

FRANCIS MCCLURE EL SCH

500 Longvue Dr

Schoolwide Title 1 School Plan | 2022 - 2023

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.

STEERING COMMITTEE

Name	Position	Building/Group
Lisa Miracle-Volpe	Assistant Principal	Francis McClure Elementary School
Tia Wanzo	Assistant Superintendent	McKeesport Area School District
Jane Coughenour	Director of Federal Programs	McKeesport Area School District
Giselle Bey	Guidance Counselor	Francis McClure Elementary School
Amy Dellapenna	Elementary Reading Coordinator	McKeesport Area School District
Mary Lynn Zoscak	Elementary Literacy Coach	McKeesport Area School District
Melissa Capozzoli	Math Coordinator	McKeesport Area School District
Ashley Weight	Parent	PTA
Marissa Durst	Parent	PTA
Jill Medich	Intermediate Teacher	Francis McClure Elementary School
Carolyn Cox	Special Education Teacher	Francis McClure Elementary School
Leona Mols	Computer Technician	Francis McClure Elementary School
Carl Kuzel	School Resource Officer	Francis McClure Elementary School

Name	Position	Building/Group
Kelly Ridinger	Title One Reading Specialist	Francis McClure Elementary School
Julie Cooper	Community Partner	Community Member
Tamara Ekis	Primary Teacher	Francis McClure Elementary School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
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.	English Language Arts
Our data indicates that students are still missing foundational skills that can be supported using these programs in a meaningful way.	Mathematics
We will utilize the Community Outreach and Attendance Liaison and our school social worker to address attendance obstacles to learning.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy	
Small Group Instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA	50 % of students will meet their individual growth goal on their ELA MAP testing from the beginning of the year to the end.

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

Math Program

We will utilize full day Kindergarten, the district math coach, our building math lab teacher, and other staff supports to analyze Acadience benchmark scores and MAP testing data and make instructional and intervention changes based on these outcomes. 50 % of students will meet their individualized growth goal on the Math MAP test from the beginning of the year to the end.

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

Schedule full day Kindergarten and schedule reading specialists into reading blocks. Schedule math lab teacher.

2022-07-01 -
2023-08-18Lisa Miracle-
Volpe/
Principal

1. Scheduling materials
2. Kindergarten Teachers (5 @ Francis McClure - Ekis, Jackson, Piontka, Richardson, Williamson) 1/2 Salaries and Benefits (\$349,820.00)

Administer baseline MAP and Acadience testing in ELA and Math.

2022-09-01 -
2022-09-30Classroom
teachers

1. Testing materials, computers, access to assessment websites
2. Math Coach - 50% of Salary and Benefits (\$50,142.00)
3. Professional Development Training Costs (\$1,223.00)

Analyze baseline assessment data from Acadience and Map and group students for enrichment/intervention based on available data

2022-09-01 -

Coaches,
Reading
specialists,
teachers,
administrators

1. Assessment data, access to NWEA MAP and Acadience accounts
2. 2 Literacy Coaches/Parent Involvement Specialist - 50% of Salaries and Benefits (\$131,624.00)

Classroom teachers will utilize small group instruction as will reading specialists, math lab

2022-09-12 -
2023-06-06Classroom
teachers,
reading

1. Wilson Foundations Ready to Rise, HMH Journeys, HMH Into Math, Early Numeracy Routines, Wagggle, Heggerty Phonemic Awareness, Spring Math, Number Corner, Phonics for Reading,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
teacher, STEAM program and special education teachers in both ELA and Math		specialists, special ed. teachers, math lab teacher	95% Group Materials, REWARDS (\$16,007.00) 2. Reading Specialists (3 at Francis McClure - Barnes, Ridinger, Pechersky) 100% of salaries and benefits. (\$353,287.00) 3. STEAM Supplies (\$1,500.00)

Anticipated Outcome

Teachers will be utilizing small group instruction in their classroom on a regular basis including station work. Reading specialists will be pulling small groups for intervention blocks and Math Lab teacher will utilize small group work in his classroom at all grade levels.

Monitoring/Evaluation

MAP testing/ Acadience test results and Quarterly Title One meetings to discuss student growth and placement in small groups.

Evidence-based Strategy

Strive for 95 Attendance Plan

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	Utilizing the Community Outreach and Attendance Liaison and the school social worker within our MTSS team to address attendance obstacles we will improve attendance from 69% regular attendance to 75% this school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Design new messaging to encourage students and families to "Strive for 95"	2022-06-06 - 2022-08-18	Community Outreach Liaison/Attendance officer, administrators, social worker, counselors	1. Attendance materials from PDE, state of PA, online resources, printing services, digital services 2. Parent and Family Engagement Events held 5 times throughout the year. (\$2,000.00)
Hold beginning of the school year events to get new messaging out to students, staff, and families to "Strive for 95".	2022-08-19 - 2022-09-09	Community Outreach Liaison/ Attendance officer, administrators, social worker, counselors	Strive for 95 print and digital materials
Begin sending out attendance letters to families after students miss 3, 5, and 10 days of school from the first day of school on. Withdraw students who no show and determine if they are currently living in the district.	2022-08-23 - 2023-06-06	Community Outreach Liaison/ Attendance officer	1. Approved letter from the state/district for families, postage
End of 1st quarter- hold celebration and showcase students who have attended 95% of the time.	2022-08-23 - 2022-11-09	Community Outreach Liaison/ Attendance officer, social worker, administrators	Access to attendance data, printed certificates, small tangible reward

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue interventions including mailing letters, parent meetings, citations, and court dates for truancy that is becoming chronic. Utilize state programs available.	2022-09-12 - 2023-06-06	Community Outreach Liaison/ Attendance officer	State program resources, letterhead/form letters, citations, court and legal entities
Celebrate and showcase students who achieve 95% attendance at the end of quarters 2 and 3, and plan a large celebration for students who achieve 95% attendance for the last week of school including families.	2023-01-16 - 2023-06-06	Community Outreach Liaison/ Attendance officer, social worker, administrators, counselors	Access to attendance data, printed certificates, gradually larger tangible and intangible rewards for qualifying students.
Analyze 22-23 attendance data and compare to 21-22 attendance data for reflection, successes, and future planning	2023-06-06 - 2023-06-16	Community Outreach Liaison/ Attendance officer, administrators, social worker, counselors	present and past building level attendance data

Anticipated Outcome

Observable milestones- celebrations at quarters 1, 2, and 3. Larger celebration at end of quarter 4. Form letters sent to families, citations, and recorded court dates. Updates in Skyward.

Monitoring/Evaluation

Twice monthly attendance meetings to address students becoming truant.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>50 % of students will meet their individual growth goal on their ELA MAP testing from the beginning of the year to the end. (ELA)</p> <p>We will utilize full day Kindergarten, the district math coach, our building math lab teacher, and other staff supports to analyze Acadience benchmark scores and MAP testing data and make instructional and intervention changes based on these outcomes.</p> <p>50 % of students will meet their individualized growth goal on the Math MAP test from the beginning of the year to the end. (Math Program)</p>	<p>Small Group Instruction</p>	<p>Classroom teachers will utilize small group instruction as will reading specialists, math lab teacher, STEAM program and special education teachers in both ELA and Math</p>	<p>09/12/2022 - 06/06/2023</p>

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

Tia Wanzo

2022-08-26

School Improvement Facilitator Signature

Building Principal Signature

Lisa Miracle-Volpe

2022-08-29

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

English Language Arts/ Literature- Meeting Annual Academic Growth Expectations (PVAAS)

English Language Arts/Literature- 2 or more races student group- (Gr. 3-5)- 85% met or exceeded statewide goal demonstrating growth expectations (PVAAS).

A 100 minute ELA block in the master schedule. A dedicated 40 minute enrichment/intervention instruction period. Supplemental reading programs based on student need for reading intervention groups being used.

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.

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.

Challenges

Mathematics/Algebra- All Student Groups did not meet statewide Goal/Interim Target on Pennsylvania State Assessment

Mathematics/Algebra- black student group (Gr. 3-5) did not meet statewide Goal/ Interim Target of annual academic growth expectations (PVAAS), it decreased.

Using our available reading specialists in a more narrow, targeted way may improve outcomes for our student groups requiring intervention.

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.

An updated/ consistent science program for grades K-5.

Amount of time dedicated to science programming.

Strengths

60 minute math block and 40 minute enrichment block present each school day.

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 ST Math, Extramath and Exact Path to aid in individual student needs during independent work time.

Use of Spring Math, Waggle, and Number Corner as intervention based programs in various grade level classrooms.

Hands on science kits are utilized during the science time.

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Challenges

Addition of more science curriculum in intermediate grades in targeted classrooms (AIMS)

Loss of instructional time from the academic areas.

Students having better daily attendance would improve the efficiency of completing Career Readiness activities and would keep our focus on instructional time.

Better recording of which students have completed their career readiness work to address any students missing evidence.

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

Implement a multi-tiered system of supports for academics and behavior *

Working to meet the needs of a growing ESL population.

Very low percentage of students with disabilities reaching proficient or advanced on the 20/21 PSSA.

Strengths

85% of sub-group 2 or more races meeting the growth standard in ELA.

75% of black students met the growth standard for ELA.

Most Notable Observations/Patterns

Challenges

More effective implementation of math intervention-based programs in classrooms.

Implement a multi-tiered system of supports for academics and behavior *

Using our available reading specialists in a more narrow, targeted way may improve outcomes for our student groups requiring intervention.

Discussion Point

Teachers need more professional development and guidance to fully utilize the programs we piloted in 20-21.

Attendance is impacting our ability to provide meaningful intervention.

Teaching the core reading block did not have as much reach to multiple student groups as we need to address.

Priority for Planning

ADDENDUM B: ACTION PLAN

Action Plan: Small Group Instruction

Action Steps	Anticipated Start/Completion Date
Schedule full day Kindergarten and schedule reading specialists into reading blocks. Schedule math lab teacher.	07/01/2022 - 08/18/2023
Monitoring/Evaluation	Anticipated Output
MAP testing/ Acadience test results and Quarterly Title One meetings to discuss student growth and placement in small groups.	Teachers will be utilizing small group instruction in their classroom on a regular basis including station work. Reading specialists will be pulling small groups for intervention blocks and Math Lab teacher will utilize small group work in his classroom at all grade levels.
Material/Resources/Supports Needed	PD Step
1. Scheduling materials 2. Kindergarten Teachers (5 @ Francis McClure - Ekis, Jackson, Piontka, Richardson, Williamson) 1/2 Salaries and Benefits (\$349,820.00)	no

Action Steps	Anticipated Start/Completion Date
Administer baseline MAP and Acadience testing in ELA and Math.	09/01/2022 - 09/30/2022
Monitoring/Evaluation	Anticipated Output
MAP testing/ Acadience test results and Quarterly Title One meetings to discuss student growth and placement in small groups.	Teachers will be utilizing small group instruction in their classroom on a regular basis including station work. Reading specialists will be pulling small groups for intervention blocks and Math Lab teacher will utilize small group work in his classroom at all grade levels.
Material/Resources/Supports Needed	PD Step
1. Testing materials, computers, access to assessment websites 2. Math Coach - 50% of Salary and Benefits (\$50,142.00) 3. Professional Development Training Costs (\$1,223.00)	no

Action Steps**Anticipated Start/Completion Date**

Analyze baseline assessment data from Acadience and Map and group students for enrichment/intervention based on available data

09/01/2022 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

MAP testing/ Acadience test results and Quarterly Title One meetings to discuss student growth and placement in small groups.

Teachers will be utilizing small group instruction in their classroom on a regular basis including station work. Reading specialists will be pulling small groups for intervention blocks and Math Lab teacher will utilize small group work in his classroom at all grade levels.

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

1. Assessment data, access to NWEA MAP and Acadience accounts 2. 2 Literacy Coaches/Parent Involvement Specialist - 50% of Salaries and Benefits (\$131,624.00)

no



Action Steps**Anticipated Start/Completion Date**

Classroom teachers will utilize small group instruction as will reading specialists, math lab teacher, STEAM program and special education teachers in both ELA and Math

09/12/2022 - 06/06/2023

Monitoring/Evaluation**Anticipated Output**

MAP testing/ Acadience test results and Quarterly Title One meetings to discuss student growth and placement in small groups.

Teachers will be utilizing small group instruction in their classroom on a regular basis including station work. Reading specialists will be pulling small groups for intervention blocks and Math Lab teacher will utilize small group work in his classroom at all grade levels.

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

1. Wilson Foundations Ready to Rise, HMH Journeys, HMH Into Math, Early Numeracy Routines, Waggle, Heggerty Phonemic Awareness, Spring Math, Number Corner, Phonics for Reading, 95% Group Materials, REWARDS (\$16,007.00) 2. Reading Specialists (3 at Francis McClure - Barnes, Ridinger, Pechersky) 100% of salaries and benefits. (\$353,287.00) 3. STEAM Supplies (\$1,500.00)

yes

Action Plan: Strive for 95 Attendance Plan

Action Steps**Anticipated Start/Completion Date**

Design new messaging to encourage students and families to "Strive for 95"

06/06/2022 - 08/18/2022

Monitoring/Evaluation**Anticipated Output**

Twice monthly attendance meetings to address students becoming truant.

Observable milestones- celebrations at quarters 1, 2, and 3. Larger celebration at end of quarter 4. Form letters sent to families, citations, and recorded court dates. Updates in Skyward.

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

1. Attendance materials from PDE, state of PA, online resources, printing services, digital services 2. Parent and Family Engagement Events held 5 times throughout the year. (\$2,000.00)

no



Action Steps**Anticipated Start/Completion Date**

Hold beginning of the school year events to get new messaging out to students, staff, and families to "Strive for 95".

08/19/2022 - 09/09/2022

Monitoring/Evaluation**Anticipated Output**

Twice monthly attendance meetings to address students becoming truant.

Observable milestones- celebrations at quarters 1, 2, and 3. Larger celebration at end of quarter 4. Form letters sent to families, citations, and recorded court dates. Updates in Skyward.

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

Strive for 95 print and digital materials

no



Action Steps**Anticipated Start/Completion Date**

Begin sending out attendance letters to families after students miss 3, 5, and 10 days of school from the first day of school on. Withdraw students who no show and determine if they are currently living in the district.

08/23/2022 - 06/06/2023

Monitoring/Evaluation**Anticipated Output**

Twice monthly attendance meetings to address students becoming truant.

Observable milestones- celebrations at quarters 1, 2, and 3. Larger celebration at end of quarter 4. Form letters sent to families, citations, and recorded court dates. Updates in Skyward.

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

1. Approved letter from the state/district for families, postage

no



Action Steps**Anticipated Start/Completion Date**

End of 1st quarter- hold celebration and showcase students who have attended 95% of the time.

08/23/2022 - 11/09/2022

Monitoring/Evaluation**Anticipated Output**

Twice monthly attendance meetings to address students becoming truant.

Observable milestones- celebrations at quarters 1, 2, and 3. Larger celebration at end of quarter 4. Form letters sent to families, citations, and recorded court dates. Updates in Skyward.

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

Access to attendance data, printed certificates, small tangible reward

no



Action Steps**Anticipated Start/Completion Date**

Continue interventions including mailing letters, parent meetings, citations, and court dates for truancy that is becoming chronic. Utilize state programs available.

09/12/2022 - 06/06/2023

Monitoring/Evaluation**Anticipated Output**

Twice monthly attendance meetings to address students becoming truant.

Observable milestones- celebrations at quarters 1, 2, and 3. Larger celebration at end of quarter 4. Form letters sent to families, citations, and recorded court dates. Updates in Skyward.

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

State program resources, letterhead/form letters, citations, court and legal entities

no



Action Steps**Anticipated Start/Completion Date**

Celebrate and showcase students who achieve 95% attendance at the end of quarters 2 and 3, and plan a large celebration for students who achieve 95% attendance for the last week of school including families.

01/16/2023 - 06/06/2023

Monitoring/Evaluation**Anticipated Output**

Twice monthly attendance meetings to address students becoming truant.

Observable milestones- celebrations at quarters 1, 2, and 3. Larger celebration at end of quarter 4. Form letters sent to families, citations, and recorded court dates. Updates in Skyward.

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

Access to attendance data, printed certificates, gradually larger tangible and intangible rewards for qualifying students.

no



Action Steps**Anticipated Start/Completion Date**

Analyze 22-23 attendance data and compare to 21-22 attendance data for reflection, successes, and future planning

06/06/2023 - 06/16/2023

Monitoring/Evaluation**Anticipated Output**

Twice monthly attendance meetings to address students becoming truant.

Observable milestones- celebrations at quarters 1, 2, and 3. Larger celebration at end of quarter 4. Form letters sent to families, citations, and recorded court dates. Updates in Skyward.

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

present and past building level attendance data

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
50 % of students will meet their individual growth goal on their ELA MAP testing from the beginning of the year to the end. (ELA)	Small Group Instruction	Classroom teachers will	09/12/2022 -
<p>We will utilize full day Kindergarten, the district math coach, our building math lab teacher, and other staff supports to analyze Acadience benchmark scores and MAP testing data and make instructional and intervention changes based on these outcomes.</p> <p>50 % of students will meet their individualized growth goal on the Math MAP test from the beginning of the year to the end. (Math Program)</p>		utilize small group instruction as will reading specialists, math lab teacher, STEAM program and special education teachers in both ELA and Math	06/06/2023



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Monthly Professional Development Sessions	Classroom teachers, Special Education teachers, Reading Specialists, Itinerant teachers	Sessions on using small group instruction in the classroom setting
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be observed using small group instruction in their classroom	08/19/2022 - 06/06/2023	Amy Dellapenna, Mary Lynn Zosack, Melissa Capozzoli- coaches
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Language and Literacy Acquisition for All Students	
	Language and Literacy Acquisition for All Students	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Annual Fall Title I, II, and IV Meeting	Parent Engagement: Title I, Schoolwide Plan, School Compact and Parent and Family Engagement Plan	In person meeting	Parents/Guardians	August / September 2022
Annual Spring Title I, II, and IV Meeting	Parent Engagement: Title I, Schoolwide Plan, School Compact and Parent and Family Engagement Plan	In person meeting	Parents/Guardians	April/May 2023
Parent and Family Engagement Events	October – Academic Area of Focus is Literacy November - Technology December - Math January - Science March - PSSA	PTA meetings, Family Nights	Parents/Guardians	2022-2023 School Year
Parent Visitation Day	Student success, academics, behavior	In Person Meeting	Parents/Guardians	November 7, 2022

