

MERCER AREA MS

545 W Butler Street

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

In collaboration with family and community, the mission of the Mercer Area School District is to provide a nurturing, inclusive, and safe environment. This environment will provide challenging opportunities, emphasize digital citizenship, offer applicable life experiences, and promote an understanding of global awareness in order to prepare our students to be productive, responsible, contributing citizens. The vision of Mercer Middle School is to be a school building that recognizes personal achievement & growth and promotes pride in ourselves, in our school, and in our community.

STEERING COMMITTEE

| Name | Position | Building/Group |
|---------------------|------------------------|-----------------------------|
| Eric Mausser | Principal | Mercer Middle School |
| Amanda Simpson | Principal | Mercer Middle School |
| Shirley Spiegel | District Level Leaders | Mercer Area School District |
| Jillian Braden | Education Specialist | Mercer Middle School |
| Courtney Brown | Education Specialist | Mercer Middle School |
| Shawn Algoe | Community Member | Community Member |
| Kelly Heckathorn | Parent | Parent |
| Rod Bobby | Board Member | Mercer Area School District |
| Jessica Ingley | Teacher | Mercer Middle School |
| Marcy Dadich | Parent | Parent |
| Valerie Ellenberger | Parent | Parent |
| Breana Renkin | Teacher | Mercer Middle-High School |
| Erin McLaughlin | Teacher | Mercer Middle-High School |
| | | |

| Name | Position | Building/Group |
|-----------------------|----------------------------|-----------------------------|
| Cindy Gilmore | Teacher | Mercer Middle-High School |
| Anna Cook | Teacher | Mercer Middle-High School |
| Cassie Washil | Teacher | Mercer Middle-High School |
| Peyton Schell | Teacher | Mercer Middle-High School |
| Jennifer Gerjets | Education Specialist | Mercer High School |
| Michael G. Piddington | District Level Leaders | Mercer Area School District |
| Amy Hackett | Community Member | Community Member |
| Ronald R. Rowe, Jr. | Chief School Administrator | Mercer Area School District |
| Derek Stotsky | Board Member | Mercer Area School District |
| Art Amos | Board Member | Mercer Area School District |
| Shane Nugent | Board Member | Mercer Area School District |

ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|--|--|
| The focus of the work within the Mathematics curriculum needs to continue to be centered upon implementing instructional practices and assessment strategies that will promote academic growth of students and increase proficiency on statewide assessments. | Mathematics |
| Growth measures for mathematics has been a focus for improvement for multiple years at the middle school. The focus of the work needs to continue to center around implementing instructional practices and assessment strategies that will promote academic growth of students and increase proficiency on statewide assessments. | Mathematics |
| It is important to utilize the different resources that are available to better understand the needs of each student. In addition to the data that is available from the classroom, it is important to utilize these resources to both individualize and differentiate the instruction that is provided to the students. | Essential Practices 1: Focus on Continuous Improvement of Instruction |

ACTION PLAN AND STEPS

| Evidence-based Strategy | |
|---|--|
| Using Data to Drive Instruction - Mathematics | |
| Measurable Goals | |
| Goal Nickname | Measurable Goal Statement (Smart Goal) |

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

Growth in Mathematics

By June 2023, at least 65% will meet the annual mathematics growth goal by evidence show within the Future Reading PA Index.

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

Teachers will utilize multiple sources of data and create student-focused learning goals/objectives that include opportunity to monitor the progress of those goals.

2022-08-23 -
2023-06-02Eric Mausser,
Principal
Amanda
Simpson, Asst.
Principal

PVAAS data, Edmentum/Study Island Data, NWEA MAP Growth Assessment Data, PSSA Testing Data, Academic Grades, & Progress Reports. Federal funding (approximately \$24,805.63) would be utilized to assist with the staffing of individuals that could provide additional supports to identified students and for resources used by students & staff during these supports sessions.

Anticipated Outcome

Results of student performance will demonstrate growth throughout the school year.

Monitoring/Evaluation

Monitoring of this action will be consistent throughout the year and will be utilized by content area and/or grade level teams of teachers.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|---|--|-------------------------------|
| By June 2023, at least 65% will meet the annual mathematics growth goal by evidence show within the Future Reading PA Index. (Growth in Mathematics) | Using Data to Drive Instruction - Mathematics | Teachers will utilize multiple sources of data and create student-focused learning goals/objectives that include opportunity to monitor the progress of those goals. | 08/23/2022 - 06/02/2023 |

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

School Improvement Facilitator Signature

Building Principal Signature

Eric Mausser

2022-11-14

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

NWEA testing takes place in the fall (August/September), winter (January/February), and spring (April/May). This provides both baseline data and a snapshot of student performance throughout the school year. Faculty & staff are able to take information from this MAP testing to determine the academic needs of the students and then implement instruction strategies & assessment practices to meet those needs.

Students have access to technology (1-to-1 Chromebook initiative) and utilizing educational programming (Edmentum/Study Island, etc.). This provides an opportunity to engage students and track their progress through academic standards in English/Language Arts.

NWEA testing takes place in the fall (August/September), winter (January/February), and spring (April/May). This provides both baseline data and a snapshot of student performance throughout the school year. Faculty & staff are able to take information from this MAP testing to determine the academic needs of the students and then implement instruction strategies & assessment practices to meet those needs.

Students have access to technology (1-to-1 Chromebook initiative)

Challenges

Access to technology and prevalent resources for students. The school district implemented a 1-to-1 technology program during the 2020-2021 school year in an effort to provide students opportunities to access educational resources & programming both during the school day and after-school hours.

Testing fatigue. Students complete NWEA assessments three (3) times per year. If they have been enrolled within the school district since elementary (grades K-6), they are very familiar with the testing process. It has been observed that students have a difficult time with the winter test that takes place at the beginning of the second semester (January/February), as they are partway through the year and coming off of winter break. Additionally, the spring testing session (April/May) typically take place immediately after the standardized assessments that are completed each spring (PSSAs and Keystone Exams) prior to the end of the school year.

Access to technology and prevalent resources for students. The school district implemented a 1-to-1 technology program during the 2020-2021 school year in an effort to provide students opportunities to access educational resources & programming both during the school day and after-school hours.

Strengths

and utilizing educational programming (Edmentum/Study Island, Khan Academy, etc.). This provides an opportunity to engage students and track their progress through academic standards in Mathematics.

Students in 7th & 8th grade participate in courses during a nine-week period (Design & Modeling - 7th grade and Automation & Robotics - 8th grade) as part of rotation courses that provides students exposure to a STEM curriculum.

Our school counselor works exceptionally well with the students to ensure that artifacts are collected and that students are meeting these career ready benchmarks. Students who are absent on the day of an artifact have opportunity for alternative activities to meet the requirement(s).

Teachers work closely with the guidance department to integrate different activities and opportunities into the learning environment across content areas and/or grade levels.

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

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

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

Challenges

Testing fatigue. Students complete NWEA assessments three (3) times per year. If they have been enrolled within the school district since elementary (grades K-6), they are very familiar with the testing process. It has been observed that students have a difficult time with the winter test that takes place at the beginning of the second semester (January/February), as they are partway through the year and coming off of winter break. Additionally, the spring testing session (April/May) typically take place immediately after the standardized assessments that are completed each spring (PSSAs and Keystone Exams) prior to the end of the school year.

Amount of time that students are exposed to STEM curriculum. The STEM courses that students participate in during 7th & 8th grade (Design & Modeling - 7th grade and Automation & Robotics - 8th grade) as part of rotation courses and are only nine (9) weeks in length. There is no other room in the master schedule to allow for additional courses or additional time (semester/full year). Additional opportunities need to be incorporated into the core content areas (Mathematics and/or Science).

It is always difficult to maintain accurate records of what individual students need to complete an alternate activity/activities in the event that they are not present during a lesson/program/presentation. As a result, meticulous care is needed and consistent communication is a requirement between

Strengths

students, staff, and the school.

The faculty & staff within the school district, including all of the supports, do a tremendous job communicating and collaborating with one another. Based on the size of the middle school, students are known on an individual basis amongst the staff members.

The faculty & staff is comfortable with the different data sources that are available and utilize this information to develop a better understanding of the individual students that they work with on a daily basis.

Mercer MS data shows 97.7% of students met the career standards benchmark, which is 11.5% above the statewide average.

Mercer MS data shows 65.1% of students were Proficient or Advanced on the ELA PSSA Exam, which is 9.9% above the state average.

Challenges

the guidance department, classroom teachers, and administration.

Identify professional learning needs through analysis of a variety of data.

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

The school district is largely homogeneous with approximately 94.0% of the students reporting as "white". This is a challenge in that there are many data categories that are marked as 'IS' (insufficient data) because of the lack of diversity.

Improvements can continue to be made in the practices and strategies that are implemented with students who might be labeled as Economically Disadvantaged and making adjustments with instruction and expectations.

Mercer MS data shows 54.0% of students met the standard for demonstrating academic growth in Mathematics/Algebra I, which is 19.7% below the state average.

Mercer MS data shows 29.8% of students were Proficient or Advanced on the PSSA Math Exam, which is 7.5% below the state average.

Mercer MS data shows 60.0% of students met the standard for

Challenges

demonstrating academic growth in English Language Arts/Literature, which is 15.5% below the state average.

Most Notable Observations/Patterns

| Challenges | Discussion Point | Priority for Planning |
|---|---|-----------------------|
| <p>Mercer MS data shows 54.0% of students met the standard for demonstrating academic growth in Mathematics/Algebra I, which is 19.7% below the state average.</p> | <p>Growth measures for mathematics has been a focus for improvement for multiple years at the middle school. The focus of the work needs to continue to center around implementing instructional practices and assessment strategies that will promote academic growth of students and increase proficiency on statewide assessments.</p> | |
| <p>Mercer MS data shows 29.8% of students were Proficient or Advanced on the PSSA Math Exam, which is 7.5% below the state average.</p> | <p>Growth measures for mathematics has been a focus for improvement for multiple years at the middle school. The focus of the work needs to continue to center around implementing instructional practices and assessment strategies that will promote academic growth of students and increase proficiency on statewide assessments.</p> | |
| <p>Identify professional learning needs through analysis of a variety of data.</p> | | |
| <p>Use a variety of assessments (including diagnostic, formative, & summative) to monitor student learning and adjust programs and instructional practices.</p> | <p>The teachers utilize NWEA MAP Growth assessment data and a great deal of formative assessment, but we can continue to improve upon using other programs and measures to monitor progress.</p> | |
| <p>Improvements can continue to be made in the practices and strategies that are implemented with students who might be labeled as Economically Disadvantaged and making adjustments with instruction and expectations.</p> | | |

ADDENDUM B: ACTION PLAN

Action Plan: Using Data to Drive Instruction - Mathematics

| Action Steps | Anticipated Start/Completion Date |
|--|-----------------------------------|
| Teachers will utilize multiple sources of data and create student-focused learning goals/objectives that include opportunity to monitor the progress of those goals. | 08/23/2022 - 06/02/2023 |

| Monitoring/Evaluation | Anticipated Output |
|---|--|
| Monitoring of this action will be consistent throughout the year and will be utilized by content area and/or grade level teams of teachers. | Results of student performance will demonstrate growth throughout the school year. |

| Material/Resources/Supports Needed | PD Step |
|--|---------|
| PVAAS data, Edmentum/Study Island Data, NWEA MAP Growth Assessment Data, PSSA Testing Data, Academic Grades, & Progress Reports. Federal funding (approximately \$24,805.63) would be utilized to assist with the staffing of individuals that could provide additional supports to identified students and for resources used by students & staff during these supports sessions. | yes |

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|---|--|-------------------------------|
| By June 2023, at least 65% will meet the annual mathematics growth goal by evidence show within the Future Reading PA Index. (Growth in Mathematics) | Using Data to Drive Instruction - Mathematics | Teachers will utilize multiple sources of data and create student-focused learning goals/objectives that include opportunity to monitor the progress of those goals. | 08/23/2022 - 06/02/2023 |



PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|--|-----------------------|--|
| Understanding & Utilizing Student Data | Content area teachers | Reviewing & exporting NWEA MAP Growth Assessment testing data, Understanding how to review & navigate PVAAS website, & interpretation of assessment data collected throughout the school year. |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|---|-------------------------|---|
| Data graphs with student assessment information, development of support materials, & opportunities for review/remediation and extension/enrichment. | 08/23/2022 - 06/02/2023 | Eric Mausser, Principal & Amanda Simpson, Assistant Principal |

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|--|--|-------------------|-------------------|---|
| Information posted on School District Website | Academic goals & Title I goals | Technology | Parents/Guardians | Information posted @ beginning of the school year & updated periodically throughout the year. |
| Newsletter and/or Parent/Guardian Information Letter | Academic goals, Title I goals, & Explanation of material | Paper (Hard Copy) | Parents/Guardians | Materials sent at the beginning of the school year. Additional correspondence will come with report cards, special mailings, and/or other academic messages that are sent home throughout the year. |
