

## **MIDLAND EL/MS**

173 7th St

Schoolwide Title 1 School Plan | 2023 - 2024

---

### **VISION FOR LEARNING**

The Vision of Midland Borough School District is to provide an academic environment in which our children may reflect upon their heritage and prepare themselves for both the challenges of the 21st Century and their future success. The Midland Borough School District's school wide program is aligned with the district and state essential learning requirements to include academic standards. It is designed with the belief that all students have an equal intrinsic worth, and must have the opportunity to develop to their fullest potential. This program is in place to show a commitment by the district and it's staff that fosters the belief that life long learning is shared responsibility of individuals, families, schools, and community.

## STEERING COMMITTEE

Name	Position	Building/Group
Cheryl Williams	Board Member	Midland Borough School District
Sarah Saut	District Level Leaders	Midland Borough School District
Chris Shovlin	Business Representative	Lincoln Park Performing Arts Center
Jennifer Miller	Community Representative	the Center
Beth Calahan	School Nurse	Midland Borough School District
Sean Tanner	Chief School Administrator	Midland Borough School District
Katie Lucas	Education Specialist	Midland Borough School District
Joy Tanner	Teacher / ELA Middle School	Midland Borough School District
Kristen Dawson	Parent	Midland Student
Shane and Britney McCall	Parent	Midland Student
Christina Cuddy	Special Education Director	Midland Borough School District
Saphira Fowler	Student	Midland Borough School District
Milo Becker	Student	Midland Borough School District

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Angel McKindley	Student	Midland Borough School District
Will Leavell	District Level Leaders	Midland Borough School District
Sean Tanner	Principal	Midland Borough School District

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Enforcement of Attendance Policy across grade levels. Increase the number of Truancy Elimination Plan meetings. Expand resource knowledge and services available to our families.	Regular Attendance Social emotional learning School climate and culture
Increase standard of growth in Math in early years and open discussion to why the transition from grade 3 to 4 is not currently effective. Closely monitor local assessment data to determine academic focus. Data review by staff.	Mathematics
Increase parental involvement by hosting more family events.	Parent and family engagement

## ACTION PLAN AND STEPS

Evidence-based Strategy
Attendance Intervention Suite

---

**Measurable Goals**

---

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Improve Attendance

Increase Regular Attendance based on PIMS, Future Ready Data, and TIPS meetings.

**Action Step****Anticipated  
Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**Implement PowerSchool  
AIS

2023-08-30 - 2024-06-05

Katie Parks, Guidance  
CounselorPowerSchool Attendance Intervention  
Suite**Anticipated Outcome**

Attendance will increase and overall TIPS meeting and truancy referrals will decrease

**Monitoring/Evaluation**

Checked in bi-weekly

---

**Evidence-based Strategy**

Ripple Effects

**Measurable Goals****Goal Nickname****Measurable Goal Statement (Smart Goal)**

---

SEL Identify students with social and emotional needs.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Ripple Effects implemented 2-3 times per week	2023-08-23 - 2024-06-05	Will Leavell, Student Services Coordinator	Ripple Effects

### Anticipated Outcome

### Monitoring/Evaluation

### Evidence-based Strategy

GoGuardian Beacon

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Family-Based	Identify Students needing family-based services and provide resources.
SEL	Identify students with social and emotional needs.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement GoGuardian Beacon	2023-08-30 - 2024-06-05	Katie Parks, Guidance Counselor Sarah Saut, Director of Curriculum and Compliance	GoGuardian Beacon

**Anticipated Outcome**

**Monitoring/Evaluation**

**Evidence-based Strategy**  
ForeFront

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Grades 4 & 5 Grade Math	As students transition from self-contained classroom to having multiple teachers, classrooms and higher responsibilities and expectations.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
ForeFront program will identify gaps in learning.	2023-08-30 - 2024-06-05	Mia Wright, Mathematics	ForeFront

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
-------------	------------------------------	----------------------	-------------------------------------

**Anticipated Outcome**

**Monitoring/Evaluation**  
Mia Wright

**Evidence-based Strategy**  
Smaller Class Sizes

Goal Nickname	Measurable Goal Statement (Smart Goal)
Grades 4 & 5 Grade Math	As students transition from self-contained classroom to having multiple teachers, classrooms and higher responsibilities and expectations.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Two full-time teachers are paid by Title I funds to decrease class sizes.	2023-08-30 - 2024-06-05	Sarah Saut, Director of Curriculum and Compliance	Title I Funds



**Anticipated Outcome**

---

**Monitoring/Evaluation**

---

---

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase Regular Attendance based on PIMS, Future Ready Data, and TIPS meetings. (Improve Attendance)	Attendance Intervention Suite	Implement PowerSchool AIS	08/30/2023 - 06/05/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Identify Students needing family-based services and provide resources. (Family-Based)	GoGuardian	Implement	08/30/2023
Identify students with social and emotional needs. (SEL)	Beacon	GoGuardian Beacon	- 06/05/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As students transition from self-contained classroom to having multiple teachers, classrooms and higher responsibilities and expectations. (Grades 4 & 5 Grade Math)	ForeFront	ForeFront program will identify gaps in learning.	08/30/2023 - 06/05/2024

## 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	Sean Tanner	2023-09-01
School Improvement Facilitator Signature	Sarah Saut	2023-09-01
Building Principal Signature	Sean Tanner	2023-09-01

---

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Meeting Annual Academic Growth Expectations (Future Ready) Science /Biology - All Student Group 2022

Exceeding Annual Academic Growth Expectations (Future Ready) ELA - All Student Group 2022

Meeting Annual Academic Growth Expectations (Future Ready) Math/Algebra - All Student Group 2022

District offered a summer program and after-school program each year since 2021.

District hired a Reading Coach for 2022-2023 and 2023-2024 school year to help teachers implement evidence-based teaching strategies, pull small groups for intervention, and work one-on-one when necessary.

Committed Teachers and Staff to use all available resources to support student academics.

Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich students.

District offered a summer program and after-school program each

### Challenges

Regular Attendance All Student Group Meets Performance Standard, however low at 89.44

Future Ready - PSSA Data Mathematics/Algebra 2022 compared to statewide average and statewide goal

Academic Gaps and loss of skills due to COVID-19

The biggest challenge for the 2023-2024 school year will be still identifying learning and addressing the increase in social emotional needs due to COVID 19 and other environmental factors.

Addressing the evident issue that the transition from third grade to fourth grade seems create, with the fourth grade group frequently not meeting the growth standard before greatly improving in Grade 5.

The biggest challenge for the 2023-2024 school year will be still identifying learning and addressing the increase in social emotional needs due to COVID 19 and other environmental factors.

Improving performance of the Students with Disabilities subgroup.

## Strengths

year since 2021.

District hired a Mathematics Coach for 2022-2023 and 2023-2024 school year to help teachers implement evidence-based teaching strategies, pull small groups for intervention, and work one-on-one when necessary. A new diagnostic program will be implemented by the Mathematics Coach in 2023-2024 school year.

District offered a summer program and after-school program each year since 2021.

District purchased new Science curriculum and restructured the staff to give more specialized science instruction at a younger grade level.

The district anticipates meeting or exceeding the state average score for the 2022-2023 school year.

Students who are classified in the economically disadvantaged subgroup are showing evidence of meeting and exceeding the standard growth, well above the all student group's average.

Committed Teachers and Staff to use all available resources to support student academics.

Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich students.

## Challenges

The percentage proficient or advanced has been decreasing steadily since 2018-2019.

Teaching and implementing the new Science STEELS standards, on top of the restructuring of our teaching staff.

Improving the All Student Group performance in Mathematics. The percentage testing proficient or advanced is 33.0% lower than the statewide 2030 goal.

We do not gain the benefit of AP Course ratings in Future Ready Index as we do not educate High School Students.

Finding ways to increase parental involvement; develop a parent organization.

Expanding ways to utilize the school as the focal point of the community. Currently we are doing a fair job but the need to expand is evident.

Improving the All Student Group performance in ELA. The percentage testing proficient or advanced is 23.5% lower than the statewide 2030 goal.

Enhance programs for students both during the school day and after. These programs may include clubs, extracurricular activities, and/or evening events for students and their families.



## Strengths

Committed Teachers and Staff to use all available resources to support student academics.

Support Teachers collaboratively working with academic teachers to pull remediate and enrich students.

Full-time guidance counselor provides another instrumental resource to meeting the Career Readiness Standards and Benchmark.

Commitment to all student success by school board, administration, teachers, and staff.

The district anticipates an increase performance standard for the All Students Group.

Career Readiness curriculum, Smart Futures, was purchased for 2022-2023 and 2023-2024 school years. The artifacts within this online program will be able to be transferred to high school with our students graduating eighth grade.

The theme for the 2023-2024 school year is "Community" where we are starting off the school year a Back-To-School Pool Party for the community to gather before school starts. There is a committee that is hoping to do a community event at least once every other month.

## Challenges

Improving the All Student Group performance in Mathematics. The percentage testing proficient or advanced is 48.9% lower than the statewide 2030 goal.

Improving performance of the Students with Disabilities subgroup. The percentage proficient or advanced has been decreasing steadily since 2018-2019.

Subgroup of student with disabilities is showing a continuous decline. Gaps need to be identified with new diagnostic tools and programs and then addressed using evidence-based practices.

The biggest challenge for the 2023-2024 school year will be still identifying learning and addressing the increase in social emotional needs due to COVID 19 and other environmental factors.

K4-8 School District; slight variations in participants can have significant impact on achievement levels or benchmarks.

Low enrollment versus students assessed often indicates a greater deficiency than actually exists. 1 or 2 students can represent a 5% proficiency level change.

## Strengths

Annual Federal Programs Funding: Title I allows for the hiring of 2 full time teachers, nonpublic support, and instructional supplies. Title II allows for a portion of the salary for a full-time classroom reduction teacher in 1st grade. Title IV allows for a portion of the salary for a full-time guidance counselor and supplies for guidance.

Staff will use results and data from various assessments including: report cards, portfolios, i-Ready Diagnostic Software, DIBELS, ForeFront Mathematics, PSSA, Future Ready Index and PVAAS to monitor and adjust student academic needs for regular education students and students with disabilities.

Support of the Board of Directors and Superintendent that allow for programs to promote academic, behavior and emotional success of all students.

For the 2023-2024 school year, grant funding will allow the district to greatly increase their involvement in the Youth Ambassadors of Pennsylvania (YAP) program that will take groups of middle schoolers to events focusing on leadership, mental health, educational or other important elements. The same grant funding has updated the sensory room has been drastically for the increasing social emotional needs of our students, particularly elementary students. This room will be used in sensory diets for students whom it will help.

## Strengths

---

Support Teachers collaboratively working with academic teachers to pull, remediate, and enrich all students.

More resources are available (Reading Coach, Mathematics Coach, and several classroom aids who are certified teachers) in the 2022-2023 and 2023-2024 school year.

An SEL curriculum, full-time guidance counselor and new sensory room that will help overcome social emotional barriers to open students up to learning.

---

---

## Most Notable Observations/Patterns

---

As we reflect on the needs and the vision of our district we often revisit how we arrived at where we are today. The Midland Borough School District is located in Midland, PA covering approximately 5.2 miles. Prior to 1984, the main source of employment and family income was steel production, heavy metals manufacturing and jobs related to these industries. The decline of these businesses, including its major employer, the Crucible Steel/Colt Industries, resulted in plunging family incomes and a mass exodus of residents from the community. The loss of individual and family income, coupled with a drastic reduction in tax revenue, has had a major impact on the district and the community. Although the community has suffered significant financial loss, it still provides support for our school as evident in attendance at school events to include holiday choral concerts, talent nights, staff-student sporting events and generous donations during fundraising events held through-out the school year. The Midland Borough School District recognizes that when a community fosters a high unemployment rate, low economic stability, and a large number of single parent households, it is often labeled for its deficiencies and needs rather than its strengths and potential. The Midland community has focused to create strategies and opportunities to re-employ workers in an effort to reduce unemployment. One of proudest moments was the announcement of Midland Elementary Middle School was

## Most Notable Observations/Patterns

proudly awarded the 2007 National Blue Ribbon School of Excellence by the U.S. Department of Education. We believe one of the more recent “proud” moments was that of great accomplishment of providing educational support services to include, academic, social and emotional services to our students during the past years of unprecedented times of COVID-19. We continue to build on the social emotional services with two grants we received to implement programs and services this school year. As we faced many of the challenges that other LEA’s and community faced weathering COVID-19; the district teacher’s, staff, parents, community and students persevered. The Midland Educational community should be commended for the efforts put forth during a year of unprecedented times. The Midland Elementary – Middle School is the districts only school and has a student body with extreme socio-economic needs. Based enrollment data from August 2023; 235 students were enrolled K4-8, in the fall of 2019 we became at CEP school allowing all students to receive a free breakfast and lunch. The current poverty level is more than 2 times the states average of about 32 percent. The district administration and staff consist of the Superintendent, Director of Curriculum and Compliance, Director of Safety and Transportation, Student Services Coordinator, Administrative Assistant to Superintendent, 18 full time teaching staff, 5 part time support staff. The fall of 2022 was the first year the district employed full-time Guidance Counselor which has helped in many areas tremendously. Additional services are contracted through local agencies. We believe one of our greatest strengths is the sense of family that exists within our school and community. Each employee, regardless of their position, sees every child as an extension of their commitment to education. Our school board allows the Superintendent the ability to be flexible in allowing or approving any endeavor that is going to aid in student and staff success. The district success also depends on the funding of Federal Programs. The Title I program allows for the employment of 2 full time teachers, instructional supplies, and nonpublic participation. The Title II allows for additional full-time teacher for class size reduction. The IV program funds are applied to the salary of a full-time guidance counselor.

---

---

### Challenges

### Discussion Point

### Priority for Planning

Regular Attendance All Student Group Meets Performance Standard, however low at 89.44

Before 2022-2023 school year, the guidance counselor in charge of truancy was part time. Since hiring an individual full-time for this position, attendance has improved. As families learn the expectations, hopefully that will continue.

✓

Challenges	Discussion Point	Priority for Planning
	We've implemented a new extension of PowerSchool that will automatically notify families monthly of attendance, as well as send notifications of the unexcused absence thresholds of 3, 6 and 10.	
Future Ready - PSSA Data Mathematics/Algebra 2022 compared to statewide average and statewide goal	Transition from Grade 3 in a self-contained classroom to now having multiple classroom teachers and more independence/responsibility.	✓
Academic Gaps and loss of skills due to COVID-19		
The biggest challenge for the 2023-2024 school year will be still identifying learning and addressing the increase in social emotional needs due to COVID 19 and other environmental factors.		
Addressing the evident issue that the transition from third grade to fourth grade seems create, with the fourth grade group frequently not meeting the growth standard before greatly improving in Grade 5.		
Enhance programs for students both during the school day and		

Challenges	Discussion Point	Priority for Planning
<p>after. These programs may include clubs, extracurricular activities, and/or evening events for students and their families.</p>		
<p>Finding ways to increase parental involvement; develop a parent organization.</p>	<p>Parents feel if their child isn't having behavioral problems or failing, everything is fine. We want to increase activities for evenings.</p>	<p>✓</p>
<p>Expanding ways to utilize the school as the focal point of the community. Currently we are doing a fair job but the need to expand is evident.</p>		
<p>Improving performance of the Students with Disabilities subgroup. The percentage proficient or advanced has been decreasing steadily since 2018-2019.</p>		
<p>Improving the All Student Group performance in Mathematics. The percentage testing proficient or advanced is 33.0% lower than the statewide 2030 goal.</p>		

## ADDENDUM B: ACTION PLAN

### Action Plan: Attendance Intervention Suite

Action Steps	Anticipated Start/Completion Date
Implement PowerSchool AIS	08/30/2023 - 06/05/2024

Monitoring/Evaluation	Anticipated Output
Checked in bi-weekly	Attendance will increase and overall TIPS meeting and truancy referrals will decrease

Material/Resources/Supports Needed	PD Step
PowerSchool Attendance Intervention Suite	yes



## Action Plan: Ripple Effects

Action Steps	Anticipated Start/Completion Date
Ripple Effects implemented 2-3 times per week	08/23/2023 - 06/05/2024

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step
Ripple Effects	no





## Action Plan: GoGuardian Beacon

### Action Steps

### Anticipated Start/Completion Date

Implement GoGuardian Beacon

08/30/2023 - 06/05/2024

### Monitoring/Evaluation

### Anticipated Output

### Material/Resources/Supports Needed

### PD Step

GoGuardian Beacon

yes



## Action Plan: ForeFront

Action Steps	Anticipated Start/Completion Date
ForeFront program will identify gaps in learning.	08/30/2023 - 06/05/2024

Monitoring/Evaluation	Anticipated Output
Mia Wright	

Material/Resources/Supports Needed	PD Step
ForeFront	yes



## Action Plan: Smaller Class Sizes

### Action Steps

### Anticipated Start/Completion Date

Two full-time teachers are paid by Title I funds to decrease class sizes.

08/30/2023 - 06/05/2024

### Monitoring/Evaluation

### Anticipated Output

### Material/Resources/Supports Needed

### PD Step

Title I Funds

no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase Regular Attendance based on PIMS, Future Ready Data, and TIPS meetings. (Improve Attendance)	Attendance Intervention Suite	Implement PowerSchool AIS	08/30/2023 - 06/05/2024
Identify Students needing family-based services and provide resources. (Family-Based)	GoGuardian Beacon	Implement GoGuardian Beacon	08/30/2023 - 06/05/2024
Identify students with social and emotional needs. (SEL)			
As students transition from self-contained classroom to having multiple teachers, classrooms and higher responsibilities and expectations. (Grades 4 & 5 Grade Math)	ForeFront	ForeFront program will identify gaps in learning.	08/30/2023 - 06/05/2024

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
In-Service Day 1	Teachers and Staff	PowerSchool Attendance Intervention Suite GoGuardian Beacon

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Pre and post test	08/28/2023 - 08/29/2023	Sarah Saut, Director of Curriculum and Compliance

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

4b: Maintaining Accurate Records

4c: Communicating with Families

Professional Development Step	Audience	Topics of Prof. Dev
ForeFront Training	Mathematics Coach, Administration	ForeFront program integrating into mathematics curriculum and IReady program to give further information about math progress for students

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Data based on BOY, MOY, and EOY diagnostics	08/29/2023 - 08/30/2023	Mia Wright, Mathematics Coach

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

---

3d: Using Assessment in Instruction

4a: Reflecting on Teaching

---



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Email plan to all stakeholders	Read through and prepare feedback for meeting	Email	Stakeholders	One day
Meeting	Discuss feedback and make changes if necessary	Meeting	Stakeholders	One day

---