

## **FRANCIS MCCLURE EL SCH**

500 Longvue Dr

Schoolwide Title 1 School Plan | 2020 - 2021

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### **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
Thomas Knight	Head 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
Stacey Schork	Guidance Counselor	Francis McClure Elementary School
Toni Stolic	School Nurse	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 Will	Special Education Teacher	Francis McClure Elementary School
Leona Mols	Computer Technician	Francis McClure Elementary School
Carl Kuzel	School Resource Officer	Francis McClure Elementary School
Rebecca Lombardo	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
<p>Having additional reading specialists would allow us to provide additional students in need intensive instruction.</p>	<p>Other</p> <p>Career Standards Benchmark</p> <p>Career Standards Benchmark</p>
<p>Our math scores are low and without any real intervention or expert in place it is difficult to meet the students where they are so that we can fill gaps in their learning.</p>	<p>Career Standards Benchmark</p> <p>Career Standards Benchmark</p> <p>Career Standards Benchmark</p>
<p>Providing this enrichment/intervention period would help us meet the math students at their level whether that be intensive intervention or providing enrichment.</p>	<p>Mathematics</p> <p>Career Standards Benchmark</p> <p>Career Standards Benchmark</p>
<p>A new program will update our current practices.</p>	<p>Mathematics</p> <p>Career Standards Benchmark</p> <p>Career Standards</p>

**Priority Statement****Outcome Category**

Benchmark

**ACTION PLAN AND STEPS****Evidence-based Strategy**

Morning Meetings

**Measurable Goals****Goal Nickname****Measurable Goal Statement (Smart Goal)**Math  
Enrichment/Intervention

Provide a math enrichment period for the students of Francis McClure.

Reading

Increase the students DIBELS scores using the Title I reading Specialist to provide intensive core instruction.

Math

Increase in DIBELS math score for students scoring in the below benchmark category.

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

Facilitate morning meetings to ensure that grade level staff is communicating and sharing best practices in math and reading.

8/20/2020 - 6/1/2020

Tom Knight

Instructional Coaches (math and reading), assessment data, computer, instructional resources

Facilitate a K-5 math team in collaboration with the district math coordinator.

December 2019 - May 2021

District Math Coordinator, Elementary Principals

Math programs to review, surveys, technology

**Anticipated Outcome**

During this time we look to build a shared vision among the teachers to continue to move the school forward.

## **Monitoring/Evaluation**

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Principal, Assistant Principal with actively participate in the meetings.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Provide a math enrichment period for the students of Francis McClure. (Math Enrichment/Intervention)	Morning Meetings	Facilitate morning meetings to ensure that grade level staff is communicating and sharing best practices in math and reading.	08/20/2020 - 06/01/2020
Increase the students DIBELS scores using the Title I reading Specialist to provide intensive core instruction. (Reading)			
Increase in DIBELS math score for students scoring in the below benchmark category. (Math)			

# 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.**

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School Board Minutes or Affirmation Statement \_\_\_\_\_ ;

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

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Superintendent/Chief Executive Officer

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School Improvement  
Facilitator Signature

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Building Principal Signature

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## 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

Specific evaluation schedule at each grade level – test data is used to chart progress and drive instruction

Wilson Foundations K-2

Title I Reading Specialists are utilized to teach core reading blocks as well as intervention blocks within the intervention period.

60 minute math block

Title 1 Math Specialist teachers a math lab class to each classroom on a 6 day rotation.

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 meet the standard.

### Challenges

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

Mathematics/Algebra- 2 or more races student group (Gr. 3-5) did not meet Interim Goal/ Improvement Target on Pennsylvania State Assessment

Additional Reading Specialists would give us the ability to provide intensive core instruction at all grade levels.

We have a need for additional math specialists which would allow us to provide math intervention to the students.

We are in need of a dedicated math enrichment/intervention period that targets the students needs based on testing.

We are utilizing an outdated math program at the K-5 level. While this program is aligned to the PA Core Standards, it has not helped our teachers get our students to where they need to be.

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

Loss of instructional time from the academic areas.

ELA Proficiency scores for all students in all areas.

Math proficiency scores are low in all areas.

### Strengths

Meeting the growth standard in ELA.

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

Identify and address individual student learning needs

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

Math growth scores failed to reach the state standard.

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

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

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### Most Notable Observations/Patterns

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### Challenges

We are in need of a dedicated math enrichment/intervention period that targets the students needs based on testing.

### Discussion Point

Room needs created within the master schedule to provide this.

### Priority for Planning



We are utilizing an outdated math program at the K-5 level. While this program is aligned to the PA Core Standards, it has not helped our teachers get our students to where they need to be.

We are currently evaluating new programs to better meet the needs of our students and teachers.



## **ADDENDUM B: ACTION PLAN**

## Action Plan: Morning Meetings

Action Steps	Anticipated Start/Completion Date
Facilitate morning meetings to ensure that grade level staff is communicating and sharing best practices in math and reading.	08/20/2020 - 06/01/2020
Monitoring/Evaluation	Anticipated Output
Principal, Assistant Principal with actively participate in the meetings.	During this time we look to build a shared vision among the teachers to continue to move the school forward.
Material/Resources/Supports Needed	PD Step
Instructional Coaches (math and reading), assessment data, computer, instructional resources	yes

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Action Steps	Anticipated Start/Completion Date
Facilitate a K-5 math team in collaboration with the district math coordinator.	12/01/2019 - 05/01/2021
Monitoring/Evaluation	Anticipated Output
Principal, Assistant Principal with actively participate in the meetings.	During this time we look to build a shared vision among the teachers to continue to move the school forward.
Material/Resources/Supports Needed	PD Step
Math programs to review, surveys, technology	no

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Provide a math enrichment period for the students of Francis McClure. (Math Enrichment/Intervention)	Morning Meetings	Facilitate morning meetings to ensure that grade level staff is communicating and sharing best practices in math and reading.	08/20/2020 - 06/01/2020
Increase the students DIBELS scores using the Title I reading Specialist to provide intensive core instruction. (Reading)			
Increase in DIBELS math score for students scoring in the below benchmark category. (Math)			



# PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Morning Meetings	Grade level teachers, Reading Specialists, Math Specialists	Data Analysis, best practices, curriculum alignment/pacing

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Grade level teachers will collaborate to create instructional goals.	08/20/2020 - 06/01/2021	Principal/Assistant 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**

<b>Communication Step</b>	<b>Topics of Message</b>	<b>Mode</b>	<b>Audience</b>	<b>Anticipated Timeline</b>
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