

MIFFLINBURG AREA INTERMEDIATE SCHOOL



2023-2024 SCHOOL-LEVEL PLAN

School-level Planning Team Members

Mr. Philip Heggenstaller, Principal

Dr. Sandra Mattocks, Director of Curriculum and Instruction/Federal Programs Coordinator

Mrs. Kara Tucker, Emotional/Autistic Support Teacher

Miss Amy Bastian, Emotional Support Teacher

Mrs. Richelle Finerghy, Grade 3 Teacher

Mrs. Lori Hoy, Grade 5 Teacher

Mrs. Oleysa Siewers, Title I Aide

Mrs. Gina Craven, Paraprofessional

Mrs. Erin Pasternostro, Parent

Mrs. Autumn Faust, Parent

Mrs. Kelly Kreisher, Parent

Ms. Rachel Lewis, Parent

Mrs. Hannah Wert, Parent

Vision: *Educate...Achieve...Together*

Mission: *Through individualized learning, we educate our students and encourage all children to achieve their highest potential working together as a school and community.*

2022-2023 Data Reflection Statements

PSSA

1. Grade 4 students performed at the CSIU average in both ELA and Science.
2. Grade 5 students performed 12 percentage points higher in ELA than the CSIU average and 22 percentage points higher in Math than the CSIU average.
3. The All Student Group, Students with Disabilities, and the Economically Disadvantaged Student Groups had a 100% participation rate in Career Benchmarking.
4. Students in Grade 4 performed 8 percentage points below the CSIU average.
5. The 2023 proficiency performance of students in Grade 4 decreased by 2 percentage points compared to the 2022 PSSA in math while students in Grade 3 and Grade 5 increased their proficiency score by 10% and 15% respectively.

6. The All Student Group met or exceeded the Academic Growth Score in ELA, Math, and Science.
7. Students in Grade 3 performed 7 percentage points higher in ELA than the CSIU average and 8 percentage points higher in Math.

TDA

1. Eleven percent (11%) gain in text-dependent analysis (TDA)s.
2. Both Grade 4 and Grade 5 students saw an increase in TDAs with a 4% increase in Grade 4 and a 2% increase in Grade 5 from the previous year.

RANKING IN THE CSIU REGION (8/23/2023)

Grade 3: ELA 6th and Math 6th

Grade 4: ELA 9th, Math 14th, and Science 10th

Grade 5: ELA 4th, Math 2nd

2023-2024 Title I Building-Level Goals

GOAL #1 By the end of the 2023-2024 school year, the Classroom Diagnostic Tools (CDT)s will have been administered two times and student conferences held.

ACTION STEPS

1. Teachers will be provided an overview of Classroom Diagnostic Tools (CDTs) on October 9.
2. Teachers will complete the initial administration of the CDTs for Math, ELA, and Science (October 16-27).
3. Teachers will hold conferences with students and discuss individual student data (November 6-17).
4. Teachers will complete a second administration of the CDTs and hold student conferences (February 20-29) in preparation for PSSAs.

GOAL #2 By the end of each quarter, every grade-level teacher who teaches math will participate in a SuccessMaker data meeting with the Building Principal and Director of Curriculum and Instruction.

ACTION STEPS

1. The Director of Curriculum and Instruction and the Building Principal will participate in a SuccessMaker reports review with Savvas (September 11-22).
2. Each teacher will bring their first quarter data to a data meeting and make goal adjustments connected to small group instruction to meet the students' needs October 16-27.
3. Each teacher will bring their second quarter data to a data meeting and make goal adjustments connected to small group instruction to meet the students' needs (February 1-9).
4. Each teacher will bring their third quarter data to a data meeting and make goal adjustments for students as needed connected to small group instruction to meet the students' needs with documentation for the next school year (May 6-17).

MONITORING AND EVALUATION A schedule of data meetings will be developed. Teachers will document reflection and next quarter goal setting.

GOAL #3 By the end of the 23-24 school year, each classroom teacher will have utilized two adopt-a-practices on a regular basis related to solving word problems and explanation of their thinking when responding to open-ended questions.

ACTION STEPS

1. By the end of the first quarter, teachers will discuss, as a school, the instructional practices that each grade-level team believes are contributing to their highest PSSA scores.
2. By the end of the first two weeks of the second quarter (October 26-November 3), teachers will have decided on two strategies.
3. Teachers will begin/continue to implement the two chosen strategies throughout the third quarter (November 6-January 16).
4. Teachers will continue to implement the two chosen strategies throughout the fourth quarter and reflect on their effectiveness (January 7-May 30).

MONITORING AND EVALUATION The chosen strategies will be documented in team notes and monitored during walkthrough observations.

GOAL #4 By the end of the 23-24 school year, 95% of the students identified as below benchmark on the Acadience assessment will increase their oral reading fluency score from the beginning-of-the-year benchmark assessment.

ACTION STEPS

1. By the end of the first quarter, teachers will have been trained in Acadience and all Grade 3 students will be benchmarked in Oral Reading Fluency using Acadience. Title I services will be provided for students in need of intervention (August 23-October 25).
2. By the end of the second quarter, progress checks will be conducted and intervention groups adjusted as needed based on student data (October 26-January 16).
3. During the third quarter, students will be benchmarked using Acadience and data analyzed to adjust intervention groups as needed (January 17-March 21).
4. During the fourth quarter, students will be benchmarked using Acadience and data analyzed and documented for the next school year (March 22-May 24).

MONITORING AND EVALUATION The oral reading fluency data will be stored in the Acadience system.