

LENGEL MS

1541 Laurel Blvd

ATSI Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

Lengel ensures students of all ability levels have access to appropriate grade level instruction daily using a rigorous curriculum aligned to the PA Core Standards. Lengel prepares students to be socially responsible and academically successful as they encounter challenges in school and everyday life.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Sarah Yoder	Chief School Administrator	Administrator
Caitlin Mohl	Principal	Administrator
Kelly Brennan	Special Education Director	Administrator
Maria Larish	Federal Programs Coordinator	Educator
Ashley Shappell	5th Grade Teacher	Educator
Julie Saunders	Special Education Lead Teacher	Educator
Matthew Maccarone	7th/8th Grade Math Teacher	Educator
Breanne Ferdoucha	7th/8th Grade ELA Lead Teacher	Educator
Tara Grochowski	Business	Community
Michelle Corby	Paraprofessional	Community
Barbara Wilkinson	Facilitator	IU 29
Jared Gerace	District Level Leaders	Administrator
Marie Huda	Parent	Community

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Provide professional development targeting how to identify math deficits and implement strategies to effectively remediate the targeted areas. Implementing an effective co-teaching plan will also play a role in increasing effective instructional delivery of grade level appropriate content.	Professional learning Essential Practices 1: Focus on Continuous Improvement of Instruction
The A-TSI Steering Committee will explore alternate methods of providing professional development for the 21/22 school year.	Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy	
Professional Development	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
PD for Math	During the 21/22 school year, a minimum of 2 professional learning opportunities will be provided to all math teachers in Lengel Middle School.
PD for 21/22	The A-TSI Steering Committee will determine a professional development schedule for the 21/22 school year.

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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Meet with Steering Committee to create list of alternate ideas for professional development schedule. Present to Board for approval.	2021-07-01 - 2021-08-25	Administration	Steering Committee
Utilizing the approved alternate PD idea, multiple professional development opportunities will be provided to teachers throughout the 21/22 school year.	2021-08-25 - 2022-06-01	Administration and lead teachers	Administration, lead teachers, instructional coach, professional development trainers, teachers, and best practices
Teachers will reflect on the professional development provided throughout the school year on a Google Form. Administration will review responses.	2022-05-01 - 2022-06-01	Lead teachers and administration	Google Form, administration, lead teachers, teachers

Anticipated Outcome

- Completed list and schedule of professional development opportunities in 21/22 school year - Implementation and reflection of strategies learned at the professional development opportunities

Monitoring/Evaluation

Meeting and PD agendas, minutes, and sign in sheets

Evidence-based Strategy

Co-Teaching

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Co-Teaching	Identify and assign compatible teacher pairs for the co-taught classrooms to implement effective co-teaching practices that address the learning needs of all students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Send survey to co-teachers and pair compatible teachers based on the survey results.	2021-06-08 - 2021-08-25	Administration	Surveys, special education lead teacher, and administration.
Meet with co-teacher pairs to complete SHARE document and determine responsibilities and goals in classrooms. Discuss co-teaching models and decide which models the pair will test this marking period.	2021-08-25 - 2022-01-24	Special Education Lead Teacher and Instructional Coach	SHARE documents, co-teaching IU consultant, lead teachers, instructional coach, co-teaching published materials
Co-teachers implement identified co-teaching models in classrooms. Instructional coach, lead teacher, and/or administration may conduct classroom visits.	2021-11-01 - 2022-06-01	Lead teacher and administration	Co-teaching models, co-teaching IU consultant, lead teachers, instructional coach, and administration

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Co-teachers complete a reflection form about the co-teaching model this school year.	2022-04-01 - 2022-06-01	Lead teacher and administration	Reflection Google Form and administration

Anticipated Outcome

- Updated co-teaching teams - Increased student achievement through application of co-teaching plan

Monitoring/Evaluation

Formal and informal observations or classroom visits by administration, instructional coach, and lead teachers, PD agendas, minutes, sign in sheets, reflections, surveys, and student data



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
During the 21/22 school year, a minimum of 2 professional learning opportunities will be provided to all math teachers in Lengel Middle School. (PD for Math)	Professional Development	Utilizing the approved alternate PD idea, multiple professional development opportunities will be provided to teachers throughout the 21/22 school year.	08/25/2021 - 06/01/2022
The A-TSI Steering Committee will determine a professional development schedule for the 21/22 school year. (PD for 21/22)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
During the 21/22 school year, a minimum of 2 professional learning opportunities will be provided to all math teachers in Lengel Middle School. (PD for Math)	Professional Development	Teachers will reflect on the professional development provided throughout the school year on a Google Form. Administration will review responses.	05/01/2022 - 06/01/2022
The A-TSI Steering Committee will determine a professional development schedule for the 21/22 school year. (PD for 21/22)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Identify and assign compatible teacher pairs for the co-taught classrooms to implement effective co-teaching practices that address the learning needs of all students. (Co-Teaching)	Co-Teaching	Send survey to co-teachers and pair compatible teachers based on the survey results.	06/08/2021 - 08/25/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Identify and assign compatible teacher pairs for the co-taught classrooms to implement effective co-teaching practices that address the learning needs of all students. (Co-Teaching)	Co-Teaching	Meet with co-teacher pairs to complete SHARE document and determine responsibilities and goals in classrooms. Discuss co-teaching models and decide which models the pair will test this marking period.	08/25/2021 - 01/24/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Identify and assign compatible teacher pairs for the co-taught classrooms to implement effective co-teaching practices that address the learning needs of all students. (Co-Teaching)	Co-Teaching	Co-teachers implement identified co-teaching models in classrooms. Instructional coach, lead teacher, and/or administration may conduct classroom visits.	11/01/2021 - 06/01/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Identify and assign compatible teacher pairs for the co-taught classrooms to implement effective co-teaching practices that address the learning needs of all students. (Co-Teaching)	Co-Teaching	Co-teachers complete a reflection form about the co-teaching model this school year.	04/01/2022 - 06/01/2022

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.

School Board Minutes or Affirmation Statement

2021-06-09

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

Sarah Yoder

2021-06-28

School Improvement Facilitator Signature

Barbara Wilkinson

2021-06-28

Building Principal Signature

Caitlin Mohl

2021-06-28

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The students with disabilities student group met or exceeded the statewide goal for growth in English Language Arts/Literature. This group increased performance from the previous year.

The economically disadvantaged student group met or exceeded the interim target for growth in English Language Arts/Literature. This group increased performance from the previous year.

The economically disadvantaged student group met or exceeded the statewide goal for growth in Mathematics/Algebra. This group increased performance from the previous year.

The students with disabilities student group met or exceeded the interim target for growth in Science/Biology This group increased performance from the previous year.

The economically disadvantaged student group met or exceeded the interim target for growth in Science/Biology This group increased performance from the previous year.

Professional development was provided in Google Classroom, G-Suite Chrome extensions, high-level priority standards for ELA, co-teaching, social emotional learning and building resiliency, and

Challenges

The students with disabilities student group did not meet the statewide goal/interim target for growth in Mathematics/Algebra. This group decreased performance from the previous year.

All Student Group Did Not Meet Interim Goal/Improvement Target in English Language Arts/Literature.

All Student Group Did Not Meet Interim Goal/Improvement Target in Mathematics/Algebra.

Inconsistent attendance due to COVID-19 pandemic.

The ability to deliver instruction in a traditional class setting as opposed to a hybrid learning model.

The ability to administer and access all planned assessments and data sources to ALL students.

The ability to deliver instruction in a traditional class setting as opposed to a hybrid learning model.

Limited opportunities for the type of professional development due to the global pandemic.

Strengths

effective instruction.

Fifth and sixth grade collaborated with the administration as well as the instructional coach to implement identified strategies from the professional development.

Co-teachers collaborated with the administration and the instructional coach to discuss a plan for next school year.

Various professional development trainers provided training on best practices.

Common planning time within grade level and math department provided opportunities to review and analyze student data.

Despite the unfamiliar pace and different scope and sequence of the new series and aligned curriculum, the content and rigor demonstrated better alignment to the PA Core Standards.

Common planning time within grade level and science department provided opportunities to review and analyze student data.

According to Lengel's curriculum cycle, Science is the focus for the 20/21 school year. A new series, Discovery Education, is being purchased this school year for Science.

Challenges

The ability to administer and access all planned assessments and data sources to ALL students.

The ability to deliver instruction in a traditional class setting as opposed to the hybrid learning model.

The ability to administer and access all planned assessments and data sources to ALL students.

Streamlined focus on core content areas has limited the opportunities to expand and examine the impact of co-curricular classes on student achievement.

Some virtual students are not active participants in the Career Readiness curriculum and have not submitted their pieces of Career Readiness evidence.

Hybrid learning model impacted the ability for comprehensive data collection for the 21/22 school year

Increased responsibilities of building-level educational leaders, due to decreases in staff, have presented significant challenges in supporting the development of leadership capacity and staff empowerment to better serve our students.

Government-mandated school closure during the 19-20 school

Strengths

Developed a Career Readiness course aligned to the PA Career Readiness standards.

Career Readiness standards are addressed in all grade bands.

Increased opportunities to collect common forms of data to guide effective instruction

Increased and dedicated time to discuss and analyze student data

Exposure to higher order thinking and student expectations

During year 1, curriculum alignment was a major focus. This practice provided an opportunity to evaluate curriculum that was in place, and provided a strong foundation for building a comprehensive PA Core-aligned curriculum. During year 2, professional development to effectively implement instruction of curriculum was the focus. Despite the challenges of COVID-19, professional development opportunities were robust and practical.

Grade-level and content area teams were scheduled for regular common planning times, allowing for data review and analysis, instructional collaboration, and reflection and adjustment of practices to ensure efficient learning opportunities. Professional development enhanced effective teaching practices.

A district-wide PBIS program has been implemented, with fidelity,

Challenges

year adversely impacted all aspects of essential practices for schools. In 20-21 the effects of the global pandemic continue to impede the ability of schools to provide consistent and effective learning opportunities.

Time constraints present a significant challenge in offering meaningful professional development opportunities. The A-TSI Steering Committee is continuing to seek non-traditional opportunities to provide professional development.

Strengths

providing all members of the school community with consistent and clear expectations across all school settings.

Most Notable Observations/Patterns

- Focus on students with disabilities and economically disadvantaged student groups - Focus on areas where students groups did not meet targets - Develop an effective plan for co-teaching and rostering - Revisit utilizing intervention time more effectively

Challenges	Discussion Point	Priority for Planning
<p>The students with disabilities student group did not meet the statewide goal/interim target for growth in Mathematics/Algebra. This group decreased performance from the previous year.</p>	<p>- Lack of knowledge in recognizing math deficiencies and ability to remediate</p>	
<p>Limited opportunities for the type of professional development due to the global pandemic.</p>	<p>- Contractual total of 4 professional development days</p>	
<p>Time constraints present a significant challenge in offering meaningful professional development opportunities. The A-TSI Steering Committee is continuing to seek non-traditional opportunities to provide professional development.</p>		
<p>The ability to deliver instruction in a traditional class setting as opposed to a hybrid learning model.</p>		

ADDENDUM B: ACTION PLAN

Action Plan: Professional Development

Action Steps	Anticipated Start/Completion Date
Meet with Steering Committee to create list of alternate ideas for professional development schedule. Present to Board for approval.	07/01/2021 - 08/25/2021
Monitoring/Evaluation	Anticipated Output
Meeting and PD agendas, minutes, and sign in sheets	- Completed list and schedule of professional development opportunities in 21/22 school year - Implementation and reflection of strategies learned at the professional development opportunities
Material/Resources/Supports Needed	PD Step
Steering Committee	no

Action Steps**Anticipated Start/Completion Date**

Utilizing the approved alternate PD idea, multiple professional development opportunities will be provided to teachers throughout the 21/22 school year.

08/25/2021 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

Meeting and PD agendas, minutes, and sign in sheets

- Completed list and schedule of professional development opportunities in 21/22 school year - Implementation and reflection of strategies learned at the professional development opportunities

Material/Resources/Supports Needed**PD Step**

Administration, lead teachers, instructional coach, professional development trainers, teachers, and best practices

yes



Action Steps**Anticipated Start/Completion Date**

Teachers will reflect on the professional development provided throughout the school year on a Google Form. Administration will review responses.

05/01/2022 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

Meeting and PD agendas, minutes, and sign in sheets

- Completed list and schedule of professional development opportunities in 21/22 school year - Implementation and reflection of strategies learned at the professional development opportunities

Material/Resources/Supports Needed**PD Step**

Google Form, administration, lead teachers, teachers

yes

Action Plan: Co-Teaching

Action Steps**Anticipated Start/Completion Date**

Send survey to co-teachers and pair compatible teachers based on the survey results.

06/08/2021 - 08/25/2021

Monitoring/Evaluation**Anticipated Output**

Formal and informal observations or classroom visits by administration, instructional coach, and lead teachers, PD agendas, minutes, sign in sheets, reflections, surveys, and student data

- Updated co-teaching teams - Increased student achievement through application of co-teaching plan

Material/Resources/Supports Needed**PD Step**

Surveys, special education lead teacher, and administration.

yes



Action Steps**Anticipated Start/Completion Date**

Meet with co-teacher pairs to complete SHARE document and determine responsibilities and goals in classrooms. Discuss co-teaching models and decide which models the pair will test this marking period.

08/25/2021 - 01/24/2022

Monitoring/Evaluation**Anticipated Output**

Formal and informal observations or classroom visits by administration, instructional coach, and lead teachers, PD agendas, minutes, sign in sheets, reflections, surveys, and student data

- Updated co-teaching teams - Increased student achievement through application of co-teaching plan

Material/Resources/Supports Needed**PD Step**

SHARE documents, co-teaching IU consultant, lead teachers, instructional coach, co-teaching published materials

yes



Action Steps**Anticipated Start/Completion Date**

Co-teachers implement identified co-teaching models in classrooms. Instructional coach, lead teacher, and/or administration may conduct classroom visits.

11/01/2021 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

Formal and informal observations or classroom visits by administration, instructional coach, and lead teachers, PD agendas, minutes, sign in sheets, reflections, surveys, and student data

- Updated co-teaching teams - Increased student achievement through application of co-teaching plan

Material/Resources/Supports Needed**PD Step**

Co-teaching models, co-teaching IU consultant, lead teachers, instructional coach, and administration

yes



Action Steps**Anticipated Start/Completion Date**

Co-teachers complete a reflection form about the co-teaching model this school year.

04/01/2022 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

Formal and informal observations or classroom visits by administration, instructional coach, and lead teachers, PD agendas, minutes, sign in sheets, reflections, surveys, and student data

- Updated co-teaching teams - Increased student achievement through application of co-teaching plan

Material/Resources/Supports Needed**PD Step**

Reflection Google Form and administration

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>During the 21/22 school year, a minimum of 2 professional learning opportunities will be provided to all math teachers in Lengel Middle School. (PD for Math)</p> <p>The A-TSI Steering Committee will determine a professional development schedule for the 21/22 school year. (PD for 21/22)</p>	Professional Development	Utilizing the approved alternate PD idea, multiple professional development opportunities will be provided to teachers throughout the 21/22 school year.	08/25/2021 - 06/01/2022
<p>During the 21/22 school year, a minimum of 2 professional learning opportunities will be provided to all math teachers in Lengel Middle School. (PD for Math)</p> <p>The A-TSI Steering Committee will determine a professional development schedule for the 21/22 school year. (PD for 21/22)</p>	Professional Development	Teachers will reflect on the professional development provided throughout the school year on a Google Form. Administration will review responses.	05/01/2022 - 06/01/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Identify and assign compatible teacher pairs for the co-taught classrooms to implement effective co-teaching practices that address the learning needs of all students. (Co-Teaching)	Co-Teaching	Send survey to co-teachers and pair compatible teachers based on the survey results.	06/08/2021 - 08/25/2021
Identify and assign compatible teacher pairs for the co-taught classrooms to implement effective co-teaching practices that address the learning needs of all students. (Co-Teaching)	Co-Teaching	Meet with co-teacher pairs to complete SHARE document and determine responsibilities and goals in classrooms. Discuss co-teaching models and decide which models the pair will test this marking period.	08/25/2021 - 01/24/2022
Identify and assign compatible teacher pairs for the co-taught classrooms to implement effective co-teaching practices that address the learning needs of all students. (Co-Teaching)	Co-Teaching	Co-teachers implement identified co-teaching models in classrooms.	11/01/2021 - 06/01/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		Instructional coach, lead teacher, and/or administration may conduct classroom visits.	
Identify and assign compatible teacher pairs for the co-taught classrooms to implement effective co-teaching practices that address the learning needs of all students. (Co-Teaching)	Co-Teaching	Co-teachers complete a reflection form about the co-teaching model this school year.	04/01/2022 - 06/01/2022

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Identified Math Professional Development	Math teachers	Identified Math topics in deficit area

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Educator reflections, educator/student surveys, and student data	08/25/2021 - 06/01/2022	Math Lead Teacher and administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	
3b: Using Questioning and Discussion Techniques	
1b: Demonstrating Knowledge of Students	
3a: Communicating with Students	
4a: Reflecting on Teaching	
1a: Demonstrating Knowledge of Content and Pedagogy	
1e: Designing Coherent Instruction	
3d: Using Assessment in Instruction	
1d: Demonstrating Knowledge of Resources	
3c: Engaging Students in Learning	
4e: Growing and Developing Professionally	



Professional Development Step	Audience	Topics of Prof. Dev
Co-Teaching Professional Development	Co-Teachers	Co-teaching
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Educator reflections, educator/student surveys, differentiated supervision plan, and student data	08/25/2021 - 06/01/2022	Special Education Lead Teacher and administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

-
- 1b: Demonstrating Knowledge of Students
 - 1f: Designing Student Assessments
 - 4a: Reflecting on Teaching
 - 1a: Demonstrating Knowledge of Content and Pedagogy
 - 1e: Designing Coherent Instruction
 - 3c: Engaging Students in Learning
 - 1c: Setting Instructional Outcomes
 - 3a: Communicating with Students
 - 4e: Growing and Developing Professionally
 - 1d: Demonstrating Knowledge of Resources
 - 3b: Using Questioning and Discussion Techniques
-

Professional Development Step

Audience

Topics of Prof. Dev

Co-Teaching Professional Development

Co-Teachers

Co-teaching

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Educator reflections, educator/student surveys, differentiated supervision plan, and student data	08/25/2021 - 06/01/2022	Special Education Lead Teacher and administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	
1f: Designing Student Assessments	
4a: Reflecting on Teaching	
1d: Demonstrating Knowledge of Resources	
3b: Using Questioning and Discussion Techniques	
1a: Demonstrating Knowledge of Content and Pedagogy	
1e: Designing Coherent Instruction	
3c: Engaging Students in Learning	
1c: Setting Instructional Outcomes	
3a: Communicating with Students	
4e: Growing and Developing Professionally	



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
District Website	ATSI Plan for current school year	Electronic (district website)	Stakeholders	BOY
ATSI Steering Committee	Discussion on A-TSI process, feedback on strategies, and evaluation of action plan.	Meetings	Steering Committee	Quarterly Meetings
