

Meyersdale Area El Sch
Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Meyersdale Area El Sch		108565203
Address 1		
1345 Shaw Mines Rd		
Address 2		
City	State	Zip Code
Meyersdale	PA	15552
Chief School Administrator		Chief School Administrator Email
Dr Tracey A Karlie		trkarlie@masd.net
Principal Name		
Devin Pritts		
Principal Email		
dpritts@masd.net		
Principal Phone Number		Principal Extension
8146348313		
School Improvement Facilitator Name		School Improvement Facilitator Email
Tracey A. Karlie		trkarlie@masd.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Tracey Karlie	Chief School Administrator	Meyersdale Area School District	trkarlie@masd.net
Devin Pritts	Building Principal	Meyersdale Area School District	dpritts@masd.net
Kim Berkley	Elementary School Teacher- Regular Education	Meyersdale Area School District	kberkley@masd.net
Carrie Long	Teacher	Meyersdale Area School District	clong@masd.net
Rene Hay	Ed Specialist- Speech	Meyersdale Area School District	rhay@masd.net
Kala Loya	Special Education Director/Specialist	Meyersdale Area School District	loyak@masd.net
Bree Yoder	Community Representative- Social Worker	IU08	byoder@iu08.org
Christa Wilttrout	Parent	Educational Boosters (PTA)	camiller@masd.net
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Vision for Learning

Vision for Learning

We envision Meyersdale Area School District being a place where: Each student is a lifelong learner who contributes to an ever-changing, increasingly diverse world. School and community relations are valued in Meyersdale Area School District. Students, teachers, staff, parents and community members will share the responsibility of every child. The community is dedicated to ensuring that students acquire the knowledge and skills necessary to enhance and fully develop their unique capabilities. Each student is actively engaged in developing relevant knowledge, skills and attributes, both independently and collaboratively. Faculty is provided professional development opportunities that encourage student engagement in learning experiences across the school district. All members of the school community have access to appropriate technology. All members of the school community are committed to continuous improvement.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
All Student Group	<p>The most notable observation is that students are lacking foundational skills that allow students to grow and achieve. We have significant deficits that require reinforcement, intervention and targeted support. Through data collection utilizing iReady, DIBELS and grade level assessments we are able to identify and group students to help close individual deficits. Through small group instruction and targeted lessons- students will be able to close academic gaps. Intentional support for both academic and social-emotional learning will help our students grow and achieve. We have started to utilize the MTSS process to identify students in need of more in-depth and corrective instruction. When reviewing beginning of the year data, second grade was able to identify that only 4 students were on grade level with their phonics ability. Once they analyzed the iReady data they created a game plan for small group intervention and supports. They followed the MTSS process and implemented explicit phonics instruction. Once we received and analyzed PSSA scores it was clear that our math deficits (10.1% of fifth grade students were advanced on the PSSA) of achievement and math were even greater. A math specialist was chosen to help support struggling math students both in the classroom and in small group remedial settings. By increasing supports interventions and supports and focusing on math fluency- we hope to close the achievement gap and grow individual students. We see the need to spend time studying and analyzing data and continually making shifts in our instruction. The use of PD time to increase knowledge of resources and student performance will help to guide our instructional practices. For English Language Arts/Literature the all student group achieved proficient/advanced at 66.9% compared to the Economically Disadvantaged at 62.0%. The economically disadvantaged subgroup performed at 62% which is an increase from the previous year. Students with disabilities also had an increase from 23.1% to 30.0%. Additionally, Mathematics All Student Group achieved proficient/advanced on the PSSA at 56.3% compared to the Economically Disadvantaged group at 49.4%. The economically disadvantaged subgroup performed at 49.4% which is an increase from previous years. Students with disabilities showed an increase from 15.4% to 30.0%. Economically disadvantaged subgroups did show a mathematics and science growth increase from the previous year. There was a slight decrease for the economically disadvantaged subgroup in ELA.</p>
Science Growth	Academic Growth Score: 100% Economically disadvantaged subgroups did show a mathematics and science growth increase from the previous year. There was a slight decrease for the economically disadvantaged subgroup in ELA.
Career Standards Benchmark	Percent Met: 100%
English Language Arts	97% Growth For English Language Arts/Literature the all student group achieved proficient/advanced at 66.9% compared to the Economically Disadvantaged at 62.0%. The economically disadvantaged subgroup performed at 62% which is an increase from the previous

	year. Students with disabilities also had an increase from 23.1% to 30.0%. Economically disadvantaged subgroups did show a mathematics and science growth increase from the previous year. There was a slight decrease for the economically disadvantaged subgroup in ELA.
Math	88% Growth Additionally, Mathematics All Student Group achieved proficient/advanced on the PSSA at 56.3% compared to the Economically Disadvantaged group at 49.4%. The economically disadvantaged subgroup performed at 49.4% which is an increase from previous years. Students with disabilities showed an increase from 15.4% to 30.0%. Economically disadvantaged subgroups did show a mathematics and science growth increase from the previous year. There was a slight decrease for the economically disadvantaged subgroup in ELA.

Challenges

Indicator	Comments/Notable Observations
English Language Arts Proficient or Advanced	Proficient or Advanced: 66.9% Economically disadvantaged subgroups did show a mathematics and science growth increase from the previous year. There was a slight decrease for the economically disadvantaged subgroup in ELA.
Mathematics Proficient or Advanced	Proficient or Advanced: 56.3% The mathematics All Student Group achieved proficient/advanced on the PSSA at 56.3% compared to the Economically Disadvantaged group at 49.4%.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Regular Attendance ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Regular Attendance Percentage: 88.2%
Indicator Science Growth ESSA Student Subgroups	Comments/Notable Observations Proficient or Advanced 20/21: 100% All student groups meet or exceeds statewide goal.
Indicator Career Standards Benchmark ESSA Student Subgroups	Comments/Notable Observations Percent: 100% All student groups meet or exceeds statewide goal.

Challenges

Indicator English Language Arts Proficient or Advanced ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Proficient or Advanced for 21/22: 63.5% Not meeting
Indicator Mathematics Proficient or Advanced	Comments/Notable Observations

ESSA Student Subgroups	Proficient or Advanced for 21/22: 40.5%
Indicator ESSA Student Subgroups	Comments/Notable Observations

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Regular Attendance
Career Standards Benchmark
Science Growth

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

English Language Arts Proficient or Advanced
Mathematics Proficient or Advanced

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS	Administer to all students in grades K-2. Grade level teams analyze data with reading specialists.
i-Ready Diagnostic	2024-2025 all grades will be completing three diagnostic assessments. Personalized pathways and instructional component included.
McGraw-Hill Wonders Reading	Unit and weekly assessments.
PSSA	Relevant PSSA data that is available.

English Language Arts Summary

Strengths

Differentiated instruction including guided reading, leveled reading and reading intervention/direct instruction.
i-Ready: Easy to understand data and instructional activities that are designed to meet individual student needs.
For English Language Arts/Literature the all student group achieved proficient/advanced at 66.9% compared to the Economically Disadvantaged at 62.0%. The economically disadvantaged subgroup performed at 62% which is an increase from the previous year. Students with disabilities also had an increase from 23.1% to 30.0%.
One-to-one devices with a consistent learning management system.

Challenges

Maintaining and maximizing instructional time.
The inability to reach all students that needed remote instruction.
There was a slight decrease in growth for the economically disadvantaged subgroup in ELA.
Increased professional development opportunities.

Mathematics

Data	Comments/Notable Observations
i-Ready Diagnostic	2023-2024 all grades will be completing diagnostic assessment. Personalized pathways and instructional component included.
McGraw-Hill Everyday Math 4	Unit and weekly assessments. End-of-Year cumulative assessment.
PSSA	Relevant PSSA data that is available.
Xtra Math	Basic fact fluency practice with real-time data

Mathematics Summary

Strengths

i-Ready: Easy to understand data and instructional activities that are designed to meet individual student needs.
Consistent curriculum.
Differentiated support.
Mathematics All Student Group achieved proficient/advanced on the PSSA at 56.3% compared to the Economically Disadvantaged group at 49.4%. The economically disadvantaged subgroup performed at 49.4% which is an increase from previous years. Students with disabilities showed an increase from 15.4% to 30.0%.

Challenges

Math fact fluency.
Increased supplemental/intervention math support.
Increased professional development opportunities.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	Relevant PSSA data that is available.

Science, Technology, and Engineering Education Summary

Strengths

Hands-on activities that promote exploration and self-discovery.
Consistent lesson design and progression starting in kindergarten.
New Curriculum aligned with STEELS standards.

Challenges

Increased instructional time.
Increased professional development opportunities.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Artifact collection	The district purchased an online program to meet career readiness expectations. Students are completing lessons online. 100% of students had required artifacts.
Portfolios	Career readiness portfolios are digitally kept and maintained for each student. A minimum of two artifacts are collected for every student each year. Still maintaining hard copies for older students.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Student social and emotional well-being.	Impacts of COVID and pandemic on students.

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Embedding college and career activities in all content areas.

An established career day for community members to meet with students to discuss their careers.
Fifth grade students are provided the opportunity to visit Somerset County Technology Center and a local business.
Online digital curriculum.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

More exposure to careers not found in our community and non-traditional roles.
Elaborating on various college and career paths.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
PSSA	For English Language Arts/Literature the all student group achieved proficient/advanced at 66.9%.. Students with disabilities also had an increase from 23.1% to 30.0%. The Mathematics All Student Group achieved proficient/advanced on the PSSA at 56.3%. Students with disabilities showed an increase from 15.4% to 30.0%.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
i-Ready	2023-2024 all grades will be completing diagnostic assessment. Personalized pathways and instructional component included.
PSSA	For English Language Arts/Literature the all student group achieved proficient/advanced at 66.9% compared to the Economically Disadvantaged at 62.0%. The economically disadvantaged subgroup performed at 62% which is an increase from the previous year. Students with disabilities also had an increase from 23.1% to 30.0%. Additionally, Mathematics All Student Group achieved proficient/advanced on the PSSA at 56.3% compared to the Economically Disadvantaged group at 49.4%. The economically disadvantaged subgroup performed at 49.4% which is an increase from previous years. Students with disabilities showed an increase from 15.4% to 30.0%. Economically disadvantaged subgroups did show a mathematics and science growth increase from the previous year. There was a slight decrease for the economically disadvantaged subgroup in ELA.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
White	White students were very comparable to the all student group in both the Proficient /Advanced and Growth categories. All Student Group Did Not Meet Interim Goal/Improvement Target ELA: White 67.2% School: 67.6% Math: White: 63.4% School: 64.2% Science: White: 89.6% School: 90.2% All Student Group Meets the Standard Demonstrating Growth ELA: White 66% School: 67% Math: White: 75% School: 76% Science: White: 100% School: 100%

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Individual student knowledge.
Individualized assessments and pathways for students.
Consistent expectations for all students.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Increased support and differentiated time.
Time to analyze data.
Increased professional development.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Implement an evidence-based system of schoolwide positive behavior interventions and supports

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Identify and address individual student learning needs
Implement a multi-tiered system of supports for academics and behavior
Use multiple professional learning designs to support the learning needs of staff

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Science Growth	False
Regular Attendance	True
Differentiated instruction including guided reading, leveled reading and reading intervention/direct instruction.	True
i-Ready: Easy to understand data and instructional activities that are designed to meet individual student needs.	True
For English Language Arts/Literature the all student group achieved proficient/advanced at 66.9% compared to the Economically Disadvantaged at 62.0%. The economically disadvantaged subgroup performed at 62% which is an increase from the previous year. Students with disabilities also had an increase from 23.1% to 30.0%.	True
Individual student knowledge.	True
i-Ready: Easy to understand data and instructional activities that are designed to meet individual student needs.	False
Consistent curriculum.	False
Differentiated support.	True
Hands-on activities that promote exploration and self-discovery.	True
Consistent lesson design and progression starting in kindergarten.	False
Career Standards Benchmark	False
One-to-one devices with a consistent learning management system.	False
New Curriculum aligned with STEELS standards.	False
Mathematics All Student Group achieved proficient/advanced on the PSSA at 56.3% compared to the Economically Disadvantaged group at 49.4%. The economically disadvantaged subgroup performed at 49.4% which is an increase from previous years. Students with disabilities showed an increase from 15.4% to 30.0%.	False
Individualized assessments and pathways for students.	True
Consistent expectations for all students.	True
Embedding college and career activities in all content areas.	False
An established career day for community members to meet with students to discuss their careers.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True

Fifth grade students are provided the opportunity to visit Somerset County Technology Center and a local business.	False
Online digital curriculum.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
English Language Arts Proficient or Advanced	True
Mathematics Proficient or Advanced	True
Maintaining and maximizing instructional time.	False
The inability to reach all students that needed remote instruction.	True
There was a slight decrease in growth for the economically disadvantaged subgroup in ELA.	True
Increased support and differentiated time.	True
Math fact fluency.	True
Increased supplemental/intervention math support.	False
Increased instructional time.	True
More exposure to careers not found in our community and non-traditional roles.	False
Elaborating on various college and career paths.	False
Increased professional development opportunities.	False
Increased professional development opportunities.	False
Identify and address individual student learning needs	True
Increased professional development opportunities.	False
Time to analyze data.	True
Increased professional development.	True
Implement a multi-tiered system of supports for academics and behavior	True
Use multiple professional learning designs to support the learning needs of staff	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The most notable observation is that students are lacking foundational skills that allow students to grow and achieve. We have significant deficits that require reinforcement, intervention and targeted support. Through data collection utilizing iReady, DIBELS and grade level assessments we are able to identify and group students to help close individual deficits. Through small group instruction and targeted lessons- students will be able to close academic gaps. Intentional support for both academic and social-emotional learning will help our students grow and achieve. We have started to utilize the MTSS process to identify students in

need of more in-depth and corrective instruction. When reviewing beginning of the year data, second grade was able to identify that only 4 students were on grade level with their phonics ability. Once they analyzed the iReady data they created a game plan for small group intervention and supports. They followed the MTSS process and implemented explicit phonics instruction. Once we received and analyzed PSSA scores it was clear that our math deficits (10.1% of fifth grade students were advanced on the PSSA) of achievement and math were even greater. A math specialist was chosen to help support struggling math students both in the classroom and in small group remedial settings. By increasing supports interventions and supports and focusing on math fluency- we hope to close the achievement gap and grow individual students. We see the need to spend time studying and analyzing data and continually making shifts in our instruction. The use of PD time to increase knowledge of resources and student performance will help to guide our instructional practices. For English Language Arts/Literature the all student group achieved proficient/advanced at 66.9% compared to the Economically Disadvantaged at 62.0%. The economically disadvantaged subgroup performed at 62% which is an increase from the previous year. Students with disabilities also had an increase from 23.1% to 30.0%. Additionally, Mathematics All Student Group achieved proficient/advanced on the PSSA at 56.3% compared to the Economically Disadvantaged group at 49.4%. The economically disadvantaged subgroup performed at 49.4% which is an increase from previous years. Students with disabilities showed an increase from 15.4% to 30.0%. Economically disadvantaged subgroups did show a mathematics and science growth increase from the previous year. There was a slight decrease for the economically disadvantaged subgroup in ELA.