

MORRISVILLE INTERMEDIATE SCH

550 W Palmer St

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The mission of the School District of Borough of Morrisville is to prepare confident students who are knowledgeable and capable of utilizing academic and social skills necessary to thrive in a complex society by providing a superior education in a stimulating, secure environment through the effective use of challenging instructional strategies, technology and extra-curricular activities that are designed to meet the needs of individual students, capitalizing upon its unique position as a small district within a large area rich in historic and cultural resources.

STEERING COMMITTEE

Name	Position	Building/Group
Sean Haines	Superintendent	Borough of Morrisville School District
Julieann Cappuccino	Elementary Principal	Borough of Morrisville School District
Wendy Gordon	Title I Coordinator/Reading Specialist	Borough of Morrisville School District
Jill Osterhout	First Grade Regular EducationTeacher	Borough of Morrisville School District
Luz Waters	High School Parent	Borough of Morrisville School District
Damon Miller	School Board President	Borough of Morrisville School District
Darletta Berry-Johnson	Community Representative : Professional Education	Ivins House
Gina Leary	Ed Specialist - School Counselor : Professional Education Special Education	Borough of Morrisville School District
Melanie Snipes	Business Representative : Professional Education	Snipes Nursery

Name	Position	Building/Group
Megan Mason	Elementary School Teacher - Special Education : Professional Education Special Education	Borough of Morrisville School District
Meredith Wiley	3rd Grade Regular Education Teacher	Borough of Morrisville School District
Tracie Galante	Teacher	Borough of Morrisville School District
Bonnie Dingle	Parent	Morrisville Parent
Nicholas Zlupko	Other	Elementary Assistant Principal

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Providing more opportunities for parents/guardians to be engaged in the school will strengthen the home/school connection to better serve our students.	Parent and family engagement
The use of Imagine Math will provide students to increase fact fluency and will also target math skills for students who are performing below grade level.	Mathematics Mathematics
Using this data, will be able to identify student areas of need in core literacy skills (phonemic awareness, phonics, fluency, vocabulary, and comprehension) to provide targeted instructions for students performing below grade level.	English Language Arts English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy
Targeted Reading Intervention
Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Acadience	70% of students in grades 3-5 will increase their overall reading score on Acadience by at least 10 points by the end of the school year.
Linkit! English Language Arts Benchmark	70% of students in grades 3-5 will increase their overall reading score on the English Language Arts Linkit! Benchmark by at least 10 points by the end of the school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Small Group and targeted instruction for students reading below grade level with the K-5 Reading Specialist and/or Title I Paraprofessional to enhance literacy skills.	2023-09-05 - 2024-06-10	Wendy Gordon/K-5 Reading Specialist	K-5 Reading Specialist (\$71,614) Title I Paraprofessional (\$20,726.71)

Anticipated Outcome
Acadience Reading, Linkit! Benchmark and 95% Group

Monitoring/Evaluation
The school will monitor this through our benchmark testing three times per year. Our Student Support/MTSS team (Building Principal, Assistant Principal, Reading Specialist, School Psychologist, Guidance Counselor and classroom teacher) will review and analyze student data from Acadience Reading and the Linkit Benchmark at least three times per year (September, January, and May) through data chats.

Evidence-based Strategy			
Targeted Math Instruction/Intervention			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Imagine Math	70% of students in grades 3-5 will increase their math fluency skills by at least 10 points by the end of the school year.		
Linkit! Mathematics Benchmark	70% of students in grades 3-5 will increase their overall math score on the Mathematics Linkit! Benchmark score by at least 10 points by the end of the school year.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students in grades 3-5 will utilize the Imagine Math program to strengthen both fluency and math skills at least three times per week.	2023-09-05 - 2024-06-10	General Education Classroom Teachers	Imagine Math (\$23,000)
Anticipated Outcome			
Imagine Math and Linkit! Benchmark			
Monitoring/Evaluation			
Classroom Teachers will monitor student data from Imagine Math weekly. Principal and Assistant Principal will monitor student data quarterly.			

Evidence-based Strategy	
Parent/Guardian Engagement	

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Parent/Guardian Engagement	This school year, 10% of parents/guardians of students in grades 3-5 will engage in at least three activities provided by the school.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
To increase parent/guardian engagement, the school will send home monthly newsletter to families, weekly communication through Class DoJo, and hold at least three events throughout the school year for parents/guardians.	2023-09-05 - 2024-06-10	Julieann Cappuccino/Elementary Principal	"Parents Make a Difference" Newsletter (\$389.00)

Anticipated Outcome
"Parents Make a Difference" Newsletter Back-to-School Night (September) Literacy Night (October) Book Fair (October and April/May) Winter Concert Spring Art/Music Concert Field Day

Monitoring/Evaluation
The building principal will work in collaboration with the building team to organize and implement parent/guardian events. The building principal will work with building secretaries to ensure the monthly newsletter is sent home to families.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
70% of students in grades 3-5 will increase their math fluency skills by at least 10 points by the end of the school year. (Imagine Math)	Targeted Math Instruction/Intervention	Students in grades 3-5 will utilize the Imagine Math program to strengthen both fluency and math skills at least three times per week.	09/05/2023 - 06/10/2024
70% of students in grades 3-5 will increase their overall math score on the Mathematics Linkit! Benchmark score by at least 10 points by the end of the school year. (Linkit! Mathematics Benchmark)			

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.

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

81.7% of our 3-5 students attended school on a regular basis.

Students in grades 3-5 Academic Growth Score - 94.0 is approaching meeting the statewide growth standard (70.0) in English Language Arts.

Aligned English Language Arts curricular materials and lesson plans to the PA Standards

Implementation of a WIN (What I Need) Block to target literacy skills in a small group setting

Uses a variety of assessments and Data Meetings to monitor student learning and adjust programs and instructional practices based the data.

Uses a variety of assessments and Data Meetings to monitor student learning and adjust programs and instructional practices based the data.

Align Mathematics curricular materials and lesson plans to the PA Standards

Collaboration between grade level teams

Challenges

In a breakdown of our subgroups in English Language Arts: 25.7% of Black students 39.5% of Hispanic students 51.1% of White students 31.7% of Economically Disadvantaged students 25.5% of Students with a Disability have score Proficient or Advanced We have an Insufficient Sample for English Language Learners.

In a breakdown of our subgroups in Mathematics 5.8% of Black students 23.3% of Hispanic students 37.9% of White students 16.3% of Economically Disadvantaged students 18.2% of Students with a Disability have score Proficient or Advanced We have an Insufficient Sample for English Language Learners.

38.5% of students in grades 3-5 are performing Proficient or Advanced in English Language Arts which is below the statewide average.

22.7% of students in grades 3-5 are performing Proficient or Advanced in Mathematics which is below the statewide average.

According to the English Language Arts PSSA, 61.5% of students in grades 3-5 are performing below basic or basic.

According to the Mathematics PSSA, 77.3% of students in grades 3-5 are performing below basic or basic.

Strengths

Collaboration between grade level teams

According to the Science PSSA, 70% of students in grade 4 are performing Proficient or Advanced.

Implementation of a WIN (What I Need) Block to target skills in a smaller group

Implementation of a WIN (What I Need) Block to target math skills in a small group setting

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

Administrators and staff are committed to providing access to resources and support for all students.

Align curricular materials and lesson plans to the PA Standards *

Professional Development provided to teacher leader on the new STEEL Standards.

n/a

Challenges

Lack of available budgetary resources to provide a sustainable effort in the areas of remediation and intervention

Limited resources to fund a vibrant Science program/curriculum for grades 3-5 has left our team with abiding challenges to get these experiences to our students.

Professional Development is limited

Lack of available budgetary resources to provide a sustainable effort in the areas of remediation and intervention

Professional Development is limited

Staffing of paraprofessionals

Staffing challenges on a consistent basis

6% of students in grades 3-5 are identified as English Language Learners who are not fluent in their own language making it difficult to understand and learn concepts in english.

22% of students in grades 3-5 are identified as a student with a disability and require an individual learning plan to best meet their instructional needs.

58.7% of students in grades 3-5 are identified as economically disadvantaged and receiving free or reduced breakfast and lunch.

Challenges

These students often come to school to have their basic foods needs meet before they can be ready to learn. Often times, economically disadvantaged students do not have access to rich learning materials at home.

Professional Development is limited

Lack of available budgetary resources to provide a sustainable effort in the areas of remediation and intervention.

Follow-up with struggling students continues to be a challenge for teachers and staff, particularly when parents are unresponsive.

Staffing of paraprofessionals

n/a

Most Notable Observations/Patterns

The team found this work to be well spent. The use of data, implementation of research based programs and small group has helped our students grow academically. We were also able to identify areas to continue to focus on and grow in.

Challenges	Discussion Point	Priority for Planning
In a breakdown of our subgroups in English Language Arts: 25.7% of Black students 39.5% of Hispanic students 51.1% of White students 31.7% of Economically Disadvantaged students 25.5% of Students with a Disability have score Proficient or Advanced We have an Insufficient Sample for English Language Learners.	Parent/gaurdian engagement and a partnership with the school is critical to a child's academic success.	✓
In a breakdown of our subgroups in Mathematics 5.8% of Black students 23.3% of Hispanic students 37.9% of White students 16.3% of Economically Disadvantaged students 18.2% of Students with a Disability have score Proficient or Advanced We have an Insufficient Sample for English Language Learners.		
38.5% of students in grades 3-5 are performing Proficient or Advanced in English Language Arts which is below the statewide average.		
22.7% of students in grades 3-5 are performing Proficient or Advanced in Mathematics which is below the statewide average.		
According to the Mathematics PSSA, 77.3% of students in grades 3-5 are performing below basic or basic.	Instructional gaps in Mathematics have increased during the pandemic.	✓
Lack of available budgetary resources to provide a sustainable effort in the areas of remediation and intervention		
Professional Development is limited		
Lack of available budgetary resources to provide a sustainable effort in the areas of		

Challenges	Discussion Point	Priority for Planning
remediation and intervention.		
Staffing challenges on a consistent basis		
According to the English Language Arts PSSA, 61.5% of students in grades 3-5 are performing below basic or basic.	Instructional gaps in English Language Arts have increased during the pandemic.	✓
Lack of available budgetary resources to provide a sustainable effort in the areas of remediation and intervention		
Professional Development is limited		
Staffing of paraprofessionals		
Professional Development is limited		
Follow-up with struggling students continues to be a challenge for teachers and staff, particularly when parents are unresponsive.		
6% of students in grades 3-5 are identified as English Language Learners who are not fluent in their own language making it difficult to understand and learn concepts in english.		
22% of students in grades 3-5 are identified as a student with a disability and require and individual learning plan to best meet their instructional needs.		

Challenges**Discussion Point****Priority for Planning**

58.7% of students in grades 3-5 are identified as economically disadvantaged and receiving free or reduced breakfast and lunch. These students often come to school to have their basic foods needs meet before they can be ready to learn. Often times, economically disadvantaged students do not have access to rich learning materials at home.

Limited resources to fund a vibrant Science program/curriculum for grades 3-5 has left our team with abiding challenges to get these experiences to our students.

ADDENDUM B: ACTION PLAN

Action Plan: Targeted Reading Intervention

Action Steps	Anticipated Start/Completion Date
Small Group and targeted instruction for students reading below grade level with the K-5 Reading Specialist and/or Title I Paraprofessional to enhance literacy skills.	09/05/2023 - 06/10/2024

Monitoring/Evaluation	Anticipated Output
The school will monitor this through our benchmark testing three times per year. Our Student Support/MTSS team (Building Principal, Assistant Principal, Reading Specialist, School Psychologist, Guidance Counselor and classroom teacher) will review and analyze student data from Acadience Reading and the Linkit Benchmark at least three times per year (September, January, and May) through data chats.	Acadience Reading, Linkit! Benchmark and 95% Group

Material/Resources/Supports Needed	PD Step
K-5 Reading Specialist (\$71,614) Title I Paraprofessional (\$20,726.71)	no

Action Plan: Targeted Math Instruction/Intervention

Action Steps		Anticipated Start/Completion Date	
Students in grades 3-5 will utilize the Imagine Math program to strengthen both fluency and math skills at least three times per week.		09/05/2023 - 06/10/2024	
Monitoring/Evaluation		Anticipated Output	
Classroom Teachers will monitor student data from Imagine Math weekly. Principal and Assistant Principal will monitor student data quarterly.		Imagine Math and Linkit! Benchmark	
Material/Resources/Supports Needed			PD Step
Imagine Math (\$23,000)			yes

Action Plan: Parent/Guardian Engagement

Action Steps		Anticipated Start/Completion Date	
To increase parent/guardian engagement, the school will send home monthly newsletter to families, weekly communication through Class DoJo, and hold at least three events throughout the school year for parents/guardians.		09/05/2023 - 06/10/2024	
Monitoring/Evaluation		Anticipated Output	
The building principal will work in collaboration with the building team to organize and implement parent/guardian events. The building principal will work with building secretaries to ensure the monthly newsletter is sent home to families.		"Parents Make a Difference" Newsletter Back-to-School Night (September) Literacy Night (October) Book Fair (October and April/May) Winter Concert Spring Art/Music Concert Field Day	
Material/Resources/Supports Needed			PD Step
"Parents Make a Difference" Newsletter (\$389.00)			no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
70% of students in grades 3-5 will increase their math fluency skills by at least 10 points by the end of the school year. (Imagine Math)	Targeted Math Instruction/Intervention	Students in grades 3-5 will utilize the Imagine Math program to strengthen both fluency and math skills at least three times per week.	09/05/2023 - 06/10/2024
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Imagine Math Webinar Training	Classroom Teachers	Teachers will learn how to navigate the Imagine Math Platform; how to create assignments for students; and how to progress monitor students.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers implementing the program at least three days a week and students increasing at least 10 points by the end of the year.	09/05/2023 - 06/10/2024	Julieann Cappuccino/Elementary 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
Morrisville Intermediate School - 23-24 Title I School Wide Plan will be shared via our School Website, posted to our Class DoJo, email blast and presented to parents/guardians during Back to School Night.	Morrisville Intermediate School - 23-24 Title I School Wide Plan	Electronically posted and presented in person	Morrisville Community	August - September
