

RAY S. MUSSELMAN LEARNING CENTER

1020 Sandy Street

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The mission of The Musselman Learning is provide an inclusive learning environment where all students, families, and stakeholders are welcomed and respected by our school staff. Our program is built to provide all students with a strong foundation, the skills needed to be successful in kindergarten and beyond, . At Musselman Learning Center the staff work to build critical thinkers providing them opportunities for collaboration which are necessary to participate in a constantly changing, culturally diverse world.

STEERING COMMITTEE

Name	Position	Building/Group
Stephanie Cole	Principal	NASD
Brenda DelCarmen	Counselor	NASD
Eric Handschumacher	Instructional Support Teacher	NASD
Nyesha Bono	Parent	NASD

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
In order to deliver the most effective curriculum teachers need analyze Math data and practices in order to move students forward	Early Literacy
In order to move 72% of students who scored well below and below benchmark on the DIBELS assessment teachers need to analyze ELA data and practices to ensure growth	English Language Arts
In order to deliver the most effective practices we need to continue to monitor the materials and delivery of instruction that our EL's are receiving	

ACTION PLAN AND STEPS

Evidence-based Strategy	
Smart Planning	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Planning Lessons	Upon completion of assessments teachers will determine areas of need and make sure future lessons are planed accordingly

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will submit lesson plans every other week. Teachers will receive support and training throughout the year based on areas of need (i.e. effectively planning during the ELA block) Teachers and core team will meet every 4 - 6 weeks to ensure the students are in the correct intervention groups Classroom observations and walk through's will take place throughout the year to ensure instruction is occurring with fidelity	2022-08-29 - 2023-06-09	Stephanie Cole - Principal	Benchmark Assessment data Progress monitoring information Support for IST and Reading Specialist Core team support (counselor/lead teacher)

Anticipated Outcome

Teacher planning will be more intentional - this will be measured by the data and how students are moving Data will drive instruction which will also be measured by student growth

Monitoring/Evaluation

The core team (Principal, Counselor, Lead Teacher, IST and Reading Specialist) will monitor WIN groups and data. The teachers will receive PD on how to best lay out their intervention block and ELA/Math block to ensure student growth and be given feedback and guidance on strategies utilized. We will use benchmark assessment, teacher observation and curriculum assessments to determine our needs.

Evidence-based Strategy

Smart Planning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Smart Planning	Using current data WIN groups will be established to address the needs of our students

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
WIN meeting will be help every 4-6 week WIN groups will be fluid and based on need	2022-09-05 - 2023-06-03	Stephanie Cole - Principal	Benchmark Assessment data Progress monitoring information Support for IST and Reading Specialist Core team support (counselor/lead teacher) Support from IST and Reading Specialist

Anticipated Outcome
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Monitoring/Evaluation
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Evidence-based Strategy
 ELD Growth

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Action Step

Anticipated
Start/Completion

Lead
Person/Position

Materials/Resources/Supports
Needed

Assess pull out and push in model for effectiveness used for both pull out and push in services Assure material being used meets the needs of the students

2022-09-05 -
2023-06-02

Stephanie
Cole -
Principal

ELD Resources ELD staff
Core team support

Anticipated Outcome

ELD materials will continue to be monitored Pull out Push in models will continued to be monitored

Monitoring/Evaluation

Core team and ELD teachers will monitor ELD data Data will be looked at every 4-6 weeks and our ELD students will be placed in intervention groups based on need



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using current data WIN groups will be established to address the needs of our students (Smart Planning)	Smart Planning	WIN meeting will be held every 4-6 week WIN groups will be fluid and based on need	09/05/2022 - 06/03/2023

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.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

Christopher T. Dormer

2022-08-31

School Improvement Facilitator Signature

Building Principal Signature

Stephanie Cole

2022-08-26

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Special Education Students (18 students) - 2 of the 18 students scored average on the Fall Bench mark of the AIMWEB test.

DIBELS Beginning of the Year Reading Composite = 10% of the students were on level and 16% Above First Sound Fluency = 9% of the students were on level and 15% Above

10.5% of the students scored well above average on the Fall Bench mark of the AIMWEB test. Nationally 2.9% of student scored in well above average area

NA

Students received career readiness lessons through social studies curriculum

Implement evidence-based strategies to engage families to support learning

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

Collectively shape the vision for continuous improvement of

Challenges

SPECIAL EDUCATION - 16 of the 18 students scored well below average on the Fall Benchmark of the AIMSWEB test

10.1% of the students scored well below average on the Fall Benchmark of the AIMSWEB test

DIBELS Beginning of the Year Reading Composite = 57% well below benchmark and 17% below average First Sound Fluency = 58% Well below benchmark, 17% below average

10.1% of the students scored well below average on the Fall Benchmark of the AIMSWEB test. Nationally 43.3% scored well below average

NA

Attendance issues lead to disruptions in learning

When a student comes to us mid year they have missed the prior lessons

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

Strengths

teaching and learning

Our ELD families are supportive of the school program and want to do what they can to help their children

Challenges

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

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

Our EL's continues to be a group that is growing each year. They struggle to make the progress that our non EL's make.

The families of our EL struggle with English and in many cases are unable to help their children

Most Notable Observations/Patterns

Use a variety of assessments to monitor student learning and adjust programs and instructional practices

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

10.1% of the students scored well below average on the Fall Benchmark of the AIMSWEB test

Some of the students were not provided with a pre school experience Some of the students lacked at home support to prepare for kindergarten

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Our EL's continues to be a group that is growing each year. They struggle to make the progress that our non EL's make.

ADDENDUM B: ACTION PLAN

Action Plan: Smart Planning

Action Steps	Anticipated Start/Completion Date
<p>Teachers will submit lesson plans every other week.</p> <p>Teachers will receive support and training throughout the year based on areas of need (i.e. effectively planning during the ELA block) Teachers and core team will meet every 4 - 6 weeks to ensure the students are in the correct intervention groups</p> <p>Classroom observations and walk through's will take place throughout the year to ensure instruction is occurring with fidelity</p>	<p>08/29/2022 - 06/09/2023</p>
Monitoring/Evaluation	Anticipated Output
<p>The core team (Principal, Counselor, Lead Teacher, IST and Reading Specialist) will monitor WIN groups and data. The teachers will receive PD on how to best lay out their intervention block and ELA/Math block to ensure student growth and be given feedback and guidance on strategies utilized. We will use benchmark assessment, teacher observation and curriculum assessments to determine our needs.</p>	<p>Teacher planning will be more intentional - this will be measured by the data and how students are moving Data will drive instruction which will also be measured by student growth</p>

Material/Resources/Supports Needed

**PD
Step**

Benchmark Assessment data Progress monitoring information Support for IST and Reading Specialist Core team support
(counselor/lead teacher)

no



Action Plan: Smart Planning

Action Steps	Anticipated Start/Completion Date
WIN meeting will be help every 4-6 week WIN groups will be fluid and based on need	09/05/2022 - 06/03/2023
Monitoring/Evaluation	Anticipated Output
The core team (Principal, Counselor, Lead Teacher, IST and Reading Specialist) will monitor WIN groups and data. The teachers will receive PD on how to best lay out their intervention block and ELA/Math block to ensure student growth and be given feedback and guidance on strategies utilized. We will use benchmark assessment, teacher observation and curriculum assessments to determine our needs.	Teacher planning will be more intentional - this will be measured by the data and how students are moving Data will drive instruction which will also be measured by student growth
Material/Resources/Supports Needed	PD Step
Benchmark Assessment data Progress monitoring information Support for IST and Reading Specialist Core team support (counselor/lead teacher) Support from IST and Reading Specialist	yes
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Action Plan: ELD Growth

Action Steps	Anticipated Start/Completion Date
Assess pull out and push in model for effectiveness Assess materials used for both pull out and push in services Assure material being used meets the needs of the students	09/05/2022 - 06/02/2023
Monitoring/Evaluation	Anticipated Output
Core team and ELD teachers will monitor ELD data Data will be looked at every 4-6 weeks and our ELD students will be placed in intervention groups based on need	ELD materials will continue to be monitored Pull out Push in models will continued to be monitored
Material/Resources/Supports Needed	PD Step
ELD Resources ELD staff Core team support	no
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using current data WIN groups will be established to address the needs of our students (Smart Planning)	Smart Planning	WIN meeting will be held every 4-6 week WIN groups will be fluid and based on need	09/05/2022 - 06/03/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Professional learning on 8/24/22	Teaching staff	Benchmark assessments
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Progress in increased academic achievement of our students which will be determined by benchmark data	08/24/2022 - 08/24/2023	Stephanie Cole - principal Eric Handschumacher - IST Colleen Danielson - Reading Specialist
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
If there is a piece of communication that needs to go out to our families it will be posted on our social media (website, Facebook, Twitter). It will also be followed up with Connect Ed call and emails and finally communicated through a Talking Point text	Upcoming workshops (i.e. Literacy Night), pertinent information they need to know (i.e. handbook), upcoming events (i.e. Family BINGO Night)	Social Media - website, Facebook, Twitter Connect Ed phone call and email Talking Points Text E-Mails will be sent to parents	parents and guardians	Communication will be sent 1-2 weeks prior to an event occurring. There will be follow up reminders sent leading up to events.

