

MIDLAND BOROUGH SD

173 7th St

Comprehensive Plan | 2022 - 2025

Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|------------------|------------------|---|--------------------------------|
| Cheryl Williams | Board Member | MBSD | leo_ladi@yahoo.com |
| Sean Tanner | Administrator | MBSD Superintendent | sean.tanner@midlandpa.org |
| Brenda Militello | Administrator | MBSD Principal | brenda.militello@midlandpa.org |
| Beth Calahan | Staff Member | MBSD Nurse | beth.calahan@midlandpa.org |
| Christina Cuddy | Administrator | MBSD Director of Special Education | chris.cuddy@midlandpa.org |
| Joy Tanner | Staff Member | MBSD Middle School Teacher | joy.tanner@midlandpa.org |
| Pam Scabilloni | Staff Member | MBSD Learning Support Teacher | pam.scabilloni@midlandpa.org |
| Tina Oravitz | Community Member | the Center Board Member | tina.oravitz@midlandpa.org |
| Jen Miller | Community Member | the Center, Director | jen@midland.center |
| Chris Shovlin | Community Member | Lincoln Park Performing Arts Center, Director | chris.shovlin@lpac.org |
| Rick Bixler | Community Member | 4 Mile Day Care, Director | rick@fourmile.org |
| Maddox Tanner | Student | MBSD | |
| Kemoni Dean | Student | MBSD | |
| Will Leavell | Staff Member | MBSD Student Services Director | will.leavell@midlandpa.org |
| Erica Guandolo | Staff Member | MBSD Guidance Counselor | erica.guandolo@midlandpa.org |
| Renee D'itri | Parent | MBSD Parent | |
| Shannon English | Parent | MBSD Parent | |

LEA Profile

The Midland Borough School District is the smallest in Beaver County with one building housing students K4-8 with an additional building containing our gymnasium and additional classrooms. School building enrollment is approximately 250 students. The low enrollment is contributed to the lack of employment and non-existing high school. The high school situation has been controversial and uncertain since Midland's high school closing in 1986. Currently students have the choice to attend charter schools and the district has a tuition agreement with neighboring school district Beaver Area High School. Approximately 125 students attend Beaver, Lincoln Park Performing Arts Charter School and PA Cyber. The district encompasses an area of 1 square mile with a large portion of its district residents being senior citizens, the district exceeds the poverty rate of 32%. The district is a CEP school receiving 98% reimbursement through the NSLP. The district receives over 80% of its fund through state and federal programs with 1 mill of real estate state equating to approximately \$24,000.00. Our district community is our school, our buildings to include the main gymnasium host many community events.

Mission and Vision

Mission

The mission of Midland Borough School is to provide an academic environment in which our children may reflect upon their heritage and prepare themselves for both the challenges of the 21 Century and their future success.

Vision

We are committed to the strategy of educating all students to higher performance levels through an emphasis on high-quality instruction that will enable all students to use their minds well and become productive, responsible citizens

Educational Value Statements

Students

The district welcomes two current 8th graders chosen from the prior school year's 7th grade class to serve as student representatives to the administrative team. Typically one message echos' throughout the annual meetings. Students want a year that's filled with fun and free of "drama". They expect their peers to perform well academically and strive for success.

Staff

Our staff values their students, colleagues and community. The Midland Elementary-School resides in the center of the community. Our school is a focal point of school events. Our staff expends countless hours volunteering for evening programs within our building as well as at "the Center" a community stakeholder. Our staff puts our students at the forefront of their day. The initiate countless fundraisers and collections to provide food, clothing and gifts to our families.

Administration

One of the primary administration of Midland Borough School District's primary role is to ensure the success of their staff and students. Another is to ensure the safety and well being of our staff and students. We combine these role's with our mission/vision of ensuring every child has an equal opportunity for educational success and that our staff is provided with all the necessary teaching tools to guide and lead to student success. We education students in grades K4-8 grade; therefore our student's leave our district after 8th grade to other LEA's and charter schools. Our focus is to provide all stakeholders with the necessary skills to ensure student success not only measured by standardized test scores.

Parents

Our bi-annual survey's center around what we have done well and what can we improve upon. Our recent Fall 2021 survey opened with the following question "Think about your child's future." "What do you want for your child"? To be healthy, happy and successful was the common thread that read throughout the surveys. Our parent's provide the supportive link to the social, emotional and academic success of our student's, their children. Our parents are hard working; faith based community members.

Community

Our school physically sits in the center of our community. When a church needs a place to hold service because of a fire or electric failure, they come to the school. When our community looses power and we families need fed and housed, they come to our school. If a community member wants to know when trick or treat is taking place, needs a phone number, or when a celebratory event is taking place they call our school. Our school is the community. We are fortunate to partner with agencies that support our vision and mission to include the Center, a faith based after school center, 4-mile day care, The Lincoln Park Performing Arts Center, to provide educational services beyond academics, and far too many to count church denominations.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

| Strength | Consideration In Plan |
|--|-----------------------|
| PVAAS Meeting Annual Academic Growth Expectations ELA and Math | Yes |
| 2019 ELA All Student Group Proficient or Advanced. meeting or exceeding interim goals. | No |
| 2019 Math All Student Group Proficient or Advanced meeting or exceeding interim goals. | Yes |
| 2019 Students with Disabilities meeting or exceeding interim goal marks with proficiency and advanced scores ELA. | No |
| Students in grades 6, 7 and 8 have the same teacher for ELA. This allows for detailed analysis of student data. The ability to monitor and adjust for learning gaps becomes less burdensome. | Yes |
| Small class sizes | No |
| Maintain the same math teach for grades 4 and 5; as well as 6, 7 & 8. | Yes |
| Small class size, allows for teacher to more easily identify student academic needs. | Yes |
| Middle School Teacher transitioned to grades 4 and 5 during the 2019 through 2021 school year. Allowed for increased scores in grades 4. | No |
| Small class sizes, allowing for ease in identifying needs of students. | Yes |
| Small class sizes allow for teachers and counselor to increase frequency of career readiness objectives. | No |
| Middle school students in grades 7 and 8 attend outside the district field events in career readiness. | No |
| 8th Grade students are required complete an 8th Grade career project as part of their promotion requirement. | Yes |
| Although not a focus of this plan all Students with Disabilities did meet the interim goal for ELA based on 2019 data. | No |
| Although not a focus of this plan all Students economically disadvantaged exceeded annual growth expectations in ELA. | No |
| Although not a focus of this plan all Students economically disadvantaged meet interim targets for growth in Math. | No |
| Empowering Leadership. The goal of the school board and administration is to meet the needs of students through varying methods to support parents and guardians. The district holds monthly parent conferences both via phone and zoom. The district hosted an open house and meet the teacher night during the Fall of 2021. | Yes |

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| Continuous Improvement of Instruction. During the 2021 -2022 school year the district added to the administrative team by hiring a Coordinator of Student Services. This position supports student learning, social and emotional needs. In addition supporting staffing needs. | Yes |
| Data Driven: The district has currently been able to hire highly qualified teachers for open positions. The district focus is on the new hire matching the school as a community and family, not just holding a certificate. | Yes |

Challenges

| Challenge | Consideration In Plan |
|---|-----------------------|
| Not meeting state standards for Career Ready Benchmarks for Spring 2021. | Yes |
| Lower than anticipated attendance rates for Spring 2021. | Yes |
| Sustainability of the same teacher teaching students grades 6, 7 and 8. | No |
| Learning issues due to COVID schedule modifications during the 2020-21 school year. Until Spring 2021 data is available we will not know the significance of learning loss. | No |
| Number of Advanced students on 2019 PSSA is blow statewide average. District at 10.8% versus state average of 17.8% | No |
| Learning issues due to COVID schedule modifications during the 2020-21 school year. Until Spring 2021 data is available we will not know the significance of learning loss. | Yes |
| Sustaining the same teacher for Math grade levels. | No |
| Awaiting 2021 data to determine if 8th grade students scores changed significantly due to new teacher during 2019 through 2021 school years. | No |
| Learning issues due to COVID schedule modifications during the 2020-21 school year. Until Spring 2021 data is available we will not know the significance of learning loss. | No |
| Effects of COVID 19 on attendance and learning Gaps during the 2020-2021 school year. | Yes |
| Not meeting statewide benchmark for Career Readiness direct effect on data. | Yes |
| Increase the proficiency and advanced percentage of students with disabilities in Math. Awaiting 2021 PSSA Data. | No |

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|---|-----|
| Playing catch up for learning loss due to COVID 19 closures, learning days and sustainability of education. | Yes |
| Allocation of resources. The district board has always supported the hiring of staff to promote academic and social growth. As many others faced these past years; hiring of professional staff has been hindered by COVID. Resources of staffing have been placed in the highest need area of struggling students. | Yes |
| Our student enrollment has seen a higher than normal drop therefore data indicators are often mis represented simply based on 1 or 2 students not meeting proficiency marks. Our current enrollment grades K4-8 is 245 students. | Yes |

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

| Strength | Discussion Points |
|--|--|
| PVAAS Meeting Annual Academic Growth Expectations ELA and Math | awaiting new PVAAS data; using other indicators such as I-Ready. |
| 2019 Math All Student Group Proficient or Advanced meeting or exceeding interim goals. | awaiting new PVAAS data; using other indicators such as I-Ready. |
| Students in grades 6, 7 and 8 have the same teacher for ELA. This allows for detailed analysis of student data. The ability to monitor and adjust for learning gaps becomes less burdensome. | sustaining this method of instruction. |
| Maintain the same math teach for grades 4 and 5; as well as 6, 7 & 8. | sustaining this method of instruction. |
| Small class size, allows for teacher to more easily identify student academic needs. | sustaining this method of instruction. |
| Small class sizes, allowing for ease in identifying needs of students. | sustaining this method of instruction. |
| 8th Grade students are required complete an 8th Grade career project as part of their promotion requirement. | Assists with meeting CAREER Benchmarks. |
| Empowering Leadership. The goal of the school board and administration is to meet the needs of students through varying methods to support parents and guardians. The district holds monthly parent conferences both via phone and zoom. The district hosted an open house and meet the teacher night during the Fall of 2021. | Not an issue. |
| Continuous Improvement of Instruction. During the 2021 -2022 school year the district added to the administrative team by hiring a Coordinator of Student Services. This position supports student learning, social and emotional needs. In addition supporting staffing needs. | Continued employment. |
| Data Driven: The district has currently been able to hire highly qualified teachers for open positions. The district focus is on the new hire matching the school as a community and family, not just holding a certificate. | Not an issue. |

Challenges

| Challenge | Discussion Points | Priority For Planning | Priority Statement |
|--|---|-----------------------|---|
| <p>Not meeting state standards for Career Ready Benchmarks for Spring 2021.</p> | <p>Closely monitoring those students who are behind in meeting benchmarks to get them on track for year end 2022.</p> | <p>Yes</p> | <p>Closely monitoring those students who are behind in meeting benchmarks to get them on track for year end 2022.</p> |
| <p>Lower than anticipated attendance rates for Spring 2021.</p> | <p>Anticipating improved attendance.</p> | <p>No</p> | |
| <p>Learning issues due to COVID schedule modifications during the 2020-21 school year. Until Spring 2021 data is available we will not know the significance of learning loss.</p> | <p>Utilizing any resource available to support academic growth during the 2021-2022 year. Began after school tutoring once COVID rates dropped.</p> | <p>Yes</p> | <p>Continue to market and employ highly qualified staff and adding additional staff in the fall of 2022. These staff members will provide academic support across the grade levels.</p> |
| <p>Effects of COVID 19 on attendance and learning Gaps during the 2020-2021 school year.</p> | <p>Anticipating improved attendance.</p> | <p>No</p> | |
| <p>Not meeting statewide benchmark for Career Readiness direct effect on data.</p> | <p>Closely monitoring those students who are behind in meeting benchmarks to get them on track for year end 2022.</p> | <p>Yes</p> | <p>Closely monitoring those students who are behind in meeting benchmarks to get them on track for year end 2022.</p> |
| <p>Playing catch up for learning loss due to COVID 19 closures, learning days and sustainability of education.</p> | <p>Utilizing any resource available to support academic growth during the 2021-2022 year. Began after school tutoring once COVID rates dropped.</p> | <p>No</p> | |
| <p>Allocation of resources. The district board has always supported the hiring of staff to promote academic and social growth. As many others faced these past years; hiring of professional staff has been hindered by COVID. Resources of staffing have been placed in the highest need area of struggling students.</p> | <p>Continue to market and employ highly qualified staff and adding additional staff in the fall of 2022. These staff members will provide academic support across the grade levels.</p> | <p>Yes</p> | <p>Continue to market and employ highly qualified staff and adding additional staff in the fall of 2022. These staff members will provide academic support across the grade levels. Take into consideration the need for additional staff to meet social and emotional needs of students.</p> |

| | | | |
|--|---|-----------|--|
| <p>Our student enrollment has seen a higher than normal drop therefore data indicators are often misrepresented simply based on 1 or 2 students not meeting proficiency marks. Our current enrollment grades K4-8 is 245 students.</p> | <p>Unfortunately something we cannot control.</p> | <p>No</p> | |
|--|---|-----------|--|

Goal Setting

Priority: Closely monitoring those students who are behind in meeting benchmarks to get them on track for year end 2022.

| Outcome Category | Measurable Goal Statement | Measurable Goal Nickname | Target Year 1 | Target Year 2 | Target Year 3 |
|----------------------------|---|--------------------------|---|---|---|
| Career Standards Benchmark | Attain the benchmark for the 2021-2022 School Year and each ensuring year thereafter. | Career Benchmark | Meet Career Benchmark for year ending 2022. | Meet Career Benchmark for year ending 2023. | Attain the benchmark for the 2021-2022 School Year and each ensuring year thereafter. |
| English Language Arts | Meet or exceed the annual growth target in ELA. | Annual Growth ELA | Meet the annual growth target for ELA based on PSSA data 2022. | Meet the annual growth target for ELA based on PSSA data 2023. | Meet or exceed the annual growth target in ELA. |
| Mathematics | Meet or exceed the annual growth target in Math. | Annual Growth Math | Meet the annual growth target for Math based on PSSA data 2022. | Meet the annual growth target for Math based on PSSA data 2023. | Meet or exceed the annual growth target in Math. |

Priority: Continue to market and employ highly qualified staff and adding additional staff in the fall of 2022. These staff members will provide academic support across the grade levels.

| Outcome Category | Measurable Goal Statement | Measurable Goal Nickname | Target Year 1 | Target Year 2 | Target Year 3 |
|----------------------------|---|--------------------------|---|--|---|
| School climate and culture | Employee additional instructional staff and Dean of Students and maintain positions beyond ESSER Funding year end 2024. | Increased Staffing | Employed a Coordinator of Student Services for the 2021-2022 school year. | Hiring of instructional staff Fall of 2022 and Dean of Students. | Employee additional instructional staff and Dean of Students and maintain positions beyond ESSER Funding year end 2024. |

Priority: Closely monitoring those students who are behind in meeting benchmarks to get them on track for year end 2022.

| Outcome Category | Measurable Goal Statement | Measurable Goal Nickname | Target Year 1 | Target Year 2 | Target Year 3 |
|---|--|---------------------------------|---|---|--|
| Essential Practices 1: Focus on Continuous Improvement of Instruction | Improve overall PSSA Scores Spring 2022, 2023 and 2024 | PSSA Scores | Increased participation and improvement on proficiency % for Spring 2022. | Increased participation and improvement on proficiency % for Spring 2023. | Improve overall PSSA Scores Spring 2022, 2023 and 2024 |

Priority: Continue to market and employ highly qualified staff and adding additional staff in the fall of 2022. These staff members will provide academic support across the grade levels. Take into consideration the need for additional staff to meet social and emotional needs of students.

| Outcome Category | Measurable Goal Statement | Measurable Goal Nickname | Target Year 1 | Target Year 2 | Target Year 3 |
|--|---|--------------------------|--|---|---|
| Essential Practices 3: Provide Student-Centered Support Systems | Meeting the needs of students academically, emotionally and socially. | Student Needs | Increased services to the students during the 2021-2022 school year by hiring Coordinator of Student Services. | Hiring additional academic support staff and Dean of Students. 2022- 2023 | Meeting the needs of students academically, emotionally and socially. |

Action Plan

Action Plan for: Indicators of Effective Use

| Measurable Goals | Anticipated Output | | | Monitoring/Evaluation | | |
|--|---|-----------------------------|---------------------------|---|----------|-----------|
| <ul style="list-style-type: none"> Career Benchmark | Students are better prepared for transition in High School. | | | Counselor meets with each grade level to provide evidence of meeting benchmark. | | |
| Action Step | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Establish a system to ensure attainment of yearly Career Awareness Benchmark | 09/01/2021 | 06/03/2022 | Erica Guandolo, Counselor | Career Readiness Program Material and Field Trips | No | Yes |

Action Plan for: Indicator of Effective Use

| Measurable Goals | Anticipated Output | | Monitoring/Evaluation | | | |
|--|--|-----------------------------|---|--|----------|-----------|
| <ul style="list-style-type: none"> • Annual Growth ELA • Annual Growth Math | Show at minimum annual growth in ELA and Math standards. | | Data analysis of PVASS and I-Ready Diagnostic | | | |
| Action Step | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Improve proficiency level's on PSSA in Math and ELA. Advancing students one level or at minimum show growth. This is an annual goal. | 10/18/2021 | 06/06/2024 | Principal | Trainings on I-Ready, reading and math series. | Yes | No |

Action Plan for: Social and Emotional Learning

| Measurable Goals | Anticipated Output | | | Monitoring/Evaluation | | |
|---|---|-----------------------------|------------------------------|---|----------|-----------|
| <ul style="list-style-type: none"> Student Needs | Higher attendance rate. Identifying students in need of social and emotional interventions. | | | Counselor and Coordinator of Student Services provide monitoring and trainings. | | |
| Action Step | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Provide intervention services to students through the employment of a Coordinator of Student Services. Improve student attendance. Staff Trauma Training. | 09/01/2021 | 06/06/2023 | Director of Student Services | Attendance records and referrals for services. | Yes | Yes |

Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|-------------------------------|---|
| Indicator of Effective Use | <ul style="list-style-type: none">• Improve proficiency level's on PSSA in Math and ELA. Advancing students one level or at minimum show growth. This is an annual goal. |
| Social and Emotional Learning | <ul style="list-style-type: none">• Provide intervention services to students through the employment of a Coordinator of Student Services. Improve student attendance. Staff Trauma Training. |

Professional Development Activities

I-Ready Data Interpretation

| Action Step | Audience | Topics to be Included | Evidence of Learning | Lead Person/Position | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|---|---------------------------------------|---|---|----------------------|---|--------------------------------------|
| <ul style="list-style-type: none"> Improve proficiency levels on PSSA in Math and ELA. Advancing students one level or at minimum show growth. This is an annual goal. | Teachers and Support Staff | Review diagnostic reports and analyze student progress. This process will assist in identifying students needs. | Complete Training | Principal | 06/20/2022 | 01/12/2023 |
| Learning Formats | | | | | | |
| Type of Activities | Frequency | | Danielson Framework Component Met in this Plan | | This Step Meets the Requirements of State Required Trainings | |
| Inservice day | 1 in-service and 1 day during summer. | | | | Language and Literacy Acquisition for All Students | |
| Inservice day | Annual | | | | Teaching Diverse Learners in an Inclusive Setting | |

Student and Staff Services

| Action Step | Audience | Topics to be Included | Evidence of Learning | Lead Person/Position | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|--|--------------------|--|---|---------------------------------|---|---|
| <ul style="list-style-type: none"> Improve proficiency level's on PSSA in Math and ELA. Advancing students one level or at minimum show growth. This is an annual goal. | Staff and Students | Training Required Act 18; Social and Emotional Learning Training for students. | Student referrals, attendance data, and classroom programs. | Coordinator of Student Services | 09/12/2022 | 06/03/2024 |
| Learning Formats | | | | | | |
| Type of Activities | Frequency | | Danielson Framework Component Met in this Plan | | This Step Meets the Requirements of State Required Trainings | |
| Inservice day | twice a year | | | | Trauma Informed Training (Act 18) | |

Communications Action Steps

| Evidence-based Strategy | Action Steps |
|-------------------------------|---|
| Indicators of Effective Use | <ul style="list-style-type: none"> • Establish a system to ensure attainment of yearly Career Awareness Benchmark |
| Social and Emotional Learning | <ul style="list-style-type: none"> • Provide intervention services to students through the employment of a Coordinator of Student Services. Improve student attendance. Staff Trauma Training. |

Communications Activities

| Social and Emotional Learning | | | | | |
|-------------------------------|--|---|---------------------------------|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| | Staff, Community Partners and Parents. | Workshops, Open House, and Meet the teacher nights. | Coordinator of Student Services | 08/08/2022 | |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Posting on district website | | | Twice a Year | | |

Career Readiness

| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|------------------------------|--------------------|---|-----------------------------------|---------------------------------|--------------------------------------|
| | Students and Staff | Types of Careers, Guest Speakers and Career Shadowing | Guidance Counselor | 09/20/2021 | 06/12/2023 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Presentation | | | Varying times throughout the year | | |