

TWIN RIVERS EL SCH

1600 Cornell St

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

At Twin Rivers Elementary we strive to provide learners with an authentic experiences. We focus on developing healthy minds, bodies and relationships by using a three pillar approach which includes wrap around supports, healthy and active lifestyle and rigorous academics. We are implementing three models this school year which include our Ready to Learn Approach, Healthy and Active Lifestyle midday block and the Tigers Den.

STEERING COMMITTEE

Name	Position	Building/Group
Brandy Daye	Building Principal	Twin Rivers Elementary
Stefanie Burgh	Assistant Principal	Twin Rivers Elementary
Tia Wanzo	Assistant Superintendent	McKeesport Area School District
Jane Coughenour	Director of Federal Programs	McKeesport Area School District
Nina Grace	School Nurse	Twin Rivers Elementary
Amy Dellapenna	Elementary Reading Coordinator	McKeesport Area School District
MaryLynn Zoscak	Elementary Literacy Coach	McKeesport Area School District
Missy Capozzoli	Math Coordinator	McKeesport Area School District
Rebecca Gass	Title One Reading Specialist	Twin Rivers Elementary
Joe Coghill	Title One Reading Specialist	Twin Rivers Elementary
Allison Attenberger	Guidance Counselor	Twin Rivers Elementary
Ashley Smith	Special Education Teacher	Twin Rivers Elementary
Ed Camic	Intermediate Teacher	Twin Rivers Elementary

Name	Position	Building/Group
Melissa Hale	Primary Teacher	Twin Rivers Elementary
Sally McGuire	Computer Technician	Twin Rivers Elementary
Jennifer Vertullo	Community Partner	City of McKeesport
Ashley Poston	Parent	PTO Parent
Tia Wanzo	Chief School Administrator	McKeesport Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>We will provide opportunities for learners to have exposure to different career opportunities opportunities. Allowing learners to enjoy and engage and meaningful experiences.</p>	<p>Career Standards Benchmark</p>
<p>Regular attendance must increase. We have priority to increase the attendance for black students and students below the poverty line. If we start to empower families and break barriers we can then gain their trust. We we help families develop healthy minds, healthy bodies and healthy relationships. Families and students will feel empowered.</p>	<p>Regular Attendance</p>
<p>A variety of data has been collected and gathered to prioritize the needs of the students. It has been discovered that social emotional learning is a need and a challenge. If we focus on the whole child and providing an authentic experience we can see growth.</p>	<p>Parent and family engagement</p>

ACTION PLAN AND STEPS

Evidence-based Strategy	
needs assessment and surveying	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

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Career	By implementing opportunities for exposure to different careers students will report an increase in their feelings of positive self-identity and classroom belonging in the end-of-year student survey compared to their beginning-of-year benchmark.
RA	By implementing a variety of supportive instructional practices, such as a wellness welcome center and a midday block and a resource center 80% of learners will attendance school 150 days out of a 180 day school year.
engagement -parent and family	By hosting 10 family engagement events throughout the year offering families time to gather and fellowship and bring the community into school. Students and families will participate in at least three family engagement/ school events throughout the year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Survey families and collect data	2022-10-03 - 2023-05-01	Director of education	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)
Schedule full day Kindergarten and schedule reading and math specialists into reading blocks.	2022-08-23 - 2023-06-06	Brandy Daye	1. Scheduling materials 2. Kindergarten Teachers (5 @ Twin Rivers - (Andrews, Batis, Hronec, Sypin and Hale) 1/2 Salaries and Benefits (\$294,320.00) 3. Reading Specialists (4 @ Twin Rivers) - (Lombardo, Coghill, Funk and Gass) (443,616.00) 4. Math Specialist (1 @ Twin Rivers - Hayes) (\$81,840.00)
Analyze baseline assessment data	2022-08-23 -	Brandy Daye	1. Assessment data, access to NWEA MAP and Acadience

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
from Acadience and Map and group students for enrichment/intervention based on available data	2023-06-06		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 teacher, STEAM program and special education teachers in both ELA and Math	2022-08-23 - 2023-06-06	Classroom teachers, reading specialists, special ed. teachers, math lab teacher	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 (\$37,224.00) 2. STEAM Supplies (\$1,500.00)

Anticipated Outcome
 We will reach our goals

Monitoring/Evaluation
 continue to collect data and feedback



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By implementing opportunities for exposure to different careers students will report an increase in their feelings of positive self-identity and classroom belonging in the end-of-year student survey compared to their beginning-of-year benchmark. (Career)</p>	<p>needs assessment and surveying</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>08/23/2022 - 06/06/2023</p>
<p>By implementing a variety of supportive instructional practices, such as a wellness welcome center and a midday block and a resource center 80% of learners will attendance school 150 days out of a 180 day school year. (RA)</p>			
<p>By hosting 10 family engagement events throughout the year offering families time to gather and fellowship and bring the community into school. Students and families will participate in at least three family engagement/ school events throughout the year. (engagement -parent and family)</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

2022-08-29

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

Chief School Administrator

Tia M. Wanzo

2022-08-29

School Improvement Facilitator Signature

Building Principal Signature

Brandy Daye

2022-08-31

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

For the school all teachers of Kindergarten – Fifth Grade ELA and MATH are given a monthly meeting calendar at the beginning of the school year that identified all ELA and MATH meeting dates for the school year. Attendance is mandatory for these meeting. Student test data is reviewed during these meeting and a plan to address student deficits is developed. Reading and Math Coaches and Specialist along with district administrators lead these meetings.

One half reading specialist was added to the building schedule for a total of four Reading Specialists at Twin Rivers. These reading specialists provide core reading instruction to students identified as needing the most support. The focus of this support will be in first, second and third grades for the school year as these are the grade levels with the greatest needs identified by the data.

MASD sets the direction for student learning by developing a curricular framework in the elementary schools through empowering teachers via professional development, to learn the best methods to personalized learning. We will continue to develop a seamless K-12 curriculum, vertically/horizontally aligned, that works to address the learning needs & styles of all students.

Challenges

Not all classroom teachers design standards aligned, differentiated instruction that reflects challenging learning expectations for all students. We need to assure that research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom.

MASD has worked to align the ELA curricula. This alignment has been aided with the purchase of the HMH Journey's Reading series. Continued curricula alignment will occur for all other subject areas as well as always reviewing the current ELA curriculum.

Attendance has been a hardship since COVID-19.

ELA continues to be a focus at all schools and Math is taught as a Core subject, but student individual weaknesses are not addressed as much as ELA. In the 2019-2020 School Year a Math Coach was added to address our Math weaknesses. During the 2019-2020 school year, a group of educators met to evaluate several Math programs and made the recommendation to keep the current program for the 2020-2021 school year. This group continued to evaluate the need for a new program and

Strengths

The Houghton Mifflin Journey's Reading series was purchased for all Grade Levels K-5. Journeys is built on a deep foundation of scientific research but treats students as young people who need to be encouraged and to have fun. The School year will be the fourth year of Foundations.

MASD sets the direction for student learning by developing a curricular framework in the elementary schools through empowering teachers via professional development, to learn the best methods to personalized learning. We will continue to develop a seamless K-12 curriculum, vertically/horizontally aligned, that works to address the learning needs & styles of all students.

ST Math was purchased for all students K-5 for the 2019-2020 school year. The classrooms that used ST Math in prior years showed improved on the PSSA tests as compared to classrooms that did not utilize ST Math

Twin Rivers has developed a program called AIMS. There is one classroom in 3rd, 4th and 5th grades.

Twin Rivers incorporates a 60 STEM rotation into its specials rotation, which meets 3 days during the 6 day rotation. Twin Rivers will add a Technology Specialist into the specials rotation for the 2021-2022 school year, which will meet 3 days during a 60

Challenges

researched various programs throughout the 2020-2021 school year. During April of 2021, The Houghton Mifflin Harcourt Series was approved by the School Board for purchase and implementation for the 2021-2022 school year.

McKeesport Area School District continually looks at the need to increase the number of Reading and/or Math Specialists that we employ. We believe in the importance of small groups to effectively deliver intensive support to our most at risk students. Our school schedules allow for all students to receive 120 minutes of Core Instruction and an additional 40 minutes of intervention instruction based on the student's need.

An updated K-5 Science curriculum

This is a very time consuming part of the counselors job as well as the time taken away from the academics for the students for the initial activity and any makeup sessions required due to absences.

The school has many academic needs and discipline problems as well as many students with social and emotional challenges, thus a second assistant principal at the school is necessary.

18/19 PSSA Scores- Mathematics for Economically Disadvantaged Students

18/19 PSSA Scores- Mathematics for Students with Disabilities

Strengths

day block rotation.

The Guidance Counselors were involved in creating a plan for meeting the career readiness benchmarks and are a working part of that plan throughout the school year.

18/19 PSSA Scores- Science (Grade 4) for students with Disabilities

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

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

Align curricular materials and lesson plans to the PA Standards

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

English/Language Art/Literature Academic Growth Expectations

Science/ Biology Academic Growth Expectations

Challenges

Use multiple professional learning designs to support the learning needs of staff

Provide frequent, timely, and systematic feedback and support on instructional practices

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Identify professional learning needs through analysis of a variety of data

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

Career Standard Benchmark Performance Standard

Regular Attendance



Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Career Standard Benchmark Performance Standard

There has been a primary focus on reading for several years, with a focused Reading Enrichment time and no structured math enrichment block. Focus will shift.

Regular Attendance

There has been a primary focus on reading for several years, with a focused Reading Enrichment time and no structured math enrichment block

ELA continues to be a focus at all schools and Math is taught as a Core subject, but student individual weaknesses are not addressed as much as ELA. In the 2019-2020 School Year a Math Coach was added to address our Math weaknesses. During the 2019-2020 school year, a group of educators met to evaluate several Math programs and made the recommendation to keep the current program for the 2020-2021 school year. This group continued to evaluate the need for a new program and researched various programs throughout the 2020-2021 school year. During April of 2021, The Houghton Mifflin Harcourt Series was approved by the School Board for purchase and implementation for the 2021-2022 school year.

The Math Coach is split between several buildings and grade levels. She is able to assist in developing teachers' abilities and analyzing student data, but not generally at an individual student level for all students.

Challenges

Discussion Point

Priority for Planning

McKeesport Area School District continually looks at the need to increase the number of Reading and/or Math Specialists that we employ. We believe in the importance of small groups to effectively deliver intensive support to our most at risk students. Our school schedules allow for all students to receive 120 minutes of Core Instruction and an additional 40 minutes of intervention instruction based on the student's need.

Twin Rivers has Reading Enrichment groups that are leveled based on their DIBELS scores. The lowest group is given to the certified Reading Specialist for more intense support. There is not a parallel system for math. Our Math Specialist is part of our Specials Rotation that all students see on a six day rotation basis as a whole class. There is not a math intervention pull out program.

Provide frequent, timely, and systematic feedback and support on instructional practices

Identify professional learning needs through analysis of a variety of data

Not all classroom teachers design standards aligned, differentiated instruction that reflects challenging learning expectations for all students. We need to assure that research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom.

There is not a strong push for differentiation within the classroom as there has been in the past.

18/19 PSSA Scores- Mathematics for Economically Disadvantaged Students

18/19 PSSA Scores- Mathematics for Students with Disabilities

ADDENDUM B: ACTION PLAN

Action Plan: needs assessment and surveying

Action Steps	Anticipated Start/Completion Date
Survey families and collect data	10/03/2022 - 05/01/2023

Monitoring/Evaluation	Anticipated Output
continue to collect data and feedback	We will reach our goals

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
Schedule full day Kindergarten and schedule reading and math specialists into reading blocks.	08/23/2022 - 06/06/2023
Monitoring/Evaluation	Anticipated Output
continue to collect data and feedback	We will reach our goals
Material/Resources/Supports Needed	PD Step
1. Scheduling materials 2. Kindergarten Teachers (5 @ Twin Rivers - (Andrews, Batis, Hronec, Sypin and Hale) 1/2 Salaries and Benefits (\$294,320.00) 3. Reading Specialists (4 @ Twin Rivers) - (Lombardo, Coghill, Funk and Gass) (443,616.00) 4. Math Specialist (1 @ Twin Rivers - Hayes) (\$81,840.00)	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	08/23/2022 - 06/06/2023
Monitoring/Evaluation	Anticipated Output
continue to collect data and feedback	We will reach our goals
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

08/23/2022 - 06/06/2023

Monitoring/Evaluation**Anticipated Output**

continue to collect data and feedback

We will reach our goals

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

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, 95% Group Materials, REWARDS (\$37,224.00) 2. STEAM Supplies (\$1,500.00)

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By implementing opportunities for exposure to different careers students will report an increase in their feelings of positive self-identity and classroom belonging in the end-of-year student survey compared to their beginning-of-year benchmark. (Career)</p>	<p>needs assessment and surveying</p>	<p>Classroom teachers will utilize small group instruction as will</p>	<p>08/23/2022 - 06/06/2023</p>
<p>By implementing a variety of supportive instructional practices, such as a wellness welcome center and a midday block and a resource center 80% of learners will attendance school 150 days out of a 180 day school year. (RA)</p>		<p>reading specialists, math lab teacher,</p>	
<p>By hosting 10 family engagement events throughout the year offering families time to gather and fellowship and bring the community into school. Students and families will participate in at least three family engagement/ school events throughout the year. (engagement -parent and family)</p>		<p>STEAM program and special education teachers in both</p>	<p>ELA and Math</p>



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Professional Learning Communities	teachers and families	send families surveys and digest data with staff

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
increased awareness	08/18/2022 - 05/29/2023	Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

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
