

## **TWIN RIVERS EL SCH**

1600 Cornell St

Schoolwide Title 1 School Plan | 2020 - 2021

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### **VISION FOR LEARNING**

MASD strives 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 surrounding communities.

## STEERING COMMITTEE

Name	Position	Building/Group
Paul Sweda	Building Principal	Twin Rivers Elementary
Jamie Lusebrink	Assistant Principal	Twin Rivers Elementary
Tia Wanzo	Assistant Superintendent	McKeesport Area School District
Jane Coughenour	Director of Federal Programs	McKeesport Area School District
Toni Stolic	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
Danette Sprouse	Guidance Counselor	Twin Rivers Elementary
Allison Attenberger	Guidance Counselor	Twin Rivers Elementary
Ashley Smith	Special Education Teacher	Twin Rivers Elementary
Mattie Dolfi	School Resource Officer	Twin Rivers Elementary
Sally McGuire	Computer Technician	Twin Rivers Elementary
Ashley Poston	Parent	PTO Parent
Jennifer Vertullo	Community Partner	City of McKeesport
Ed Camic	Intermediate Teacher	Twin Rivers Elementary
Jacquelyn Potter	Primary Teacher	Twin Rivers Elementary

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We need to implement a more structured math enrichment block/intervention period.	Mathematics Career Standards Benchmark Career Standards Benchmark
The teachers will use a systematic, collaborative planning process to ensure instruction is coordinated, aligned, and evidence-based.	Essential Practices 1: Focus on Continuous Improvement of Instruction Career Standards Benchmark Career Standards Benchmark
We need to continue to build the utilization of the Math Coach by the teaches and be strategic and efficient with her time allotted to Twin Rivers.	Mathematics Career Standards Benchmark Career Standards Benchmark
We need to implement a more structured math enrichment block/intervention period.	Mathematics Career Standards Benchmark Career Standards Benchmark

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Morning meetings facilitated by Coaches

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Morning Meetings	During morning meetings, district coaches will meet once a month to create a plan for thematic units that are coordinated, aligned and evaluated based on the PA Core standards.

Math Coach	The math coach will be part of the morning meetings once a month to drive skill and process oriented classroom initiatives.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Creating a calendar scheduling morning meetings with staff	2020-08-20 - 2021-06-01	Paul Sweda	Computer, Math Manipulatives, Curriculum guides,

## Anticipated Outcome

Building a capacity among teachers to use the same strategies to get to the same outcomes.

## Monitoring/Evaluation

Principals and Assistants will attend the meetings. An agenda from the coaches will be provided. A sign in sheet of teacher attendance will be kept as well.

## Evidence-based Strategy

Data driven instruction for enrichment block

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Title I Math Facilitator	Increase the below benchmark students based on the DIBELS assessment by better utilizing the Title I Math Specialist.

Math block	A math intervention block will be added to the 2020-2021 master schedule. The deficit skills being addressed during this time will hopefully increase the students' mastery of this skill measured by the DIBELS.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Using DIBELS data to drive instruction of enrichment groups and Title i Math specialist instruction to increase student performance.	2020-08-20 - 2021-06-01	Paul Sweda	DIBELS assessment data, math coach, curricular materials.

**Anticipated Outcome**  
 3% increase of deficit skills each quarter.

**Monitoring/Evaluation**  
 DIBELS benchmark assessments



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
During morning meetings, district coaches will meet once a month to create a plan for thematic units that are coordinated, aligned and evaluated based on the PA Core standards. (Morning Meetings)	Morning meetings facilitated by Coaches	Creating a calendar scheduling morning meetings with staff	08/20/2020 - 06/01/2021
The math coach will be part of the morning meetings once a month to drive skill and process oriented classroom initiatives. (Math Coach)			

## 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

Career Standard Benchmark Performance Standard

Science/ Biology Academic Growth Expectations

For the 2019-2020 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.

The 2019-2020 school year will be the third 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.

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.

## Challenges

Mathematics/Algebra Growth Expectation

Academic Growth Expectations in Mathematics/Algebra

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.

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. For 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.

McKeesport Area School District continually looks at the need to increase the number of Reading and/or Math Specialist that we employ. We believe

## Strengths

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 are two classrooms in 3rd, 4th and 5th grades.

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

## Challenges

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.

18/19 PSSA Scores- Mathematics for Economically Disadvantaged Students

18/19 PSSA Scores- Mathematics for Students with Disabilities

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

## Strengths

monitor student learning and adjust programs and instructional practices

Twin Rivers incorporates a 30 STEM rotation into its specials rotation.

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## Most Notable Observations/Patterns

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### Challenges

### Discussion Point

### Priority for Planning

Mathematics/Algebra Growth Expectation

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



Academic Growth Expectations in Mathematics/Algebra

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

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.



ELA continues to be a focus at all

The Math Coach is split



**Challenges**

**Discussion Point**

**Priority for Planning**

schools and Math is taught as a Core subject, but student individual weaknesses are not addressed as much as ELA. For 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.

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.

McKeesport Area School District continually looks at the need to increase the number of Reading and/or Math Specialist 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.



18/19 PSSA Scores- Mathematics for Economically Disadvantaged Students

18/19 PSSA Scores- Mathematics for Students with Disabilities

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

Identify professional learning needs through analysis of a variety of data

## ADDENDUM B: ACTION PLAN

### Action Plan: Morning meetings facilitated by Coaches

Action Steps	Anticipated Start/Completion Date
Creating a calendar scheduling morning meetings with staff	08/20/2020 - 06/01/2021

  

Monitoring/Evaluation	Anticipated Output
Principals and Assistants will attend the meetings. An agenda from the coaches will be provided. A sign in sheet of teacher attendance will be kept as well.	Building a capacity among teachers to use the same strategies to get to the same outcomes.

  

Material/Resources/Supports Needed	PD Step
Computer, Math Manipulatives, Curriculum guides,	yes

### Action Plan: Data driven instruction for enrichment block

Action Steps	Anticipated Start/Completion Date
Using DIBELS data to drive instruction of enrichment groups and Title i Math specialist instruction to increase student performance.	08/20/2020 - 06/01/2021

  

Monitoring/Evaluation	Anticipated Output
DIBELS benchmark assessments	3% increase of deficit skills each quarter.

  

Material/Resources/Supports Needed	PD Step
DIBELS assessment data, math coach, curricular materials.	no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>During morning meetings, district coaches will meet once a month to create a plan for thematic units that are coordinated, aligned and evaluated based on the PA Core standards. (Morning Meetings)</p> <p>The math coach will be part of the morning meetings once a month to drive skill and process oriented classroom initiatives. (Math Coach)</p>	Morning meetings facilitated by Coaches	Creating a calendar scheduling morning meetings with staff	08/20/2020 - 06/01/2021

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Analysis	Grade Level Teachers	Analyzing benchmark data to improve instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will create plans of instruction based on the data provided by the coaches.	08/20/2020 - 06/01/2021	Paul Sweda

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
	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 involvement	Family nights, parent meetings, parent engagement activities	Parents/Guardians	2020-2021 School year
Annual Spring Title I, II and IV Meeting	Parent Involvement	family night, parent meetings, parent engagement activities	Parents/Guardians	2020-2021 School year
Parent and Family Engagement Events	Parent/Family engagement, student success in school	Family nights, Science Nights, PTO meetings.	Parents/Guardians	2020-2021 School year
Parent Visitation Days	Student success, academics, behavior	Parent/Teacher conference	Parent/Guardians	twice during the 2020-2021 school year

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