

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Ambridge Area Middle School		127040703
<b>Address 1</b>		
401 First Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Freedom	PA	15042
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Joseph Pasquerilla		jpasquerilla@ambridge.k12.pa.us
<b>Principal Name</b>		
Amy Filipowski		
<b>Principal Email</b>		
afilipowski@ambridge.k12.pa.us		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
7242662833		3453
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Dr. Amy Leah Filipowski		afilipowski@ambridge.k12.pa.us

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Mr. Ronnell Heard	Principal	Ambridge Area Middle School	ronnell.heard@ambridge.k12.pa.us
Mr. Barry King	Assistant to the Superintendent	Ambridge Area School District	bking@ambridge.k12.pa.us
Dr. Jospeh Pasquerilla	Superintendent	Ambridge Area School District	jpasquerilla@ambridge.k12.pa.us
Crystal Cain	Parent	Ambridge Area Middle School	Crystal.Cain@ambridge.k12.pa.us
Mrs. Jennifer Buchanan	Parent/Staff Member	Ambridge Area Middle School	jbuchanan@ambridge.k12.pa.us
Kyahna Tucker	Teacher	Ambridge Area Middle School	Kyahnat@gmail.com
Mrs. Cathy Fischer	Board Member	Ambridge Area School District	cfischer@ambridge.k12.pa.us
Nathan Harmon	Parent	Ambridge Area Middle School	nharms20@yahoo.com
Adrianna Cephas	Parent	Ambridge Area Middle School	adriannacephas@gmail.com

## Vision for Learning

### **Vision for Learning**

It is our mission to ensure that all students receive the supports they need to find educational success. We believe in differentiating lessons so that all students receive instruction that provides them with an appropriate challenge. We work to collaborate with families to remove all barriers to student learning.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>False 3</b>	<b>False 4</b>	<b>False 5</b>	<b>True 6</b>
<b>True 7</b>	<b>True 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
ESSA All Student Group Ambridge Area Middle School Science Performance 22-23.	Ambridge Area Middle School was 44.5% Proficient or Advanced in the Science all student group PSSAs. This is a increase from 31.8% during the 21-22 academic year.
ESSA All Student Group Ambridge Area Middle School Math Performance 22-23	Ambridge Area Middle School was 16.1% Proficient or Advanced in the Math all student group PSSAs. This is a increase of 6.1% from the 21-22 academic year.
ESSA All Student Group Ambridge Area Middle School Science Growth 22-23	Ambridge Area Middle School received a growth score of 73.0 in science for the 22-23 school year, compared to a growth score of 50 for the 21-22 school year.

### Challenges

Indicator	Comments/Notable Observations
ESSA All Student Group Ambridge Area Middle School ELA Performance 22-23.	Ambridge Area Middle School was 40.9% Proficient or Advanced in the ELA all student group PSSAs. This is a decrease from 47.3% during the 21-22 academic year.
ESSA All Student Group Ambridge Area Middle School ELA Growth 22-23.	Ambridge area Middle School received a growth score of 50 in the 22-23 as well as the 21-22 school years. This is down from a score of 62 in the 20-21 school year.
ESSA All Student Group Ambridge Area Middle School Science Performance 22-23.	Ambridge Area Middle School received a score of 44.5% proficient for the 22-23 school year scoring below the state average of 58.9% Percent Proficient or Advanced: 31.8%

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

Indicator	Comments/Notable Observations
Indicator: Ambridge Area Middle School Mathematics Proficient or Advanced 22-23 Performance. Grade Level(s) and/or Student Group(s): Grades 6, 7 and 8. ESSA Subgroups: Economically Disadvantaged and White. Grade Level(s) and/or Student Group(s): Grades 6, 7, and 8. ESSA Subgroups: Students with Disabilities and Black <b>ESSA Student Subgroups</b>	9.4% of Economically Disadvantaged students scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. This is an increase from 4.4% Proficient or Advanced during the 21-22 Academic Year. 20.2% of white students scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. This is an increase from 12.4 % Proficient or Advanced during the 21-22 Academic Year.

African-American/Black, White	
<b>Indicator</b> Ambridge Area Middle School science 22-23 Growth. Grade Level(s) and/or Student Group(s): Grades 6, 7, and 8. ESSA Subgroups: Students with Disabilities and Black <b>ESSA Student Subgroups</b> African-American/Black, Economically Disadvantaged	<b>Comments/Notable Observations</b> Economically Disadvantage students at Ambridge Area Middle School received a growth score of 79.0 for the 22-23 school year compared to a growth score of 51.0 for the 21-22 school year. The Black ESSA Subgroup received a growth score of 75 for the 22*23 school year compared to a score of 60 for the 21-22 school year.

### Challenges

<b>Indicator</b> Indicator: Ambridge Area Middle School ELA Proficient or Advanced 22-23 Performance. Grade Level(s) and/or Student Group(s): Grades 6, 7, and 8. ESSA Subgroups: Students with Disabilities and Black <b>ESSA Student Subgroups</b> African-American/Black, Students with Disabilities	<b>Comments/Notable Observations</b> 9.1% of students with disabilities scored proficient or advanced on the ELA PSSA Exam during the 22-23 Academic Year. This is a decrease from 13.7% Proficient or Advanced during the 21-22 Academic Year. 15.3% of black students scored proficient or advanced on the ELA PSSA Exam during the 22-23 Academic Year. This is a decrease from 22.4% Proficient or Advanced during the 21-22 Academic Year.
<b>Indicator</b> ESSA All Student Group Ambridge Area Middle School ELA Growth 22-23. Grade Level(s) and/or Student Group(s): Grades 6, 7, and 8. ESSA Subgroups: Students with Disabilities and White <b>ESSA Student Subgroups</b> White, Students with Disabilities	<b>Comments/Notable Observations</b> Students in the ESSA White subgroup had a growth score of a 50 for the 22-23 school year which shows no improvement over the score of 50 for the 21-22 school year. ESSA Subgroup Students with Disabilities received a growth score of 62 for the 22-23 school year this is a decrease of 15 points from the growth score of 77 during the 21-22 school year.

### Summary

#### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

ESSA All Student Group Ambridge Area Middle School Science Performance 22-23. Ambridge Area Middle School was 44.5% Proficient or Advanced in the Science all student group PSSAs. This is a increase from 31.8% during the 21-22 academic year.
ESSA All Student Group Ambridge Area Middle School Math Performance 22-23. Ambridge Area Middle School was 16.1% Proficient or Advanced in the Math all student group PSSAs. This is a increase of 6.1% from the 21-22 academic year.
ESSA All Student Group Ambridge Area Middle School Science Growth 22-23. Ambridge Area Middle School received a growth score of 73.0 in science for the 22-23 school year, compared to a growth score of 50 for the 21-22 school year.

#### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

ESSA All Student Group Ambridge Area Middle School ELA Performance 22-23. Ambridge Area Middle School was 40.9% Proficient or Advanced in the ELA all student group PSSAs. This is a decrease from 47.3% during the 21-22 academic year.

ESSA All Student Group Ambridge Area Middle School ELA Growth 22-23. Ambridge area Middle School received a growth score of 50 in the 22-23 as well as the 21-22 school years. This is down from a score of 62 in the 20-21 school year.

ESSA All Student Group Ambridge Area Middle School Science Performance 22-23. Ambridge Area Middle School received a score of 44.5% proficient for the 22-23 school year scoring below the state average of 58.9% Percent Proficient or Advanced: 31.8%

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Ambridge Area School District Common Assessment scores ELA Grade 6	Strength: Student scored high in Standard: E06.B-V.4.2.1.c scoring as high as 69% in one classroom. Challenge: Students had difficulty with questions related to Standard: E06.C.1.2.4, scoring as low as 8% in one classroom.
Ambridge Area School District Common Assessment scores ELA Grade 7	Strength: Student scored high in Standards: E07.A-C.2.1 and E07.A-C.2.1.3, scoring as high as 81% in one classroom. Challenge: Students had difficulty with questions related to Standards: E07.B-V. 4.1 and E07.A-V.4.1.1.A, scoring as low as 28% in one classroom.
Ambridge Area School District Common Assessment Scores ELA Grade 8	Strength: Student scored high in Standard: CC.1.4.8.F, L, R, E08.D.1.1.3 as high as 70% in one classroom. Challenge: Students had difficulty with questions related to Standard: CC.1.2.8.F, J, K, B-V.4.1.2 scoring as low as 17% in one classroom.

### English Language Arts Summary

#### Strengths

Strength: Student scored high in Standards: E07.A-C.2.1 and E07.A-C.2.1.3, scoring as high as 81% in one classroom.
Strength: Student scored high in Standard: E06.B-V.4.2.1.c scoring as high as 69% in one classroom.
Strength: Student scored high in Standard: CC.1.4.8.F, L, R, E08.D.1.1.3 as high as 70% in one classroom.

#### Challenges

Challenge: Students had difficulty with questions related to Standard: E06.C.1.2.4, scoring as low as 8% in one classroom.
Challenge: Students had difficulty with questions related to Standards: E07.B-V. 4.1 and E07.A-V.4.1.1.A, scoring as low as 28% in one classroom.
Challenge: Students had difficulty with questions related to Standard: CC.1.2.8.F, J, K, B-V.4.1.2 scoring as low as 17% in one classroom.

### Mathematics

Data	Comments/Notable Observations
Ambridge Area School District Common Assessment scores Math Grade 6.	Strength: Students scored high in Standards: M06.A-R.1.1.2, CC.2.1.6.D.1, scoring as high as 72% correct in one classroom. Challenge: Students had difficulty with questions related to Standards: M06.A-N.3.2.1, CC.2.1.6.E.4, scoring as low as 13% correct in one classroom.
Ambridge Area School District Common Assessment scores Math Grade 7.	Strength: Students scored high in Standards: M07.C-G.2.2.1, CC.2.3.7.A.1, scoring as high as 74% correct in one classroom. Challenge: Students had difficulty with questions related to Standards: M07.C-G.2.2.1, CC.2.3.7.A.1, scoring as low as 18% correct in one classroom.
Ambridge Area School District Common Assessment scores Math Grade 8.	Strength: Students scored high in Standard: M08.B-E.3.1.3, scoring as high as 100% Correct in one classroom. Challenge: Students had difficulty with questions related to Standard: M08.C-G.2.1.3, scoring as low as 13% correct in one classroom.

## Mathematics Summary

### Strengths

Strength: Students scored high in Standards: M06.A-R.1.1.2, CC.2.1.6.D.1, scoring as high as 72% correct in one classroom.
Strength: Students scored high in Standards: M07.C-G.2.2.1, CC.2.3.7.A.1, scoring as high as 74% correct in one classroom.
Strength: Students scored high in Standard: M08.B-E.3.1.3, scoring as high as 100% Correct in one classroom.

### Challenges

Challenge: Students had difficulty with questions related to Standards: M06.A-N.3.2.1, CC.2.1.6.E.4, scoring as low as 13% correct in one classroom.
Challenge: Students had difficulty with questions related to Standards: M07.C-G.2.2.1, CC.2.3.7.A.1 , scoring as low as 18% correct in one classroom.
Challenge: Students had difficulty with questions related to Standard: M08.C-G.2.1.3, scoring as low as 13% correct in one classroom.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Ambridge Area School District Common Assessment Scores Science Grade 8.	Strength: Students scored high in Standard S.8.B.1, scoring as high as 96% Correct in one classroom. Challenge: Students had difficulty with questions related to Standard: S.8.C.2, scoring as low as 62% in one classroom.
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## Science, Technology, and Engineering Education Summary

### Strengths

Strength: Students scored high in Standard S.8.B.1, scoring as high as 96% Correct in one classroom.
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### Challenges

Challenge: Students had difficulty with questions related to Standard: S.8.C.2, scoring as low as 62% in one classroom.
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Ambridge Area Middle School: Percent Career Standards Benchmark 98.1%	Statewide Average 89.6%. State Performance Standard 98%
Ambridge Area Middle School: Percent Career Standards Benchmark: 100%	Statewide Average 89.6%. State Performance Standard 98%

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

The ESSA All Student Group scored 98.1% proficient on completion of career indicators.
The Students with Disabilities ESSA Subgroup was 100% proficient in the completion of career indicators.

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

he ESSA All student subgroup scored 98.1% proficient on career indicators this is a decrease form 99.5% proficient during the 21-22 school year.

The economically disadvantage ESSA subgroup scored 96.6 proficient , this is down from 100% proficient from the 21-22 school year

## Equity Considerations

### English Learners

**True** This student group is not a focus in this plan.

### Students with Disabilities

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
Students with Disabilities Ambridge Area Middle School ELA Proficient or Advanced 22-23 Performance.	Did not meet interim target. 9.1% of students with disabilities scored proficient or advanced on the ELA PSSA Exam during the 22-23 Academic Year. This is a decrease from 13.7% Proficient or Advanced during the 21-22 Academic Year.
Students with Disabilities Ambridge Area Middle School 22-23 Science Growth.	Student with Disabilities made the interim target for growth with a score of 77.0.

### Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
Economically Disadvantaged Ambridge Area Middle School Mathematics Proficient or Advanced 22-23 Performance.	9.4% of Economically Disadvantaged students scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. Even though this group did not meet the interim target, there was an increase from 4.4% Proficient or Advanced during the 21-22 Academic Year.
Economically Disadvantaged Ambridge Area Middle School 22-23 Science Growth.	Economically Disadvantaged Students made the interim target for growth with a score of 79.0 in Science.

### Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Black	Ambridge Area Middle School did not meet the interim target. 15.3% of black students scored proficient or advanced on the ELA PSSA Exam during the 22-23 Academic Year. This is a decrease from 22.4% Proficient or Advanced during the 21-22 Academic Year.
Black	Black students made the interim target for growth in Science with a score of 79.0.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Black students made the interim target for growth in Science with a score of 79.0.
Economically Disadvantaged Students made the interim target for growth with a score of 79.0 in Science.
Student with Disabilities made the interim target for growth with a score of 77.0 in Science.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Did not meet interim target. 9.1% of students with disabilities scored proficient or advanced on the ELA PSSA Exam during the 22-23 Academic Year. This is a decrease from 13.7% Proficient or Advanced during the 21-22 Academic Year.
9.4% of Economically Disadvantaged students scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. Even though this group did not meet the interim target, there was an increase from 4.4% Proficient or Advanced during the 21-22 Academic Year.
Ambridge Area Middle School did not meet the interim target. 15.3% of black students scored proficient or advanced on the ELA PSSA Exam during the 22-23 Academic Year. This is a decrease from 22.4% Proficient or Advanced during the 21-22 Academic Year.



## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Not Yet Evident
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
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Partner with local businesses, community organizations, and other agencies to meet the needs of the school *
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Implement an evidence-based system of schoolwide positive behavior interventions and supports
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### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement a multi-tiered system of supports for academics and behavior
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Identify and address individual student learning needs
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Align curricular materials and lesson plans to the PA Standard
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An increasing diverse student body, more students will begin to take a foreign language in 8th grade.
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## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
ESSA All Student Group Ambridge Area Middle School Science Performance 22-23. Ambridge Area Middle School was 44.5% Proficient or Advanced in the Science all student group PSSAs. This is a increase from 31.8% during the 21-22 academic year.	True
ESSA All Student Group Ambridge Area Middle School Math Performance 22-23. Ambridge Area Middle School was 16.1% Proficient or Advanced in the Math all student group PSSAs. This is a increase of 6.1% from the 21-22 academic year.	True
Strength: Student scored high in Standards: E07.A-C.2.1 and E07.A-C.2.1.3, scoring as high as 81% in one classroom.	False
Strength: Student scored high in Standard: E06.B-V.4.2.1.c scoring as high as 69% in one classroom.	False
ESSA All Student Group Ambridge Area Middle School Science Growth 22-23. Ambridge Area Middle School received a growth score of 73.0 in science for the 22-23 school year, compared to a growth score of 50 for the 21-22 school year.	True
The ESSA All Student Group scored 98.1% proficient on completion of career indicators.	False
Strength: Students scored high in Standards: M06.A-R.1.1.2, CC.2.1.6.D.1, scoring as high as 72% correct in one classroom.	False
Strength: Students scored high in Standard S.8.B.1, scoring as high as 96% Correct in one classroom.	False
Black students made the interim target for growth in Science with a score of 79.0.	False
Economically Disadvantaged Students made the interim target for growth with a score of 79.0 in Science.	False
.Strength: Student scored high in Standard: CC.1.4.8.F, L, R, E08.D.1.1.3 as high as 70% in one classroom.	False
The Students with Disabilities ESSA Subgroup was 100% proficient in the completion of career indicators.	False
Strength: Students scored high in Standards: M07.C-G.2.2.1, CC.2.3.7.A.1, scoring as high as 74% correct in one classroom.	False
Strength: Students scored high in Standard: M08.B-E.3.1.3, scoring as high as 100% Correct in one classroom.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Student with Disabilities made the interim target for growth with a score of 77.0 in Science.	False

### Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
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ESSA All Student Group Ambridge Area Middle School ELA Performance 22-23. Ambridge Area Middle School was 40.9% Proficient or Advanced in the ELA all student group PSSAs. This is a decrease from 47.3% during the 21-22 academic year.	True
ESSA All Student Group Ambridge Area Middle School ELA Growth 22-23. Ambridge area Middle School received a growth score of 50 in the 22-23 as well as the 21-22 school years. This is down from a score of 62 in the 20-21 school year.	True
ESSA All Student Group Ambridge Area Middle School Science Performance 22-23. Ambridge Area Middle School received a score of 44.5% proficient for the 22-23 school year scoring below the state average of 58.9% Percent Proficient or Advanced: 31.8%	False
Challenge: Students had difficulty with questions related to Standard: E06.C.1.2.4, scoring as low as 8% in one classroom.	False
The economically disadvantage ESSA subgroup scored 96.6 proficient , this is down from 100% proficient from the 21-22 school year	False
he ESSA All student subgroup scored 98.1% proficient on career indicators this is a decrease form 99.5% proficient during the 21-22 school year.	False
Challenge: Students had difficulty with questions related to Standards: E07.B-V. 4.1 and E07.A-V.4.1.1.A, scoring as low as 28% in one classroom.	True
Challenge: Students had difficulty with questions related to Standards: M06.A-N.3.2.1, CC.2.1.6.E.4, scoring as low as 13% correct in one classroom.	False
Challenge: Students had difficulty with questions related to Standards: M07.C-G.2.2.1, CC.2.3.7.A.1 , scoring as low as 18% correct in one classroom.	False
Did not meet interim target. 9.1% of students with disabilities scored proficient or advanced on the ELA PSSA Exam during the 22-23 Academic Year. This is a decrease from 13.7% Proficient or Advanced during the 21-22 Academic Year.	False
9.4% of Economically Disadvantaged students scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. Even though this group did not meet the interim target, there was an increase from 4.4% Proficient or Advanced during the 21-22 Academic Year.	False
Challenge: Students had difficulty with questions related to Standard: CC.1.2.8.F, J, K, B-V.4.1.2 scoring as low as 17% in one classroom.	False
An increasing diverse student body, more students will begin to take a foreign language in 8th grade.	True
Challenge: Students had difficulty with questions related to Standard: S.8.C.2, scoring as low as 62% in one classroom.	False
Ambridge Area Middle School did not meet the interim target. 15.3% of black students scored proficient or advanced on the ELA PSSA Exam during the 22-23 Academic Year. This is a decrease from 22.4% Proficient or Advanced during the 21-22 Academic Year.	False
Implement a multi-tiered system of supports for academics and behavior	False
Identify and address individual student learning needs	False
Align curricular materials and lesson plans to the PA Standard	False
Challenge: Students had difficulty with questions related to Standard: M08.C-G.2.1.3, scoring as low as 13% correct in one classroom.	False

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The schoolwide planning team has made the observation that Ambridge Area Middle School has large drops in performance in the area of Mathematics State Assessments. It is vital that the school make Mathematics instruction a priority for the upcoming school year.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ESSA All Student Group Ambridge Area Middle School ELA Performance 22-23. Ambridge Area Middle School was 40.9% Proficient or Advanced in the ELA all student group PSSAs. This is a decrease from 47.3% during the 21-22 academic year.	Students do not receive the necessary remediation, focused on specific eligible content, to help them reach academic proficiency in English/Language Arts/Literature	True
ESSA All Student Group Ambridge Area Middle School ELA Growth 22-23. Ambridge area Middle School received a growth score of 50 in the 22-23 as well as the 21-22 school years. This is down from a score of 62 in the 20-21 school year.	Students do not receive the necessary remediation, focused on specific eligible content, to help them reach academic proficiency in mathematics.	True
An increasing diverse student body, more students will begin to take a foreign language in 8th grade.	Ambridge Area Middle School will try to increase the number of students taking a foreign language.	False
Challenge: Students had difficulty with questions related to Standards: E07.B-V.4.1 and E07.A-V.4.1.1.A, scoring as low as 28% in one classroom.	Ambridge Area Middle School will continue to work on its habitual truancy rate.	False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
ESSA All Student Group Ambridge Area Middle School Science Performance 22-23. Ambridge Area Middle School was 44.5% Proficient or Advanced in the Science all student group PSSAs. This is a increase from 31.8% during the 21-22 academic year.	Ambridge Area Middle School Science increase was largely due because the teachers took the initiative to analyze the standards and focus on areas of weakness and need.
ESSA All Student Group Ambridge Area Middle School Math Performance 22-23. Ambridge Area Middle School was 16.1% Proficient or Advanced in the Math all student group PSSAs. This is a increase of 6.1% from the 21-22 academic year.	The Ambridge Area Middle School Had a modest gain in Math test performance due to data team meetings and analysis of common assessments.
ESSA All Student Group Ambridge Area Middle School Science Growth 22-23. Ambridge Area Middle School received a growth score of 73.0 in science for the 22-23 school year, compared to a growth score of 50 for the 21-22 school year.	The Ambridge Area Middle school had a gain in science test performance due to data team meetings and analysis of common assessment data.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Ambridge Area Middle School will continue to improve a tutorial remediation and enrichment program to provide students with additional supports to ensure increased student achievement and growth in the area of English Language Arts and Literature and Mathematics/Algebra I.

	Ambridge Area Middle School will implement a tutorial remediation and enrichment program to provide students with additional supports to ensure increased student achievement and growth in the area of English Language Arts and Literature and Mathematics/Algebra I.
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## Goal Setting

Priority: Ambridge Area Middle School will continue to improve a tutorial remediation and enrichment program to provide students with additional supports to ensure increased student achievement and growth in the area of English Language Arts and Literature and Mathematics/Algebra I.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
Student achievement will continue to strive to improve to meet the state benchmark of 70% proficient and advanced students on the ELA PSSA test for the current academic year. More important, the District would like to see all student groups show positive growth.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
All Student ELA Achievement Quarterly Increase			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Review and analyze 23-24 PSSA Data. Our end of the year target would be 70% Proficiency on the ELA Common Assessments	Review and analyze 24-25 Common Assessment I. Our end of the year target would be 70% Proficiency on the ELA Common Assessments	Review and analyze 24-25 Common Assessment II. Our end of the year target would be 70% Proficiency on the ELA Common Assessments	Review and analyze 24-25 Common Assessment III. Our end of the year target would be 70% Proficiency on the ELA Common Assessments

Priority: Ambridge Area Middle School will implement a tutorial remediation and enrichment program to provide students with additional supports to ensure increased student achievement and growth in the area of English Language Arts and Literature and Mathematics/Algebra I.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
Student achievement will continue to strive to improve to meet the state benchmark of 35.7% proficient and advanced students on the Mathematics PSSA test for the current academic year. More important, the District would like to see all student groups show positive growth.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
All Student Mathematics Achievement Quarterly Increase			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Review and analyze 23-24 PSSA Data. Our end of the year target would be 35.7% Proficiency on the Math Common Assessments	Review and analyze 24-25 Common Assessment I. Our end of the year target would be 35.7% Proficiency on the Math Common Assessments	Review and analyze 24-25 Common Assessment II. Our end of the year target would be 35.7% Proficiency on the Math Common Assessments	Review and analyze 24-25 Common Assessment III. Our end of the year target would be 35.7% Proficiency on the Math Common Assessments



## Action Plan

### Measurable Goals

All Student ELA Achievement Quarterly Increase	All Student Mathematics Achievement Quarterly Increase

### Action Plan For: ELA student achievement through tutorial periods

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Student achievement will continue to strive to improve to meet the state benchmark of 70% proficient and advanced students on the ELA PSSA test for the current academic year. More important, the District would like to see all student groups show positive growth.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Teachers will remediate and enrich ELA during tutorial periods focusing on student needs identified on PA Core Aligned Common Assessments.		2024-08-22	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	PA standards Based calendars, PA core Aligned Common Assessments designed by one teacher per department.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Tutorial periods will be used to remediate and enrich student skills in relation to PA Core standards resulting increased student achievement on the PSSA's	People- Principal Frequency- monthly Walk-Through observations of tutorial periods and results during data team meetings.

### Action Plan For: Math student achievement through tutorial periods

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Student achievement will continue to strive to improve to meet the state benchmark of 35.7% proficient and advanced students on the Mathematics PSSA test for the current academic year. More important, the District would like to see all student groups show positive growth.</li> </ul>

Action Step	Anticipated Start/Completion Date	
Teachers will remediate and enrich Math during tutorial periods focusing on student needs identified on PA Core Aligned Common Assessments.	2024-08-22	2025-05-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	PA standards Based calendars, PA core Aligned Common Assessments designed by one teacher per department.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Tutorial periods will be used to remediate and enrich student skills in relation to PA Core standards resulting increased student achievement on the PSSA's	People- Principal Frequency- monthly Walk-Through observations of tutorial periods and results during data team meetings.



## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> <li>• ELA student achievement through tutorial periods</li> </ul>	Partial Salary for Reading teacher at the Ambridge Area Middle School	22473.00
Instruction	<ul style="list-style-type: none"> <li>• ELA student achievement through tutorial periods</li> <li>• Math student achievement through tutorial periods</li> </ul>	50% of Salary for Social Worker at the Ambridge Area Middle School	42308.00
Instruction	<ul style="list-style-type: none"> <li>• ELA student achievement through tutorial periods</li> <li>• Math student achievement through tutorial periods</li> </ul>	Partial Benefits for Social Worker at the Ambridge Area Middle School	16924.00
Total Expenditures			81705

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA student achievement through tutorial periods	Teachers will remediate and enrich ELA during tutorial periods focusing on student needs identified on PA Core Aligned Common Assessments.
Math student achievement through tutorial periods	Teachers will remediate and enrich Math during tutorial periods focusing on student needs identified on PA Core Aligned Common Assessments.

### ELA Data Team PLC Meetings

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Teachers will remediate and enrich ELA during tutorial periods focusing on student needs identified on PA Core Aligned Common Assessments.</li> </ul>		
<b>Audience</b>		
ELA Teachers		
<b>Topics to be Included</b>		
Data team meetings will review and analyze data from the Common Assessments and guide instruction accordingly.		
<b>Evidence of Learning</b>		
Increase and or growth of ELA Assessment scores.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Principal	2024-10-15	2025-05-01

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	quarterly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

### Math Data Team PLC Meetings

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Teachers will remediate and enrich Math during tutorial periods focusing on student needs identified on PA Core Aligned Common Assessments.</li> </ul>
<b>Audience</b>
Math Teachers
<b>Topics to be Included</b>
Data team meetings will review and analyze data from the Common Assessments and guide instruction accordingly.

<b>Evidence of Learning</b>		
Increase and or growth of Math Assessment scores.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Principal	2024-10-15	2025-05-01

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	quarterly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

## Approvals & Signatures

<b>Uploaded Files</b>
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<b>Chief School Administrator</b>	<b>Date</b>
Dr. Joseph Pasquerilla	2025-01-07
<b>Building Principal Signature</b>	<b>Date</b>
David DiCaprio	2025-01-07
<b>School Improvement Facilitator Signature</b>	<b>Date</b>
Dr. Amy Filipowski	2025-01-07