Grade 8 Risk Factors are 61.8% Low Commitment Towards School compared to 52.7 % state and 57.0% Perceived Risk of Drug Use and is higher than the state 43.2%		
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	Teachers do not analyze data for instructional decisions. There is a lack of collaborative time for meetings.	
Provide frequent, timely, and systematic feedback and support on instructional practices.		
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	Students are from four different elementary schools. They are grouped in pods. A transition	

Challenges	Discussion Point	Priority for Planning
	program WEB has been implemented.	
PVAAS Math- EcD Student Growth Index 2019 for Math -2.32 R		
PVAAS Reading - EcD Student Growth Index 2019 for Reading -4.33 R		
PA Ready Index - Science The school did not meet the interim target for proficiency 61.0% and was lower than the state average of 66.0% and decreased from the year before.		
NWEA MAP Growth - ELA Student Growth Summary Report Fall 2020 to Spring 2021- Grade 8 -1.20. 47% met growth projections.		

ADDENDUM B: ACTION PLAN

Action Plan: Assess student learning frequently

Action Steps	Anticipated Start/Completion Date
Develop an assessment calendar including progress monitoring.	08/30/2021 - 01/21/2022
Monitoring/Evaluation	Anticipated Output
NWEA Growth Reports, Instructional Team minutes, Student Goal Setting Sheets	Frequent assessment of student learning to increase proficiency.
Material/Resources/Supports Needed	PD Step
Assessment calendar	no

Action Steps**Anticipated Start/Completion Date**

Develop instructional team time to collaboratively meet

08/30/2021 - 06/10/2022

Monitoring/Evaluation**Anticipated Output**

NWEA Growth Reports, Instructional Team minutes, Student Goal Setting Sheets

Frequent assessment of student learning to increase proficiency.

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

Calendar of meeting dates

no

Action Steps	Anticipated Start/Completion Date
Instructional teams develop student goal-setting sheets and share with students, family and staff.	08/30/2021 - 06/10/2022

Monitoring/Evaluation	Anticipated Output
NWEA Growth Reports, Instructional Team minutes, Student Goal Setting Sheets	Frequent assessment of student learning to increase proficiency.

Material/Resources/Supports Needed	PD Step
Goal setting sheet, assessment reports	yes

Action Plan: Provide social/emotional competency

Action Steps**Anticipated Start/Completion Date**

Teacher teams develop a schedule, implement and review the Second Step social-emotional curriculum.

08/30/2021 - 06/10/2022

Monitoring/Evaluation**Anticipated Output**

Second Step review, identification of Tier 2 students, SWPBS Team plan

A consistent research-based social-emotional curriculum

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

Second Step Program, Calendar

yes

Action Steps**Anticipated Start/Completion Date**

SWPBS Team promotes social-emotional competency through school routines, awards, and activities.

08/30/2021 - 06/10/2022

Monitoring/Evaluation**Anticipated Output**

Second Step review, identification of Tier 2 students, SWPBS Team plan

A consistent research-based social-emotional curriculum

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

SWPBS Team Plan

yes

Action Steps**Anticipated Start/Completion Date**

Teachers identify students for Tier 2 interventions by referral to SAP Team.

08/30/2021 - 06/10/2022

Monitoring/Evaluation**Anticipated Output**

Second Step review, identification of Tier 2 students, SWPBS Team plan

A consistent research-based social-emotional curriculum

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

SAP Team referral forms

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase English Language Arts Proficiency for Economically Disadvantaged on the PSSA to an overall proficiency of 60% by June 30, 2022. (English Language Arts Proficiency)	Assess student learning frequently	Instructional teams develop student goal-setting sheets and share with students, family and staff.	08/30/2021 - 06/10/2022
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Increase Regular Attendance Rate of Economically Disadvantaged to 85% by June 30, 2022. (Regular Attendance)			
Increase English Language Arts Proficiency for Economically Disadvantaged on the PSSA to an overall proficiency of 60% by June 30, 2022. (English Language Arts Proficiency)	Provide social/emotional competency	SWPBS Team promotes social-emotional	08/30/2021 - 06/10/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase Math Proficiency for Economically Disadvantaged on the PSSA to an overall proficiency of 50% by June 30, 2022. (Math Proficiency)		competency through school routines, awards, and activities.	
Increase Regular Attendance Rate of Economically Disadvantaged to 85% by June 30, 2022. (Regular Attendance)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Assessment of Student Learning	Teachers, guidance counselors, administrators	NWEA Growth Reports, Student Growth Reports, student and family engagement

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Instructional team planning minutes, intervention lists, parent conference notes, student goal setting sheets	08/30/2021 - 06/10/2022	Director of K-12 Curriculum, Instructional Coach

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Second Step Curriculum	Teachers and guidance counselors	Second Step curriculum

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Second Step Curriculum plans and activities	08/30/2021 - 06/10/2022	Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Teaching Diverse Learners in an Inclusive Setting	

Professional Development Step	Audience	Topics of Prof. Dev
SWPBS	SWPBS Team	SWPBS

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Professional development workshop agendas	08/30/2021 - 06/10/2022	SWPBS team

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Trauma Informed Training (Act 18)

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
ATSI Plan will be reviewed and updated with Steering Committee	ATSI Plan	Meetings	Steering Committee	August 2021- June 2022
ATSI Plan will be reviewed and shared with faculty.	ATSI Plan	Meetings	Teachers	August 2021- June 2022
ATSI Plan will be shared with parents, students	ATSI Plan	Online, newsletters, meetings	Parents, Students	August 2021 - June 2022
