

WOODROW WILSON MS

718 E 28th St

Schoolwide Title 1 School Plan | 2023 - 2024

Steering Committee

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Vision for Learning

Erie's Public Middle Schools will develop responsible, productive learners by preparing and promoting individualized pathways to educational excellence for all. The mission of Wilson Middle School is accomplished by working as a team with the students, families, and the community to develop social, emotional, and academic development of the students in preparation for high school and beyond.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
HMH Growth Measure (English Language Arts) All student groups showed growth from beginning of year (BOY) to end of year (EOY)	Yes
	No
	No
Black, Hispanic, White, Economically Disadvantaged, and English Learner met the mathematics/algebra statewide growth standard.	No
Asian, Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities and English Learners met the English Language Arts/Literature met the statewide growth standard.	No
English Learners met the science/biology statewide growth standard.	No
Science PSSA (2021-2022) Academic Growth Score exceeded statewide growth standard by 25 points.	No
	No
PSSA ELA (Annual Academic Growth Expectation) Asian (87) Black (79) Hispanic (81) White (88) Economically disadvantaged (94) English Learners (98) Students with Disabilities (96)	No
Career Standards Benchmark	Yes
PSSA Math (Annual Academic Growth Expectation) Black (77) Hispanic (81) White (100) English Learners (93) Economically disadvantaged (100)	Yes
PSSA Science (Annual Academic Growth Expectation) White (95) Economically disadvantaged (95) English learner (90) Students with disabilities (85)	Yes
Continuously monitor implementation of the school improvement plan and adjust as needed	No
Align curricular materials and lesson plans to the PA Standards	No
iReady Classroom Mathematics (End of Year) All student groups showed growth from beginning of year (BOY) to end of year (EOY)	Yes
	No

	No
Smart Futures- PA Future Ready Index (2022) White (97.9) and English Learner (95.5) subgroups met the Statewide Average of 86.2%	No
	No
Foster a culture of high expectations for success for all students, educators, families, and community members	No
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	No
Collectively shape the vision for continuous improvement of teaching and learning	No

Challenges

Challenge	Consideration In Plan
PSSA English Language Arts (proficiency)	Yes
PSSA Mathematics/Algebra (proficiency)	Yes
iReady Classroom Mathematics Diagnostic (End of Year) Beginning of Year (BOY) 11% on grade level to end of year (EOY) 28% on grade level	Yes
According to PA Future Ready Index, 93.8% of students completed their Smart Future requirements for the 2021-2022 school year. Statewide Performance Standard (98%).	Yes
	No
iReady Classroom Mathematics Unit Tests Average number of students passing the unit comprehension checks with 65% or higher Quarter 1- 38%, Quarter 2- 57%, Quarter 3- 47%, Quarter 4- 35%	Yes
Provide frequent, timely, and systematic feedback and support on instructional practices	Yes
Identify and address individual student learning needs	No
Use multiple professional learning designs to support the learning needs of staff	No

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	No
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	No
HMH Growth Measure (English Language Arts) 51.4% of all students are below or far level readers according to EOY data	Yes
HMH Unit Tests (English Language Arts) (all student group) *Percentage of students passed with a 65% From beginning of year (BOY) 37% to 55% (EOY) of students	Yes
	No
Students in subgroups (race, economically disadvantaged, EL, students with disabilities) did not score at grade level (Tier 1) on the end of year (EOY) iReady Classroom Mathematics diagnostic.	No
	No
Science PSSA (2021-2022) Proficiency Rate- 32.5% of students scored in the proficient/advanced range. Statewide average is 54.4%	No
	No
PSSA Science/Biology (Proficiency)	Yes
Regular Attendance	Yes

Most Notable Observations/Patterns

*Wilson's growth scores were at or above the statewide averages across subjects. Proficiency scores on state assessment measures, PSSA Math, ELA, and Science, continue to be below the statewide average which is a challenge. While there was noted growth from BOY to EOY on HMH growth measures, iReady Classroom Mathematics diagnostics, and unit exams for iReady Classroom Mathematics and HMH, the majority of our students are below grade level in math and ELA. There is also a discrepancy between those assessment results and proficiency scores on PSSA. *Chronic absenteeism is a notable concern. Attendance is a priority for academic achievement and success. Programs and strategies need to be developed in order to support chronically absent students so that they can make academic progress. *The team noted that, with a targeted approach and strategy this year, Smart Futures completion rates increased. The strategies will be thoughtfully considered and implemented effectively moving forward.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
HMH Growth Measure (English Language Arts) All student groups showed growth from beginning of year (BOY) to end of year (EOY)	Continue to recognize and celebrate student success in terms of growth. Continued and strengthened use of data chats and goal setting to motivate and engage learners. Put a procedure and schedule in place to provide additional supports, interventions, and reinforcement based on data. Students receive appropriate scaffolds when accessing grade level content. and teachers are taught how to use supports embedded within the curriculum.
Career Standards Benchmark	With the growth we saw this year, continue to implement the actions steps to ensure high completion rates.
PSSA Math (Annual Academic Growth Expectation) Black (77) Hispanic (81) White (100) English Learners (93) Economically disadvantaged (100)	Continue to recognize and celebrate student success in terms of growth. Start PSSA data chats early with students. Reflect in PLCs about specific teacher and instructional practices that impacted growth in student performance.
PSSA Science (Annual Academic Growth Expectation) White (95) Economically disadvantaged (95) English learner (90) Students with disabilities (85)	Continue to recognize and celebrate student success in terms of growth. Start PSSA data chats early with students. Reflect in PLCs about specific teacher and instructional practices that impacted growth in student performance.
iReady Classroom Mathematics (End of Year) All student groups showed growth from beginning of year (BOY) to end of year (EOY)	Continue to recognize and celebrate student success in terms of growth. Priority focus on passing personalized pathway lessons. Continue to recognize and celebrate student success in terms of growth. Continued and strengthened use of data chats and goal setting to motivate and engage learners. Put a procedure and schedule in place to provide additional supports, interventions, and reinforcement based on data. Students receive appropriate scaffolds when accessing grade level content. and teachers are taught how to use supports embedded within the curriculum.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
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PSSA English Language Arts (proficiency)		No	
PSSA Mathematics/Algebra (proficiency)		No	
iReady Classroom Mathematics Diagnostic (End of Year) Beginning of Year (BOY) 11% on grade level to end of year (EOY) 28% on grade level		No	
According to PA Future Ready Index, 93.8% of students completed their Smart Future requirements for the 2021-2022 school year. Statewide Performance Standard (98%).	Wilson lacks a formal operation procedure to ensure Smart Futures requirements are successfully completed by students attending ancillary programs outside our physical building.	Yes	IF we establish clear communication and completion procedures with Wilson staff and key stakeholders from ancillary Wilson programming staff.....THEN we can continuously monitor student progress through the collection of quarterly data in order to improve student outcomes AND adjust as needed in order to meet the state's goal of 98% completion.
iReady Classroom Mathematics Unit Tests Average number of students passing the unit comprehension checks with 65% or higher Quarter 1- 38%, Quarter 2- 57%, Quarter 3- 47%, Quarter 4- 35%	Students are not passing iReady Classroom Mathematics unit tests due to a lack of mastery of foundational standards. Additionally, as indicated on the EOY iReady Diagnostic test, 74% of students were 1 or more grade levels below.	Yes	IF we identify and analyze student needs through continuous monitoring of data.....THEN we can utilize resources and routines within the curriculum to plan for the instructional needs of students.....AND provide frequent, timely, and systematic feedback to students and teachers in order to strengthen instructional practices and ensure more students meet math proficiency standards and pass iReady Unit Assessments.
Provide frequent, timely, and systematic feedback and support on instructional practices		No	
HMH Growth Measure (English Language Arts) 51.4% of all students are below or far below level readers according to EOY data		No	
HMH Unit Tests (English Language Arts) (all student group) *Percentage of students passed with a 65% From beginning of year (BOY) 37% to 55% (EOY) of students	Students are not passing HMH unit tests due to a lack of mastery of foundational standards. Additionally, as indicated on the EOY HMH growth measure report, 47% are below level in reading.	Yes	IF we identify and analyze student needs through continuous monitoring of data.....THEN we can utilize resources and routines within the curriculum to plan for the instructional needs of students.....AND provide frequent, timely, and systematic feedback to students and

			teachers in order to strengthen instructional practices and ensure more students meet ELA proficiency standards and pass HMH Unit Assessments.
PSSA Science/Biology (Proficiency)		No	
Regular Attendance		Yes	IF we engage and involve stakeholders in the shared responsibility of continuous monitoring of student attendance data.....THEN we can analyze and reflect collaboratively through ongoing inquiry in order to make changes AND adjust as needed to improve attendance in order to meet the state's goal of 94.1%.

Goal Setting

Priority: IF we establish clear communication and completion procedures with Wilson staff and key stakeholders from ancillary Wilson programming staff.....THEN we can continuously monitor student progress through the collection of quarterly data in order to improve student outcomes AND adjust as needed in order to meet the state’s goal of 98% completion.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Career Standards Benchmark	Using the Smart Futures program, Wilson will meet the target of 98% completion for the Career Ready Benchmark for the 2023-2024 school year.	Smart Futures	75% of 8th grade students will have the necessary artifacts completed. Sixth and seventh grade percentage completion rates will be tracked and reported as well.	85% of 8th grade students will have the necessary artifacts completed. Sixth and seventh grade percentage completion rates will be tracked and reported as well.	90% of 8th grade students will have the necessary artifacts completed. Sixth and seventh grade percentage completion rates will be tracked and reported as well.	98% of 8th grade students will have the necessary artifacts completed. Sixth and seventh grade percentage completion rates will be tracked and reported as well.

Priority: IF we identify and analyze student needs through continuous monitoring of data.....THEN we can utilize resources and routines within the curriculum to plan for the instructional needs of students.....AND provide frequent, timely, and systematic feedback to students and teachers in order to strengthen instructional practices and ensure more students meet math proficiency standards and pass iReady Unit Assessments.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	Given PA standards aligned iReady Classroom Mathematics end of unit assessments, 44% of students will score an average of 65% or higher on the final unit test(s). (baseline scores from 2023 EOY 35%)	iReady Classroom Mathematics Unit Tests	35% of students will score an average of 65% or higher on unit assessments.	40% of students will score an average of 65% or higher on unit assessments.	42% of students will score an average of 65% or higher on unit assessments.	44% of students will score an average of 65% or higher on unit assessments.

Priority: IF we identify and analyze student needs through continuous monitoring of data.....THEN we can utilize resources and routines within the curriculum to plan for the instructional needs of students.....AND provide frequent, timely, and systematic feedback to students and teachers in order to strengthen instructional practices and ensure more students meet ELA proficiency standards and pass HMH Unit Assessments.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	Given PA standards aligned HMH end of unit assessments, 55% of students will score an average of 65% or higher on the final unit test(s). (baseline scores from 2023 EOY average* 47%)	HMH Unit Assessments	47% of students will score an average of 65% or higher on unit assessments.	50% of students will score an average of 65% or higher on unit assessments.	52% of students will score an average of 65% or higher on unit assessments.	55% of students will score an average of 65% or higher on unit assessments.

Priority: IF we engage and involve stakeholders in the shared responsibility of continuous monitoring of student attendance data.....THEN we can analyze and reflect collaboratively through ongoing inquiry in order to make changes AND adjust as needed to improve attendance in order to meet the state’s goal of 94.1%.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Regular Attendance	Using regular attendance data, Wilson will show growth towards the 94.1% State Goal for attendance from a current baseline of 70.4% (regular attendance) for the 2023-2024 school year.	Regular Attendance	80% of students will meet the 94% attendance goal.	78% of students will meet the 94% attendance goal.	76% of students will meet the 94% attendance goal.	74% of students will meet the 94% attendance goal.

Action Plan

Action Plan for: Identify and address individual student learning needs.					
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> HMH Unit Assessments iReady Classroom Mathematics Unit Tests 		1. Create a regular PLC schedule and collaborative action planning time to identify and address students' learning needs. 2. Data is shared quarterly and during three benchmark periods to evaluate instructional effectiveness. 3. Teachers share data chat forms and complete goal setting with students.		Monitor progress during bi-weekly PLCs using iReady and HMH individual assessments and reports. Create and document on a walk through calendar to observe and support instructional practices.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
1. Educators regularly collaborate during PLCs to review student performance outcomes and analyze data from state/district assessments, diagnostic assessments, benchmark and formative assessments. 2. Collaborate to plan lessons using standards-aligned instructional materials and utilize resources for intervention and differentiation. 3. Plan and implement professional development session for teachers on effective goal setting and data chats with students. 4. Have students track their own progress and achievement data and provide them with regular and timely feedback about their performance through data chats.	09/11/2023	05/31/2024	Math and English Language Arts (ELA) content area teachers and support teachers Mike Pisano, Principal Rebecca Wright, Assistant Principal Dara Allen, Assistant Principal Rick Schneider, Curriculum Supervisor Nora Dolak, Curriculum Supervisor	i-Ready Classroom Mathematics and HMH curricular materials Title I teachers, paid through Title I funds, will co-teach in math and ELA classrooms, as appropriate. Additionally, Title I funds will be used to purchase items students can use at home to extend their learning.	Yes

Action Plan for: Provide frequent, timely, and systematic feedback and support on instructional practices

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> • HMH Unit Assessments • iReady Classroom Mathematics Unit Tests 		1. Establish regular PLC schedule with agendas 2. Annual observation and walk through schedule 3. Quarterly individual teacher meetings		Regular administrator meetings to discuss progress and outcomes of PLCs across subjects. Creation and documentation of a walk through and formal observation calendar/monitoring form to observe and support instructional practices. Creation of a protocol for feedback discussion and completion of quarterly meetings with teachers.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
1. School leaders provide targeted instructional guidance and support to teachers during PLCs. 2. School leaders engage in ongoing formal and informal visits in classrooms and provide timely, constructive feedback for educators (cycle of improvement). 3. Quarterly meetings are scheduled with teachers to review assessment data and progress with their instructional pacing guide. 4. School leaders recognize and encourage implementation of instructional practices (look fors) that best engage students and increase student achievement.	09/11/2023	05/31/2024	Math and English Language Arts (ELA) content area teachers and support teachers Mike Pisano, Principal Rebecca Wright, Assistant Principal Dara Allen, Assistant Principal Rick Schneider, Curriculum Supervisor Nora Dolak, Curriculum Supervisor	i-Ready Classroom Mathematics and HMH curricular materials, PA-Etep, walk through indicators i-Ready Classroom Mathematics and HMH curricular materials Title I teachers, paid through Title I funds, will co-teach in math and ELA classrooms, as appropriate. Additionally, Title I funds will be used to purchase items students can use at home to extend their learning	Yes

Action Plan for: Continuously monitor implementation of the school improvement plan and adjust as needed.

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> • HMH Unit Assessments • iReady Classroom Mathematics Unit Tests • Smart Futures • Regular Attendance 		1. A clear system is developed for implementation and monitoring of the school improvement plan and adjusted as needed. 2. There is regular monitoring of Smart Futures completion with shared responsibilities from multiple members of the school community.		Counselors are identified as designated monitored of Smart Futures completion and attendance. Instructional leadership teams gather quarterly academic data. Social studies teachers will be primarily responsible for having students complete artifacts in class. Data will be shared among ILT members and communicated with the staff quarterly.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
1. A clear system is developed and in place to gather and analyze data for HMH and iReady unit assessments, regular attendance, and Smart Futures. 2. Point of contact staff members will be identified from Wilson and ancillary schools on who is responsible for gathering and sharing data. 3. Counselors will meet with newly enrolled students to ensure artifacts are able to be completed. 4. PBIS Team will collaborate with the attendance team to develop incentives for student attendance.	09/11/2023	05/31/2024	Mike Coletta and Melissa Peck, Guidance Counselors Mike Pisano, Principal Rebecca Wright, Assistant Principal Dara Allen, Assistant Principal Maljahrae Pullium, Truancy Monitor SWPBIS Team Social studies content area teachers	Smart Futures Program, communication and points of contact established at ancillary schools, shared calendar Adhoc IC attendance reports *Our Title I teachers will play a key and essential role in supporting our counselors and social studies teachers to ensure artifacts are completed. *Title I funds will be used to purchase items students can use at home to extend their learning. *Blended Case Manager - family outreach and supports (Family Services of Erie County) *Bethesda truancy monitor - support family engagement, PBIS, and decrease chronic absenteeism	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Identify and address individual student learning needs.	<ul style="list-style-type: none">1. Educators regularly collaborate during PLCs to review student performance outcomes and analyze data from state/district assessments, diagnostic assessments, benchmark and formative assessments. 2. Collaborate to plan lessons using standards-aligned instructional materials and utilize resources for intervention and differentiation. 3. Plan and implement professional development session for teachers on effective goal setting and data chats with students. 3. Have students track their own progress and achievement data and provide them with regular and timely feedback about their performance through data chats.
Provide frequent, timely, and systematic feedback and support on instructional practices	<ul style="list-style-type: none">1. School leaders provide targeted instructional guidance and support to teachers during PLCs. 2. School leaders engage in ongoing formal and informal visits in classrooms and provide timely, constructive feedback for educators (cycle of improvement). 3. Quarterly meetings are scheduled with teachers to review assessment data and progress with their instructional pacing guide. 4. School leaders recognize and encourage implementation of instructional practices (look fors) that best engage students and increase student achievement.

Professional Development Activities

HMH Curriculum Support						
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"> 1. Educators regularly collaborate during PLCs to review student performance outcomes and analyze data from state/district assessments, diagnostic assessments, benchmark and formative assessments. 2. Collaborate to plan lessons using standards-aligned instructional materials and utilize resources for intervention and differentiation. 3. Plan and implement professional development session for teachers on effective goal setting and data chats with students. 3. Have students track their own progress and achievement data and provide them with regular and timely feedback about their performance through data chats. 1. School leaders provide targeted instructional guidance and support to teachers during PLCs. 2. School leaders engage in ongoing formal and informal visits in classrooms and provide timely, constructive feedback for educators (cycle of improvement). 3. Quarterly meetings are scheduled with teachers to review assessment data and progress with their instructional pacing guide. 4. School leaders recognize and encourage implementation of instructional practices (look fors) that best engage students and increase student achievement. 	<p>ELA and special education teachers, Title I teachers, administrators, and English Learner teachers</p>	<p>Determining student needs through Growth Measure and other assessments, curriculum maps, planning and prioritizing instruction with Into Literature, assessment and progress monitoring, content knowledge, and differentiating instruction</p>	<p>Collaborative planning based on professional learning sessions, student work analysis, assessment monitoring, walkthrough observation data</p>	<p>Rebecca Wright, Assistant Principal Dara Allen, Assistant Principal Nora Dolak, Curriculum Supervisor HMH Instructional Coaches (TBD)</p>	<p>08/22/2023</p>	<p>05/31/2024</p>
Learning Formats						

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Scheduled Act 80 days, bi-weekly PLCs, monthly touch points with HMH Coaches	<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 1d: Demonstrating Knowledge of Resources • 1c: Setting Instructional Outcomes • 3c: Engaging Students in Learning • 4d: Participating in a Professional Community 	Language and Literacy Acquisition for All Students

iReady Classroom Mathematics Curriculum Support

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"> 1. Educators regularly collaborate during PLCs to review student performance outcomes and analyze data from state/district assessments, diagnostic assessments, benchmark and formative assessments. 2. Collaborate to plan lessons using standards-aligned instructional materials and utilize resources for intervention and differentiation. 3. Plan and implement professional development session for teachers on effective goal setting and data chats with students. 3. Have students track their own progress and achievement data and provide them with regular and timely feedback about their performance through data chats. 1. School leaders provide targeted instructional guidance and support to teachers during PLCs. 2. School leaders engage in ongoing formal and informal visits in classrooms and provide timely, constructive feedback for educators (cycle of improvement). 3. Quarterly meetings are scheduled with teachers to review assessment data and progress with their instructional pacing guide. 4. School leaders recognize and encourage implementation of instructional practices (look fors) that best engage students and increase student achievement. 	<p>Math and special education teachers, Title I teachers, and administrators</p>	<p>Determining student needs through diagnostic reports and instructional groupings, Try-Discuss-Connect and mathematical language routines, determining scaffolds to support all students, accessing Personalized Pathway dashboard, Teacher Toolbox and manipulative overview, data usage, goal setting, data chats with forms, increasing student engagement, and support for parents.</p>	<p>Collaborative planning based on professional learning sessions, student work analysis, assessment monitoring, student goal setting, and administrative walkthrough observation data to monitor instructional practices.</p>	<p>Rebecca Wright, Assistant Principal Dara Allen, Assistant Principal Rick Schneider, Curriculum Supervisor Mike Pisano, Principal</p>	<p>09/11/2023</p>	<p>05/31/2024</p>

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Scheduled Act 80 days and bi-weekly PLCs,	<ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 4d: Participating in a Professional Community 	Teaching Diverse Learners in Inclusive Settings