

MCKINLEY SCH

600 Manor St

TSI Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The purpose of our plan is to transfer the locus of control for student learning from teachers to students to foster critical thinking, as we know critical thinking skills are key to student success. We will empower students to transfer existing critical life thinking skills to academic critical thinking skills by leveraging high-quality instructional practices in the classroom.

STEERING COMMITTEE

Name	Position	Building/Group
Kijuan Felder	Principal	McKinley K-8
Ashley White	Assistant Principal	McKinley K-8
Andrea Bloss	Teacher	McKinley K-8
Nate Jamison	Teacher	McKinley K-8
Rebecca Riek	Teacher	McKinley K-8
Dr. Danielle Miles	District Level Leaders	Central Administration
Dr. LeTrecia Gloster	Assistant Superintendent	Central Administration
Steve Patrick	Supervisor of Data & Assessment	Central Administration
Talyn Smiley	Teacher	McKinley K-8
Lorena Maldonado	Teacher	McKinley K-8
Michael Besecker	Teacher	McKinley K-8
Dina Conzone	Teacher	McKinley K-8
Matthew Steinmetz	Teacher	McKinley K-8

Name	Position	Building/Group
Angela Wetzel	Education Specialist	McKinley K-8
Lori Yerger	Teacher	McKinley K-8
Alexcy Otero-Cotto	Parent	McKinley K-8
Alicia Teal	Parent	McKinley K-8
Connie Campbell	Teacher	McKinley K-8
Shayla Kearse	Other	McKinley K-8
Sandy Walker	Community Member	McKinley K-8

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

Provide teachers with a professional learning needs screener, and build a professional development schedule of learning opportunities to meet their needs.

English Language Growth and Attainment

Other

Other

Diversifying our teaching strategies during professional development meetings to accommodate teacher learning needs.

Professional learning

Essential Practices 1: Focus on
Continuous Improvement of Instruction

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Continuous Improvement of Instruction

Implement MTSS programming with fidelity.

Mathematics

Other

Other

Implement PBIS programming fidelity.

School climate and culture

Parent and family engagement

English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy

Enhanced Questioning to promote critical thinking

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Science Proficiency

During the 2022-2023 School Year, all students will be exposed to science content and the resources necessary to support and enhance student learning. Additionally, students in grades 4 & 8 will achieve at no less than 10% proficiency in the science PSSA. The aforementioned will be paid for with Title I Funds.

ELA Proficiency

During the 2022-2023 School Year, student proficiency in ELA will increase by 5% school wide. The resources to support and enhance student growth and proficiency in ELA will be paid for by Title I Funds.

Math Proficiency

During the 2022-2023 School Year, student proficiency in mathematics will increase by 5% school wide. The resources to support and enhance student growth and proficiency in mathematics will be paid for by Title I Funds.

Social Studies

During the 2022-2023 School Year, 100% of our student body will be exposed to social studies content and the resources necessary to support and enhance student learning. The social studies content and resources to enhance and support student learning will be paid for with Title I Funds.

Continued Improvement
in ELA for SWD

Students w/disabilities that achieve increased proficiency on the English PSSA during the 2022-2023 school year will increase by 5%. The resources necessary to support and enhance student learning will be paid for with Title I Funds.

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

EL Proficiency

Proficiency for EL students will in ELA & Math will increase by 5% during the 2022-2023 school year. The resources necessary to support and enhance student learning will be paid for with Title I Funds.

Continued Improvement
in math for SWD

Students w/disabilities that achieve increased proficiency on the Math PSSA during the 2022-2023 school year will increase by 5%. The resources necessary to support and enhance student learning will be paid for with Title I Funds.

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

All staff at McKinley PreK-8 will engage in a book study to support the growth and facilitation in embedding critical thinking skills into our every day instruction and interactions with our students. Further, the Instructional Leadership Team and administration will work collaboratively together to assess the needs of staff via frequent walk-through observations, a continuously cycle of feedback from staff, and specially-designed professional learning sessions on our building-level PD days.

2022-08-18 -
2023-06-02

Instructional
Leadership
Team

This goal will be supported using Title I funds. Critical Thinking in the Classroom: A Practitioner's Guide; DOK and Bloom's Taxonomy posters, Critical Thinking Workbook copies for all staff

Anticipated Outcome

We expect to see the transfer of "work" in the classroom go from the teacher to the students, evidenced in our focused walk-through observation forms and checklists. Further, because critical thinking skills are present in the eligible content on our standardized assessments, we expect to see proficiency growth in all grade levels.

Monitoring/Evaluation

Classroom walk-throughs, observation check lists, staff feedback surveys based on their implementation status via the key points in the Critical Thinking Text.

Evidence-based Strategy

Enhanced Questioning to promote critical thinking

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EL Proficiency	Proficiency for EL students will in ELA & Math will increase by 5% during the 2022-2023 school year. The resources necessary to support and enhance student learning will be paid for with Title I Funds.
Continued Improvement in math for SWD	Students w/disabilities that achieve increased proficiency on the Math PSSA during the 2022-2023 school year will increase by 5%. The resources necessary to support and enhance student learning will be paid for with Title I Funds.
ELA Proficiency	During the 2022-2023 School Year, student proficiency in ELA will increase by 5% school wide. The resources to support and enhance student growth and proficiency in ELA will be paid for by Title I Funds.
Math Proficiency	During the 2022-2023 School Year, student proficiency in mathematics will increase by 5% school wide. The resources to support and enhance student growth and proficiency in mathematics will be paid for by Title I Funds.

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Continued Improvement in ELA for SWD	Students w/disabilities that achieve increased proficiency on the English PSSA during the 2022-2023 school year will increase by 5%. The resources necessary to support and enhance student learning will be paid for with Title I Funds.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All staff at McKinley PreK-8 will engage in a book study to support the growth and facilitation in embedding critical thinking skills into our every day instruction and interactions with our students. Further, the Instructional Leadership Team and administration will work collaboratively together to assess the needs of staff via frequent walk-through observations, a continuously cycle of feedback from staff, and specially-designed professional learning sessions on our building-level PD days.	2022-08-18 - 2023-06-02	Instructional Leadership Team	This goal will be supported using Title I funds. Critical Thinking in the Classroom: A Practitioner's Guide; DOK and Bloom's Taxonomy posters, Critical Thinking Workbook copies for all staff

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Monitoring/Evaluation

Classroom walk-throughs, observation check lists, staff feedback surveys based on their implementation status via the key points in the Critical Thinking Text.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>During the 2022-2023 School Year, all students will be exposed to science content and the resources necessary to support and enhance student learning. Additionally, students in grades 4 & 8 will achieve at no less than 10% proficiency in the science PSSA. The aforementioned will be paid for with Title I Funds. (Science Proficiency)</p> <p>Proficiency for EL students will in ELA & Math will increase by 5% during the 2022-2023 school year. The resources necessary to support and enhance student learning will be paid for with Title I Funds. (EL Proficiency)</p> <p>Students w/disabilities that achieve increased proficiency on the Math PSSA during the 2022-2023 school year will increase by 5%. The resources necessary to support and enhance student learning will be paid for with Title I Funds. (Continued Improvement in math for SWD)</p> <p>During the 2022-2023 School Year, student proficiency in ELA will increase by 5% school wide. The resources to support and enhance student growth and proficiency in ELA will be paid for by Title I Funds. (ELA Proficiency)</p> <p>During the 2022-2023 School Year, student proficiency in mathematics will increase by 5% school wide. The resources to support and enhance student growth and proficiency in mathematics will be paid for by Title I Funds. (Math Proficiency)</p> <p>During the 2022-2023 School Year, 100% of our student body will be exposed to social</p>	<p>Enhanced Questioning to promote critical thinking</p>	<p>All staff at McKinley PreK-8 will engage in a book study to support the growth and facilitation in embedding critical thinking skills into our every day instruction and interactions with our students. Further, the Instructional Leadership Team and administration will work collaboratively together to assess the needs of staff</p>	<p>08/18/2022 - 06/02/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>studies content and the resources necessary to support and enhance student learning. The social studies content and resources to enhance and support student learning will be paid for with Title I Funds. (Social Studies)</p> <p>Students w/disabilities that achieve increased proficiency on the English PSSA during the 2022-2023 school year will increase by 5%. The resources necessary to support and enhance student learning will be paid for with Title I Funds. (Continued Improvement in ELA for SWD)</p>		<p>via frequent walk-through observations, a continuously cycle of feedback from staff, and specially-designed professional learning sessions on our building-level PD days.</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.

School Board Minutes or Affirmation Statement

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

All student groups exceeded the growth goal for ELA

All student groups exceeded the growth goal for Math

We met the growth goal for science

16.5% of students with disabilities achieved a status of proficient or advanced in ELA.

11.6% of students with disabilities achieved a status of proficient or advanced in Mathematics.

All groups averaged Dark Blue Growth: Grade 4-no data Grade 5 maintained dark blue growth. Grade 6 moved from green to light blue growth. Grade 7 maintained green growth. Grade 8 moved from green to dark blue growth.

The All Student Group was dark blue for growth during the 2021-2022 school year with an Academic Growth Score of 100%, which is trending upward from its previous Academic Growth Score of 92 during the 2019-2020 school year.

During the 2020-2021 school year, 16.5% of Students with Disabilities scored a proficient or advanced; thereby, exceeding

Challenges

8.6% of Students with Disabilities achieved proficiency in Science, which is 1.4% below the 10% proficiency target.

The All Student Group trended downward to 13.8% PRO/ADV in 2021-2022 from 22.77% PRO/ADV in 2019, which was a decrease of 8.9%.

No subgroup met the state average of 55% for ELA proficiency.

The All Student Group achieved 4.9% proficiency in 2020-2021, which reflects a downward trend from 13.2% proficiency in 2019.

English Learners and students of 2 or more races had a proficiency score of 2.9%

The All Student Group trended downward to an 18.8% proficiency during the 2020-2021 school year from the 26.97% proficiency scored obtained in 2019.

During the 2020-2021 school year, 3% of English Learners achieved proficiency.

Strengths

the 10% proficiency indicated by our TSI designation.

The All Student Group achieved a growth score of 100, which exceeded the PA Academic Growth Standard by 30 points; growth is trending upward. (2020-2021 FRPAI & 2017-2018 FRPAI)

The All Student Group was blue for growth with an Academic Growth Score of 100 for 2020-2021, which is trending upward from its previous Academic Growth Score of 97 during the 2017-2018 school year.

During the 2020-2021 school year, 11.6% of Students with Disabilities scored a proficient or advanced; thereby, exceeding the 10% proficiency indicated by our TSI designation.

The All Student Group was green for growth with an Academic Growth Score of 77, which is trending upward from its previous Academic Growth Score of 73 during the 2018-2019 school year, exceeding the state average and growth scores for the 2020-2021 school year.

Grades 8 maintained green growth during the 2020-2021 school year.

ELs exceeded growth targets in ELA and Math

During the 2020-2021 school year, 16.5% of SWD achieved proficiency in ELA, exceeding the TSI 10% proficiency obligation.

Challenges

EL students had the lowest proficiency of the student groups in mathematics.

EL students had the lowest proficiency of the student groups in ELA.

Increased targeted supports for EL students in ELA and Mathematics

Implement an evidence-based system of school wide positive behavior interventions and supports

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

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

Identify professional learning needs through analysis of a variety of data

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

Strengths

During the 2020-2021 school year, 11.6% of SWD achieved proficiency in Math, exceeding the TSI 10% proficiency obligation.

Met career benchmarks

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

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

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

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Implement an evidence-based system of school wide positive behavior interventions and supports	Big Rock: Writing Instruction	
Implement a multi-tiered system of supports for academics and behavior	Big Rock: PLC Structure	
Use multiple professional learning designs to support the learning needs of staff	Big Rock: Targeted Instruction for SWD	
Identify professional learning needs through analysis of a variety of data	SDCY Big Rock: Align Resources for Title I	

ADDENDUM B: ACTION PLAN

Action Plan: Enhanced Questioning to promote critical thinking

Action Steps**Anticipated Start/Completion Date**

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08/18/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

Classroom walk-throughs, observation check lists, staff feedback surveys based on their implementation status via the key points in the Critical Thinking Text.

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

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yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Critical Thinking in the Classroom Book Study	All educational teaching staff.	We will explore the topics of: Thinking Frameworks, Creating a Culture of Critical Thinking, Strategies to Promote Critical Thinking, Critical Thinking and Student Movement, Critical Thinking Acronyms and Organizers, Fusing Critical Thinking with Digital Tools, Effective Questioning Practices, and how to fully Implement Critical Thinking.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The evidence of learning will occur in data collected through focused classroom walk-throughs based on the "Look Fors" identified in the Critical Thinking book and our leadership team.	08/18/2022 - 06/02/2023	Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
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ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

