

Francis McClure El Sch

Schoolwide Title 1 School Plan | 2023 - 2024

Profile and Plan Essentials

School		AUN/Branch
Francis McClure Elementary School		103026002
Address 1		
500 Longvue Drive		
Address 2		
City	State	Zip Code
White Oak	PA	15131
Chief School Administrator		Chief School Administrator Email
Tia Wanzo		twanzo@mckasd.net
Principal Name		
Lisa Miracle-Volpe		
Principal Email		
lmiracle@mckasd.net		
Principal Phone Number		Principal Extension
412-664-3741		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lisa Miracle-Volpe	Principal	Francis McClure Elementary School	lmiracle@mckasd.net
Tia Wanzo	Chief School Administrator	McKeesport Area School District	twanzo@mckasd.net
Jane Coughenour	Director of Federal Programs	McKeesport Area School District	jcoughenour@mckasd.net
Giselle Bey	Guidance Counselor	Francis McClure Elementary School	gbey@mckasd.net
Amy Dellapenna	Elementary Reading Coordinator	McKeesport Area School District	adellapenna@mckasd.net
Mary Lynn Zoscak	Elementary Literacy Coach	McKeesport Area School District	mzoscak@mckasd.net
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Ashley Weight	Parent	PTA	ashleyweight4@gmail.com
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Jill Medich	Intermediate Teacher	Francis McClure Elementary School	jmedich@mckasd.net
Carolyn Cox	Special Education Teacher	Francis McClure Elementary School	cwill@mckasd.net
Leona Mols	Computer Technician	Francis McClure Elementary School	lmols@mckasd.net
Carl Kuzel	School Resource Officer	Francis McClure Elementary School	ckuzel@mckasd.net
Kelly Ridinger	Title One Reading Specialist	Francis McClure Elementary School	kridinger@mckasd.net
Julie Cooper	Community Partner	Community Member	jcooper@mckasd.net
Tamara Ekis	Primary Teacher	Francis McClure Elementary School	tekis@mckasd.net

Vision for Learning

Vision for Learning

The shared vision of our school district per our comprehensive plan is to implement exemplary instructional practices and a rigorous curriculum through active student engagement. Our goal is to provide a supportive environment that embraces our diversity, promotes citizenship, and supports our students to overcome obstacles unique to our school district and the surrounding communities.

Future Ready PA Index

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

True K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

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

Strengths

Indicator English Language Arts/Literature ESSA Student Subgroups African-American/Black	Comments/Notable Observations 89% met or exceeded statewide goal in 2021-2022. This improved by 9% from 2020-2021 school year.
Indicator Math ESSA Student Subgroups African-American/Black	Comments/Notable Observations 75% of these students met the annual academic growth expectations in 2021-2022. This improved for the third year in a row.

Challenges

Indicator English Language Arts/Literature ESSA Student Subgroups African-American/Black	Comments/Notable Observations 89% met or exceeded statewide goal in 2021-2022. This improved by 9% from 2020-2021 school year.
Indicator Math ESSA Student Subgroups African-American/Black	Comments/Notable Observations 75% of these students met the annual academic growth expectations in 2021-2022. This improved for the third year in a row.

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.

English Language Arts/ Literature- Exceeding/Meeting Annual Academic Growth Expectations (PVAAS)
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English Language Arts/Literature- African American/Black- (Gr. 3-5)- 89% met or exceeded statewide goal in 2021-2022. This improved by 9% from 2020-2021 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.

Mathematics/Algebra- Meeting Annual Academic Growth Expectations- Academic growth decreased from the previous year by 18% for Students with Disabilities subgroup.

Only 10% of students were advanced on the PSSA in ELA. This is 5% less than the stage average.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
21-22 PSSA Assessment	40.5% of all students scored proficient or advanced.
Acadience Learning (Dibels) (Dynamic Indicator of Basic Early Literacy Skills)	Only 55-60% of students K-5 met benchmark in January of 2023.
NWEA/MAP Testing	Student growth was measured this year for the first time as it was the second year of testing.

English Language Arts Summary

Strengths

A 100 minute ELA block in the master schedule uninterrupted where possible. A dedicated 40 minute enrichment/intervention instruction period. Targeted support from reading specialists available to both students in all grade levels and classroom teachers.
Specific evaluation schedule at each grade level – test data is used to chart progress, drive instruction, and make content and delivery adjustments involving our two elementary literacy coaches.
Use of Wilson Foundations K-2 as direct instruction of sound and letter recognition along with the introduction of Heggerty in Grades K & 1.
Title I Reading Specialists are utilized to teach intervention blocks within the enrichment period at various grade levels deemed in need of higher tier intervention and are also available to push in or pull our small groups of students during the core ELA block in several grade levels daily.

Challenges

Using our available reading specialists in a more narrow, targeted way may improve outcomes for our student groups requiring intervention. This could include dedicating one reading specialist to a two-grade span to dig into student data deeply and work with students consistently over two years.
Our school day was interrupted this year by transportation issues. If these were alleviated more instruction would take place in ELA school-wide.
Use of Edmentum Exact Path by students K-5 up to 40 minutes per week to work on individualized skill improvement.

Mathematics

Data	Comments/Notable Observations
21-22 PSSA State Assessment	31.7% of students scored proficient/advanced which was up from 25.2% the previous year.
Acadience Learning (Dibels Math)	Students are tested three times per year and the results are analyzed by the classroom teacher with supports from the district math coach.
NWEA/MAP Testing	Students are tested 3 times per year. This year showed growth by students across a two-year measurement.

Mathematics Summary

Strengths

60 minute math block and 40 minute enrichment block present each school day with several math interventions available for teachers to utilize during the enrichment time.
Title 1 Math Specialist teaches a math lab class to each classroom on a 6 day rotation that incorporates needs as co-planned with math teachers in each grade level.
Use of Spring Math, Waggle, and Number Corner as intervention based programs in various grade level classrooms to assist teachers in meeting achievement gaps.
Use of ST Math, Extramath and Exact Path to aid in individual student needs during independent work time and during Enrichment daily.

Challenges

We have a need for additional math specialists which would allow us to provide multiple levels of math intervention to students found to be in need.
Having teachers who specialize in mathematics instruction teach more students in each grade.
More effective implementation of math intervention-based programs in classrooms.
Transportation difficulties led to shorter math instruction time during this school year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
21-22 PSSA State Assessment	65.5% of students were proficient/advanced. Each student subgroup improved by multiple percentage points.

Science, Technology, and Engineering Education Summary

Strengths

Hands on science kits are utilized during the science time.
Academy in Math & Science was opened in grades 3/4/5 with one classroom focusing learning around science and math initiatives.

Challenges

An updated/ consistent science program for grades K-5. This should be arriving in the 2024-2025 school year.
Addition of phenomenon based science learning training for teachers of science in grades 3-5.
Amount of time dedicated to science programming.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	93.5% of the students met the benchmark. This is an increase of 17% from the previous school year.

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.

Francis McClure was able to develop a Career Readiness Plan that enabled the students to meet the standard.

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.

Loss of instructional time from the academic areas due to transportation issues.
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Students having better daily attendance would improve the efficiency of completing Career Readiness activities and would keep our focus on instructional time.
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Better recording of which students have completed their career readiness work to address any students missing evidence.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
21-22 PSSA data concluded insufficient sample in growth and attainment.	This number of students is consistently growing.

Students with Disabilities

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

Data	Comments/Notable Observations
21-22 PSSA ELA	12.2% of the students scored Proficient/ Advanced. This is a decrease from 19% in the previous year.
21-22 PSSA Math	12% of the students scored Proficient/Advanced. This % has decreased for 2 consecutive years.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
21-22 PSSA ELA	40.5% of the students scored Proficient/Advanced. This increased from 29.3% the year before.
21-22 PSSA Math	31.9% of the students scored Proficient/Advanced. This increased from 14.7% the year before.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	ELA 21-22 PSSA- 31.2% proficient/advanced. Increased from 23% the previous year. Math 21-22 PSSA- 22.2% proficient/advanced. Doubled from the year before (11%)
White	ELA 21-22 PSSA- 51.7% proficient/advanced. Decreased from 57% the previous year. Math 21-22 PSSA- 42.4% proficient/advanced. Increased by 4% from the year before.
2 or More Races	ELA 21-22 PSSA- 37.5% proficient/advanced. Stayed relatively the same from the previous year. Math 21-22 PSSA- 30.3% proficient/advanced. Improved by 12% from the previous year.

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.

40.5% of the students in subgroup considered economically disadvantaged scored Proficient/Advanced on the ELA PSSA. This increased from 29.3% the year before.
31.9% of the students in subgroup considered economically disadvantaged scored Proficient/Advanced on the Math PSSA. This increased from 14.7% the year before.
ELA 21-22 PSSA- 31.2% proficient/advanced in the Black subgroup. Increased from 23% the previous year. Math 21-22 PSSA- 22.2% proficient/advanced in the Black subgroup. Doubled from the year before (11%)

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.

Working to meet the needs of a growing ESL population.
Students with Disabilities subgroup decreased in both ELA and Math this past year. If appropriate staff and resources are available these students may increase their proficiency next year.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
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	Operational

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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
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	Emerging

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	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

Collectively shape the vision for continuous improvement of teaching and learning
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Implement a multi-tiered system of supports for academics and behavior
Use multiple professional learning designs to support the learning needs of staff

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?

Provide frequent, timely, and systematic feedback and support on instructional practices
Foster a culture of high expectations for success for all students, educators, families, and community members
Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

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
English Language Arts/ Literature- Exceeding/Meeting Annual Academic Growth Expectations (PVAAS)	True
English Language Arts/Literature- African American/Black- (Gr. 3-5)- 89% met or exceeded statewide goal in 2021-2022. This improved by 9% from 2020-2021 school year.	True
A 100 minute ELA block in the master schedule uninterrupted where possible. A dedicated 40 minute enrichment/intervention instruction period. Targeted support from reading specialists available to both students in all grade levels and classroom teachers.	False
Specific evaluation schedule at each grade level – test data is used to chart progress, drive instruction, and make content and delivery adjustments involving our two elementary literacy coaches.	True
Use of Wilson Foundations K-2 as direct instruction of sound and letter recognition along with the introduction of Heggerty in Grades K & 1.	True
Title I Reading Specialists are utilized to teach intervention blocks within the enrichment period at various grade levels deemed in need of higher tier intervention and are also available to push in or pull our small groups of students during the core ELA block in several grade levels daily.	True
60 minute math block and 40 minute enrichment block present each school day with several math interventions available for teachers to utilize during the enrichment time.	False
Title 1 Math Specialist teaches a math lab class to each classroom on a 6 day rotation that incorporates needs as co-planned with math teachers in each grade level.	False
Hands on science kits are utilized during the science time.	False
Francis McClure was able to develop a Career Readiness Plan that enabled the students to meet the standard.	False
40.5% of the students in subgroup considered economically disadvantaged scored Proficient/Advanced on the ELA PSSA. This increased from 29.3% the year before.	False
Implement a multi-tiered system of supports for academics and behavior	True
Use of Spring Math, Waggle, and Number Corner as intervention based programs in various grade level classrooms to assist teachers in meeting achievement gaps.	True
31.9% of the students in subgroup considered economically disadvantaged scored Proficient/Advanced on the Math PSSA. This increased from 14.7% the year before.	False
Use of ST Math, Extramath and Exact Path to aid in individual student needs during independent work time and during Enrichment daily.	False
Academy in Math & Science was opened in grades 3/4/5 with one classroom focusing learning around science and math	False

initiatives.	
ELA 21-22 PSSA- 31.2% proficient/advanced in the Black subgroup. Increased from 23% the previous year. Math 21-22 PSSA- 22.2% proficient/advanced in the Black subgroup. Doubled from the year before (11%)	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Collectively shape the vision for continuous improvement of teaching and learning	False
Use multiple professional learning designs to support the learning needs of staff	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
Mathematics/Algebra- Meeting Annual Academic Growth Expectations- Academic growth decreased from the previous year by 18% for Students with Disabilities subgroup.	True
Only 10% of students were advanced on the PSSA in ELA. This is 5% less than the stage average.	True
Using our available reading specialists in a more narrow, targeted way may improve outcomes for our student groups requiring intervention. This could include dedicating one reading specialist to a two-grade span to dig into student data deeply and work with students consistently over two years.	True
We have a need for additional math specialists which would allow us to provide multiple levels of math intervention to students found to be in need.	False
Having teachers who specialize in mathematics instruction teach more students in each grade.	True
More effective implementation of math intervention-based programs in classrooms.	False
An updated/ consistent science program for grades K-5. This should be arriving in the 2024-2025 school year.	False
Working to meet the needs of a growing ESL population.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Students having better daily attendance would improve the efficiency of completing Career Readiness activities and would keep our focus on instructional time.	True
Loss of instructional time from the academic areas due to transportation issues.	False
Students with Disabilities subgroup decreased in both ELA and Math this past year. If appropriate staff and resources are available these students may increase their proficiency next year.	False
	False
Better recording of which students have completed their career readiness work to address any students missing evidence.	False
Our school day was interrupted this year by transportation issues. If these were alleviated more instruction would take place in ELA school-wide.	False
Use of Edmentum Exact Path by students K-5 up to 40 minutes per week to work on individualized skill improvement.	True

Transportation difficulties led to shorter math instruction time during this school year.	False
Amount of time dedicated to science programming.	False
Addition of phenomenon based science learning training for teachers of science in grades 3-5.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True

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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Mathematics/Algebra- Meeting Annual Academic Growth Expectations- Academic growth decreased from the previous year by 18% for Students with Disabilities subgroup.		False
Only 10% of students were advanced on the PSSA in ELA. This is 5% less than the stage average.	NWEA/MAP data show our highest scoring students are high achieving but low growth. This could be because they are not being challenged by the whole group instruction model many teachers are utilizing in math and ELA instruction currently.	True
Having teachers who specialize in mathematics instruction teach more students in each grade.		False
Students having better daily attendance would improve the efficiency of completing Career Readiness activities and would keep our focus on instructional time.		False
Using our available reading specialists in a more narrow, targeted way may improve outcomes for our student groups requiring intervention. This could include dedicating one reading specialist to a two-grade span to dig into student data deeply and work with students consistently over two years.	Not having a specialist assigned to each grade level in the primary grades to ensure interventions in the regular classroom are applied across classrooms could be a root cause.	True
Use of Edmentum Exact Path by students K-5 up to 40 minutes per week to work on individualized skill improvement.		False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Not having resources available in our school district that help to teach the whole child could be causing low achievement.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Students who do not arrive at school ready to learn are more likely to be unfocused and struggle during instructional time.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Specific evaluation schedule at each grade level – test data is used to chart progress, drive instruction, and make content and delivery adjustments involving our two elementary literacy coaches.	We will continue to use various assessment data to examine our programs and find places where supports need to be extended for following years.
Use of Wilson Foundations K-2 as direct instruction of sound and letter recognition along with the introduction of Heggerty in Grades K & 1.	We will continue to utilize full day Kindergarten teachers to use to Foundations with fidelity daily and also implement Heggerty daily to help students form a foundational understanding of letters and

	sounds.
Title I Reading Specialists are utilized to teach intervention blocks within the enrichment period at various grade levels deemed in need of higher tier intervention and are also available to push in or pull our small groups of students during the core ELA block in several grade levels daily.	This will make reading enrichment groups smaller and less academically diverse for grade K-5 teachers which will allow interventions to be more individualized.
English Language Arts/ Literature- Exceeding/Meeting Annual Academic Growth Expectations (PVAAS)	We will continue to use MAP data to help students and teacher set growth goals. Coaches and administrators will continue to provide staff with professional development in using assessment data to drive instruction.
English Language Arts/Literature- African American/Black- (Gr. 3-5)- 89% met or exceeded statewide goal in 2021-2022. This improved by 9% from 2020-2021 school year.	By assessing what helped these students to be more successful than in years passed, we can find patterns in instruction that can be replicated across classrooms and other grade levels.
Implement a multi-tiered system of supports for academics and behavior	By utilizing the resources available to us at the AIU we can better implement an MTSS process that supports both students and staff better.
Use of Spring Math, Waggle, and Number Corner as intervention based programs in various grade level classrooms to assist teachers in meeting achievement gaps.	Working with the math coach to ensure that these programs are being utilized as necessary and supports for teachers are in place.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Because only 10% of our students were advanced on the 21-22 PSSA in ELA and it is lower than the state average we will look at our NWEA MAP data of our higher level learners to design small group instruction to meet their needs which help them go from high achieving, low growth to high achieving, high growth students.
	Because more students are entering Kindergarten and first grade each year not prepared for literacy we will utilize reading specialists, and full day Kindergarten teachers to provide targeted, small group instruction and intervention blocks.
	We have just begun to partner with community organizations and other agencies to meet the needs of the school. We will continue to grow these partnerships overtime to better meet student needs.
	To be able to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school we will implement a social emotional learning curriculum, and work on our PBIS and MTSS model to promote student success.

Goal Setting

Priority: Because more students are entering Kindergarten and first grade each year not prepared for literacy we will utilize reading specialists, and full day Kindergarten teachers to provide targeted, small group instruction and intervention blocks.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
50 % of students will meet their individual growth goal on their ELA MAP testing from the beginning of the year to the end. Up to 80% of students will score at benchmark in May 2024 with use of Tier One interventions.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline assessments	Implement research based curriculum and interventions for all students	Assess in January. Continue to implement research based curriculum and interventions for all students	Complete end of year assessments and review results to plan for 24-25 school year.

Priority: Because only 10% of our students were advanced on the 21-22 PSSA in ELA and it is lower than the state average we will look at our NWEA MAP data of our higher level learners to design small group instruction to meet their needs which help them go from high achieving, low growth to high achieving, high growth students.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
More than 10% of students in grades 3/4/5 will be advanced on the 2024 PSSA ELA test.			
Measurable Goal Nickname (35 Character Max)			
Advanced ELA Learners			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
MAP and Acadience baseline testing will identify students who are high achieving and needing small group instruction to extend learning	Learning extension groups and assignments will be offered to selected students.	MAP and Acadience data will disclose if students are still high achieving and if they are low or high growth during the 23-24 school year. Instruction will be reviewed and changed as necessary to meet these students' needs.	Students will take the 2024 ELA PSSA, spring MAP and Acadience testing which help teacher and administrators better plan for the 24-25 school year for advanced learners.

Priority: We have just begun to partner with community organizations and other agencies to meet the needs of the school. We will continue to grow these partnerships overtime to better meet student needs.

Outcome Category
Community Engagement

Measurable Goal Statement (Smart Goal)			
We will continue to partner with WQED as a Smart School to provide resources for staff and students. We will implement a partnership with several other community organizations to meet student needs. These could include- Cool Zone, Awaken Pittsburgh, Adagio Health.			
Measurable Goal Nickname (35 Character Max)			
Partnerships			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Meet with current partners and implement resource acquisition for 23-24 school year.	Assess current resources and look for other partnerships for the school to assist student needs.	Continue to assess current partnerships and seek out more for 24-25 planning.	Assess 23-24 school year implementation of partnerships and look for ways to improve for 24-25 school year. Begin applying for new partnerships for 24-25 school year.

Priority: To be able to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school we will implement a social emotional learning curriculum, and work on our PBIS and MTSS model to promote student success.

Outcome Category			
Social emotional learning			
Measurable Goal Statement (Smart Goal)			
We will pilot a social emotional learning curriculum in our school in the 23-24 school year.			
Measurable Goal Nickname (35 Character Max)			
SEL Implementation			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Purchase SEL Curriculum, train staff as necessary to implement	Implement SEL curriculum in select classrooms, during community building time and during healthy, active lifestyle block daily.	Implement SEL curriculum in select classrooms, during community building time and during healthy, active lifestyle block daily.	Assess implementation of SEL curriculum and design programming for the 24-25 school year.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
We will implement a more detailed MTSS Process by utilizing resources from our IU.			
Measurable Goal Nickname (35 Character Max)			
MTSS Implementation			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Plan MTSS meetings for school year and trainings/meetings with AIU team	Implement plan during grade level team meetings and through form implementation	Implement plan during grade level team meetings and through form implementation	Revisit plan and modify for 24-25 school year based on successes and challenges found.

Action Plan

Measurable Goals

ELA	Advanced ELA Learners
Partnerships	SEL Implementation
MTSS Implementation	

Action Plan For: SEL Implementation

Measurable Goals:
<ul style="list-style-type: none"> We will pilot a social emotional learning curriculum in our school in the 23-24 school year.

Action Step		Anticipated Start/Completion Date	
Committee meets to decide on curriculum to implement and purchase.		2023-04-17	2023-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lisa Miracle-Volpe- Principal	AIU Consultant, Staunton Farm consultant, Elementary Literacy coach, written curriculum to purchase, funds	No	
Action Step		Anticipated Start/Completion Date	
Select staff will be trained to implement and pilot SEL curriculum.		2023-08-15	2023-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lisa Miracle-Volpe- Principal	SEL Curriculum materials, training resources	Yes	
Action Step		Anticipated Start/Completion Date	
Implementation of SEL curriculum in select classrooms throughout school, during community building time and during healthy active lifestyle block.		2023-08-21	2024-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Healthy Active Lifestyle Coordinator- TBD	SEL Curriculum and necessary physical resources, lesson plans, staffing.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. Students feel welcome at school. 2. Students show greater academic and behavioral successes. 3. Students are better able to communicate and regulate emotions during the school day.	Check-in/Check-out system- homeroom teachers- daily.

Action Plan For: ELA Plan

Measurable Goals:
<ul style="list-style-type: none"> 50 % of students will meet their individual growth goal on their ELA MAP testing from the beginning of the year to the end. Up to 80% of students will score at benchmark in May 2024 with use of Tier One interventions. More than 10% of students in grades 3/4/5 will be advanced on the 2024 PSSA ELA test.

Action Step		Anticipated Start/Completion Date	
Evidence based, researched curriculum will be implemented by certified ELA teachers and reading specialists.		2023-08-21	2024-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Amy Dellapenna- Elementary Literacy Coach	MAP Testing data, Journeys curriculum, enrichment materials, small group instruction resources, reading specialists	Yes	
Action Step		Anticipated Start/Completion Date	
Testing in January and May will inform instruction moving forward.		2024-01-08	2024-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Amy Dellapenna- Elementary Literacy Coach	MAP/Acadience testing supplies, meetings for data analysis, modified instruction materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Small group instruction that addresses individual student needs.	coach/administrators/reading specialists- throughout the school year- informal/formal observation, coaching cycles, collaboration meetings.

Action Plan For: Partnerships

Measurable Goals:
<ul style="list-style-type: none"> We will continue to partner with WQED as a Smart School to provide resources for staff and students. We will implement a partnership with several other community organizations to meet student needs. These could include- Cool Zone, Awaken Pittsburgh, Adagio Health.

Action Step	Anticipated Start/Completion Date

Principal will seek out new partnerships and work to implement current partnership resources for 23-24 school year.		2023-06-07	2023-08-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lisa Miracle-Volpe- Principal	Networking with partners, virtual and in-person meetings, willing partners	No	
Action Step		Anticipated Start/Completion Date	
Principal will implement resources from partners during the school year while working to harness additional resources from partnerships.		2023-08-21	2024-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lisa Miracle-Volpe- Principal	purchased resources/trainings/continued networking opportunities	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Additional material resources, workshops and staffing resources available to staff and students throughout the school year by WQED, Adagio, UPMC, Awaken Pittsburgh, and other groups.	Partners and administrators meeting throughout the year to assess implementation of resources and future needs.

Action Plan For: MTSS/PBIS

Measurable Goals:
<ul style="list-style-type: none"> We will implement a more detailed MTSS Process by utilizing resources from our IU.

Action Step		Anticipated Start/Completion Date	
Work with AIU to assess current MTSS Model and implement evidence based research to improve model for 23-24 school year.		2023-04-03	2023-08-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lisa Miracle-Volpe- Principal	AIU staff, organizational resources	No	
Action Step		Anticipated Start/Completion Date	
Introduce updated model to staff.		2023-08-21	2023-11-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lisa Miracle-Volpe- Principal	flowcharts/ intervention materials, Google docs, reading specialists, AIU team, literacy coach	Yes	
Action Step		Anticipated Start/Completion Date	
Implement updated MTSS Model		2023-11-06	2024-06-05

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS team	meetings, AIU staff, Intervention materials, reading specialists	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved MTSS triangle of success. 80% of students achieving benchmark in ELA with Tier One interventions	MAP/Acadience testing September/January/May, reading specialists

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.

Expenditure Description	Action Plan(s)	E-grant Budget Category (Schoolwide Funding)	Amount
100% health and life insurance benefits of a Reading Specialist at Francis McClure Carrie Barnes Under Reservation of Funds (Salary and Benefits Differentials) \$18,603.00 Under Amount Serving Schools \$10,239.00.	<ul style="list-style-type: none"> • ELA Plan 	Instruction	10239
100% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Reading Specialist at Francis McClure Carrie Barnes Under Reservation of Funds (Salary and Benefits Differentials) \$12,673.00 Under Amount Serving Schools \$11,446.00.	<ul style="list-style-type: none"> • ELA Plan 	Instruction	11446
100% salary of a Reading Specialist at Francis McClure Carrie Barnes Under Reservation of Funds (Salary and Benefits Differentials) \$49,025.00 Under Amount Serving Schools \$44,278.00.	<ul style="list-style-type: none"> • ELA Plan 	Instruction	44278
100% health and life	<ul style="list-style-type: none"> • ELA Plan 	Instruction	10239

insurance benefits for Reading Specialist at Francis McClure Kelly Ridinger Under Reservation of Funds (Salary and Benefits Differentials) \$17,559.00 Under Amount Serving Schools \$10,239.00.			
100% gov't benefits (FICA, Medicare, Retirement, WC and UC) for Reading Specialist at Francis McClure Kelly Ridinger Under Reservation of Funds (Salary and Benefits Differentials) \$12,673.00 Under Amount Serving Schools \$11,446.00	<ul style="list-style-type: none"> • ELA Plan 	Instruction	11446
100% salary for Reading Specialist at Francis McClure Kelly Ridinger Under Reservation of Funds (Salary and Benefits Differentials) \$49,025.00 Under Amount Serving Schools \$44,278.00	<ul style="list-style-type: none"> • ELA Plan 	Instruction	44278
50% health and life insurance benefits of a Kindergarten teacher at Francis McClure Linda Richardson Under Reservation of Funds (Salary and Benefits Differentials) \$9,301.00 Under Amount Serving Schools \$5,120.00.	<ul style="list-style-type: none"> • SEL Implementation • ELA Plan • Partnerships • MTSS/PBIS 	Instruction	5120.00
50% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Kindergarten teacher at Francis McClure Linda Richardson Under Reservation of Funds (Salary and Benefits Differentials)	<ul style="list-style-type: none"> • SEL Implementation • ELA Plan • Partnerships • MTSS/PBIS 	Instruction	5723

\$6,143.00 Under Amount Serving Schools \$5,723.00.			
50% salary of a Kindergarten teacher at Francis McClure Linda Richardson Under Reservation of Funds (Salary and Benefits Differentials) \$23,762.00 Under Amount Serving Schools \$22,139.00	<ul style="list-style-type: none"> • SEL Implementation • ELA Plan • Partnerships • MTSS/PBIS 	Instruction	22139
50% health and life insurance benefits of a Kindergarten teacher at Francis McClure Melissa Piontka Under Reservation of Funds (Salary and Benefits Differentials) \$9,301.00 Under Amount Serving Schools \$5,120.00	<ul style="list-style-type: none"> • SEL Implementation • ELA Plan • Partnerships • MTSS/PBIS 	Instruction	5120
50% gov't benefits (FICA, Medicare, Retirement, WC and UC)of a Kindergarten teacher at Francis McClure Melissa Piontka Under Reservation of Funds (Salary and Benefits Differentials) \$6,243.00 Under Amount Serving Schools \$5,723.00	<ul style="list-style-type: none"> • SEL Implementation • ELA Plan • Partnerships • MTSS/PBIS 	Instruction	5723
50% salary of a Kindergarten teacher at Francis McClure Melissa Piontka Under Reservation of Funds (Salary and Benefits Differentials) \$24,152.00 Under Amount Serving Schools \$22.139.00	<ul style="list-style-type: none"> • SEL Implementation • ELA Plan • Partnerships • MTSS/PBIS 	Instruction	22139
50% health and life insurance benefits of a Kindergarten Teacher at Francis McClure Susan McDowel Under Reservation of Funds (Salary	<ul style="list-style-type: none"> • SEL Implementation • ELA Plan • Partnerships • MTSS/PBIS 	Instruction	5120

and Benefits Differentials) \$20,256.00 Under Amount Serving Schools \$5,120.00			
50% gov't benefits (FICA, Medicare, Retirement, WC and UC)of a Kindergarten Teacher at Francis McClure Susan McDowel Under Reservation of Funds (Salary and Benefits Differentials) \$18,396.00 Under Amount Serving Schools \$5,723.00.	<ul style="list-style-type: none"> • SEL Implementation • ELA Plan • Partnerships • MTSS/PBIS 	Instruction	5723
50% salary of a Kindergarten Teacher at Francis McClure Susan McDowel Under Reservation of Funds (Salary and Benefits Differentials) \$23,762.00 Under Amount Serving Schools \$22,139.00	<ul style="list-style-type: none"> • SEL Implementation • ELA Plan • Partnerships • MTSS/PBIS 	Instruction	22139
50% health and life insurance benefits of a Kindergarten Teacher at Francis McClure Tamara Ekis Under Reservation of Funds (Salary and Benefits Differentials) \$9,301.00 Under Amount Serving Schools \$5,120.00	<ul style="list-style-type: none"> • SEL Implementation • ELA Plan • Partnerships • MTSS/PBIS 	Instruction	5120
50% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Kindergarten Teacher at Francis McClure Tamara Ekis Under Reservation of Funds (Salary and Benefits Differentials) \$6,049.00 Under Amount Serving Schools \$5,723.00	<ul style="list-style-type: none"> • SEL Implementation • ELA Plan • Partnerships • MTSS/PBIS 	Instruction	5723
50% salary of a Kindergarten Teacher at Francis McClure	<ul style="list-style-type: none"> • SEL Implementation • ELA Plan 	Instruction	22139

Tamara Ekis Under Reservation of Funds (Salary and Benefits Differentials) \$23,402.00 Under Amount Serving Schools \$22,139.00	<ul style="list-style-type: none"> Partnerships MTSS/PBIS 		
100% of Reading Specialist Salary at Francis McClure Elementary School Mindy Pechersky. Paid from Title IV. All Title IV transferred to Title I.	<ul style="list-style-type: none"> SEL Implementation ELA Plan Partnerships MTSS/PBIS 	Instruction	49628
100% of Reading Specialist Gov't Benefits (FICA, Medicare, Retirement, WC and UC) at Francis McClure Elementary School Mindy Pechersky. Paid from Title IV. All Title IV transferred to Title I.	<ul style="list-style-type: none"> SEL Implementation ELA Plan Partnerships MTSS/PBIS 	Instruction	12829
100% of Reading Specialist Health and Life Insurance Benefits at Francis McClure Elementary School Mindy Pechersky. Paid from Title IV. All Title IV transferred to Title I.	<ul style="list-style-type: none"> SEL Implementation ELA Plan Partnerships MTSS/PBIS 	Instruction	26032
Total Expenditures			352343

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
SEL Implementation	Select staff will be trained to implement and pilot SEL curriculum.
ELA Plan	Evidence based, researched curriculum will be implemented by certified ELA teachers and reading specialists.
Partnerships	Principal will implement resources from partners during the school year while working to harness additional resources from partnerships.
MTSS/PBIS	Introduce updated model to staff.

SEL Curriculum Introduction/ Company Training

Action Step		
<ul style="list-style-type: none"> Select staff will be trained to implement and pilot SEL curriculum. 		
Audience		
Classroom teachers, counselors, social worker, Healthy Active Lifestyle Coordinator		
Topics to be Included		
Implementation of SEL programming		
Evidence of Learning		
Competent implementation of SEL curriculum		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lisa Miracle-Volpe- Principal	2023-08-14	2023-08-18

Learning Format

Type of Activities	Frequency
Workshop(s)	Determined by purchase of curriculum
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Tia M. Wanzo	2023-11-20
Building Principal Signature	Date
Lisa Miracle-Volpe	2023-11-20
School Improvement Facilitator Signature	Date