

Kennett MS

ATSI Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Kennett MS		124154003
Address 1		
195 Sunny Dell Rd		
Address 2		
City	State	Zip Code
Landenberg	PA	19350
Chief School Administrator		Chief School Administrator Email
Dr Kimberly Rizzo Saunders		krizzosaunders@kcsd.org
Principal Name		
Jacob Moore		
Principal Email		
jmoore@kcsd.org		
Principal Phone Number		Principal Extension
6102685870		
School Improvement Facilitator Name		School Improvement Facilitator Email
Dara Kline		darak@cciu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jacob Moore	Principal	Kennett Middle School	jmoore@kcsd.org
Katie King	Principal	Kennett Middle School	kking@kcsd.org
Rebecca Robbins	Principal	Kennett Middle School	rrobbins@kcsd.org
Danielle Apice	Teacher	Kennett Middle School	dapice@kcsd.org
Hannah Boland	Teacher	Kennett Middle School	hboland@kcsd.org
Kaitelyn Satchell	Parent	Kennett Middle School	Katelynbrady89@gmail.com
Paola Rosas Weed	Community Member	ATB Director	afterthebell@kcsd.org
Brenna Austin	District Level Leaders	Kennett Consolidated School District	baustin@kcsd.org
Jennifer Miller	District Level Leaders	Kennett Consolidated School District	jenmiller@kcsd.org
Dean Ivory	District Level Leaders	Kennett Consolidated School District	divory@kcsd.org
Michael Barber	District Level Leaders	Kennett Consolidated School District	mbarber@kcsd.org
Kori Barley Stoudemire	Parent	Kennett Middle School	kbarley@kcsd.org
Rebecca Vietri	District Level Leaders	Kennett Consolidated School District	rvietri@kcsd.org
Anaya Medina	Student	Kennett Middle School	noreply@kcsd.org
Collin Brady	Student	Kennett Middle School	noreply@kcsd.org

Vision for Learning

Vision for Learning

The Kennett Consolidated School District (KCSD) is an inclusive community that nurtures, prepares and empowers ALL, showing everyone they matter in their journey to succeed in the world.

Future Ready PA Index

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

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

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations

Challenges

Indicator	Comments/Notable Observations

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Kennett Middle School was 53.7% proficient or advanced on the English Language Arts PSSA which is 3.8% above the state average.
Hispanic Students were only 29.4%. We are not meeting the target goal but we are seeing increasing performance.
ELLs were only 14.8% proficient or advanced on the ELA PSSA in 24-25, and this percentage is not meeting the state's target but is a increase from the previous school year.

Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

ELLs were only 14.8% proficient or advanced on the ELA PSSA in 24-25, and this percentage is not meeting the state's target but is a increase from the previous school year.
SWD were only 12.9% proficient or advanced on the ELA PSSA in 24-25, and this percentage is not meeting the state's target and is a decrease from the previous school year.
SWD were only 6.5% proficient or advanced on the 24-25 Math PSSA. This percentage does not meet the state wide goal and it is a decrease in previous year's performance.
ELLs at KMS were only 8.2% proficient or advanced and this does not meet the state-wide goal.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Aimsweb Benchmark (ELA)	Benchmark 3 times per year (fall, winter, spring).

English Language Arts Summary

Strengths

As of the winter benchmark in the 25-26 school year, 76.6% of all KMS students were at or above our local target (25th percentile).
KMS has redesigned how benchmarks are administered. We follow a new school-wide schedule.
KMS has implemented a collaborative team approach to planning lessons, evaluating data, and curriculum mapping.

Challenges

KMS ELLs and SWD continue to test below their grade-level peers.
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Mathematics

Data	Comments/Notable Observations
iReady Benchmark	Benchmark 3 times per year (fall, winter, spring).

Mathematics Summary

Strengths

As of the winter benchmark in the 25-26 school year, 81.5 % of all KMS students were at or above our local target (25th percentile).
KMS has redesigned how benchmarks are administered. We follow a new school-wide schedule.
KMS has implemented a collaborative team approach to planning lessons, evaluating data, and curriculum mapping.

Challenges

KMS ELLs and SWD continue to test below their grade-level peers.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness Standards	99.7% of KMS students met career readiness standards.

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

True Health, Safety, and Physical Education Omit

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.

99.7% of KMS students met their career readiness benchmark compared to the state average of 91.5%.
The district is focusing on classroom discussions regarding achievement beliefs for improving instructional outcomes.

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.

Our ELLS and SWD need more classroom discussions to encourage language production.
Our ELLS and SWD need more classroom engagement to encourage more meaningful opportunities.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA PSSA	KMS's economically disadvantaged students are not meeting their state-wide goal (28.6%)
Math PSSA	KMS's economically disadvantaged students are not meeting their state-wide goal (17.9%)

Student Groups by Race/Ethnicity

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

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.

We are focused on classroom discussions for our student sub groups in need to encourage language production.

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.

SWD and ELL subgroups are closing the gap on non-hispanic peers, but not at a pace that will close the gap before graduation.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
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	Emerging
Identify and address individual student learning needs	Emerging
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	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

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	Emerging

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 systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based - KMS has adopted a new schedule that focuses on true teaming. This means more conversations and professional collaboration to support students. The new schedule allows a team of teachers to meet more frequently with the grade level principal and school counselor to discuss, student performance, subgroup data, interventions, and more. This is emerging.

Align curricular materials and lesson plans to the PA Standards - KMS continues to unwrap and unpack the PA core standards in every subject area for alignment of instruction. This is emerging.

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?

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Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices - Implement a multi-tiered system of supports for academics and behavior - Setting interim targets of data review for the year will allow us to analyze the data to support our students during instruction. We analyze data during monthly MTSS meetings. This is emerging.

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
Kennett Middle School was 53.7% proficient or advanced on the English Language Arts PSSA which is 3.8% above the state average.	False
Hispanic Students were only 29.4%. We are not meeting the target goal but we are seeing increasing performance.	True
ELLs were only 14.8% proficient or advanced on the ELA PSSA in 24-25, and this percentage is not meeting the state's target but is a increase from the previous school year.	True
As of the winter benchmark in the 25-26 school year, 76.6% of all KMS students were at or above our local target (25th percentile).	True
KMS has redesigned how benchmarks are administered. We follow a new school-wide schedule.	False
KMS has implemented a collaborative team approach to planning lessons, evaluating data, and curriculum mapping.	True
As of the winter benchmark in the 25-26 school year, 81.5 % of all KMS students were at or above our local target (25th percentile).	False
KMS has redesigned how benchmarks are administered. We follow a new school-wide schedule.	False
KMS has implemented a collaborative team approach to planning lessons, evaluating data, and curriculum mapping.	False
99.7% of KMS students met their career readiness benchmark compared to the state average of 91.5%.	False
The district is focusing on classroom discussions regarding achievement beliefs for improving instructional outcomes.	False
We are focused on classroom discussions for our student sub groups in need to encourage language production.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based - KMS has adopted a new schedule that focuses on true teaming. This means more conversations and professional collaboration to support students. The new schedule allows a team of teachers to meet more frequently with the grade level principal and school counselor to discuss, student performance, subgroup data, interventions, and more. This is emerging.	True
Align curricular materials and lesson plans to the PA Standards - KMS continues to unwrap and unpack the PA core standards in every subject area for alignment of instruction. This is emerging.	True

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
ELLs were only 14.8% proficient or advanced on the ELA PSSA in 24-25, and this percentage is not meeting the state's target but is a increase from the previous school year.	True

SWD were only 12.9% proficient or advanced on the ELA PSSA in 24-25, and this percentage is not meeting the state's target and is a decrease from the previous school year.	True
SWD were only 6.5% proficient or advanced on the 24-25 Math PSSA. This percentage does not meet the state wide goal and it is a decrease in previous year's performance.	True
ELLs at KMS were only 8.2% proficient or advanced and this does not meet the state-wide goal.	True
KMS ELLs and SWD continue to test below their grade-level peers.	True
KMS ELLs and SWD continue to test below their grade-level peers.	False
Our ELLs and SWD need more classroom discussions to encourage language production.	False
Our ELLs and SWD need more classroom engagement to encourage more meaningful opportunities.	False
SWD and ELL subgroups are closing the gap on non-hispanic peers, but not at a pace that will close the gap before graduation.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices - Implement a multi-tiered system of supports for academics and behavior - Setting interim targets of data review for the year will allow us to analyze the data to support our students during instruction. We analyze data during monthly MTSS meetings. This is emerging.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELLs were only 14.8% proficient or advanced on the ELA PSSA in 24-25, and this percentage is not meeting the state's target but is a increase from the previous school year.		False
SWD were only 12.9% proficient or advanced on the ELA PSSA in 24-25, and this percentage is not meeting the state's target and is a decrease from the previous school year.		False
SWD were only 6.5% proficient or advanced on the 24-25 Math PSSA. This percentage does not meet the state wide goal and it is a decrease in previous year's performance.		False
ELLs at KMS were only 8.2% proficient or advanced and this does not meet the state-wide goal.		True
KMS ELLs and SWD continue to test below their grade-level peers.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Hispanic Students were only 29.4%. We are not meeting the target goal but we are seeing increasing performance.	
ELLs were only 14.8% proficient or advanced on the ELA PSSA in 24-25, and this percentage is not meeting the state's target but is a increase from the previous school year.	
As of the winter benchmark in the 25-26 school year, 76.6% of all KMS students were at or above our local target (25th percentile).	
KMS has implemented a collaborative team approach to planning lessons, evaluating data, and curriculum mapping.	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based - KMS has adopted a new schedule that focuses on true teaming. This means more conversations and professional collaboration to support students. The new schedule allows a team of teachers to meet more frequently with the grade level principal and school counselor to discuss, student performance, subgroup data, interventions, and more. This is emerging.	
Align curricular materials and lesson plans to the PA Standards - KMS continues to unwrap and unpack the PA core standards in every subject area for alignment of instruction. This is emerging.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will prioritize high-quality tier 1 ELA instruction (which will include small group instruction) in order to address the deficit within our ELL and SWD populations.
	We will prioritize high-quality tier 1 Math instruction (which will include small group instruction) in order to address the deficit within our ELL and SWD populations.

Goal Setting

Priority: We will prioritize high-quality tier 1 Math instruction (which will include small group instruction) in order to address the deficit within our ELL and SWD populations.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Based on the Math PSSA exams, KMS ELLS and SWD will meet or exceed the PA standards of academic growth in PVAAS.			
Measurable Goal Nickname (35 Character Max)			
Math ELLs & SWD			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish Benchmark in iReady for 100% of students in this subgroup. (Fall)	Analyze fall benchmark data and ensure that any student scoring under the 25th percentile will be discussed at MTSS to provide academic supports.	Kennett Middle School will increase the percentage of students meeting the Tier 1 level (as measured by iReady benchmark assessments) by 2% compared to the baseline established in fall of 2026.	Kennett Middle School will increase the percentage of students meeting the Tier 1 level (as measured by iReady benchmark assessments) by 3% compared to the baseline established in fall of 2026.

Priority: We will prioritize high-quality tier 1 ELA instruction (which will include small group instruction) in order to address the deficit within our ELL and SWD populations.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Based on the ELA PSSA exams, KMS ELLS and SWD will meet or exceed the PA standards of academic growth in PVAAS.			
Measurable Goal Nickname (35 Character Max)			
ELA ELLs & SWD			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish Benchmark in iReady for 100% of students in this subgroup. (Fall)	Analyze fall benchmark data and ensure that any student scoring under the 25th percentile will be discussed at MTSS to provide academic supports.	Kennett Middle School will increase the percentage of students meeting the Tier 1 level (as measured by aimsweb benchmark assessments) by 2% compared to the baseline established in fall of 2026.	Kennett Middle School will increase the percentage of students meeting the Tier 1 level (as measured by aimsweb benchmark assessments) by 3% compared to the baseline established in fall of 2026.

Action Plan

Measurable Goals

Math ELLs & SWD	ELA ELLs & SWD
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Action Plan For: High Quality Tier 1 Instruction

Measurable Goals:
- Based on the Math PSSA exams, KMS ELLS and SWD will meet or exceed the PA standards of academic growth in PVAAS. - Based on the ELA PSSA exams, KMS ELLS and SWD will meet or exceed the PA standards of academic growth in PVAAS.

Action Step		Anticipated Start Date	Anticipated Completion Date
Meet monthly with MTSS team to review interventions for all students and specifically ELLs and SWD below the 25th percentile. Using Title funds, we purchased a subscription to Newsela (literacy resource), Lexia (literacy resource), Sonday (Reading instruction), and also PSSA Coach & Practice Books for ELA and Math.		2026-08-31	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jacob Moore & The MTSS Team of either 2 or 3 interventionists or perhaps a secondary MTSS coordinator.	Using Title funds, we purchased a subscription to Newsela (literacy resource), Lexia (literacy resource), Sonday (Reading instruction), and also PSSA Coach & Practice Books for ELA and Math.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased PVAAS scores for ELLS and SWD	MTSS Team monthly meetings. People: One interventionist, school psychologist, grade level school counselor, grade level principal, school-based social worker, applicable ELD/SPED teachers in attendance, and perhaps an MTSS secondary coordinator. Frequency: Each grade level MTSS team meets one time per month. Method: In person monthly meeting, with data tracking (attendance, grades, interventions, progress monitoring, benchmarking). Discussing all identified students, A-Z, and taking monthly notes on progress.

Action Plan For: Curriculum Mapping

Measurable Goals:
- Based on the Math PSSA exams, KMS ELLS and SWD will meet or exceed the PA standards of academic growth in PVAAS. - Based on the ELA PSSA exams, KMS ELLS and SWD will meet or exceed the PA standards of academic growth in PVAAS.

Action Step		Anticipated Start Date	Anticipated Completion Date
Content area grade level teams will collaborate to create standards aligned curriculum maps		2026-08-31	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jacob Moore and trained facilitators	Support with curriculum mapping facilitation. Progress towards final product in Atlas.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Tier 1 standards aligned curricula	Jacob Moore and trained facilitators

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Total Expenditures				

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Total Expenditures				

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum Mapping	Content area grade level teams will collaborate to create standards aligned curriculum maps

KCSD Curriculum Mapping Process

Action Step		
• Content area grade level teams will collaborate to create standards aligned curriculum maps		
Audience		
All certificated teachers		
Topics to be Included		
All content areas		
Evidence of Learning		
Heat Maps		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jacob Moore and Trained Facilitators	2026-08-31	2027-06-11

Learning Format

Type of Activities	Frequency
Inservice day	All in-service days
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date