

# **Twin Rivers El Sch**

## **Schoolwide Title 1 School Plan |**

### **2023 - 2024**

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Twin Rivers Elementary School		103026002
<b>Address 1</b>		
1600 Cornell Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
McKeesport	PA	15132
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Tia Wanzo		twanzo@mckasd.net
<b>Principal Name</b>		
Brandy Daye		
<b>Principal Email</b>		
bdaye72490@gmail.com		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
412-664-3774		3774
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Brandy Daye	Building Principal	Twin Rivers Elementary	bdaye@mckasd.net
Stefanie Burgh	Assistant Principal	Twin Rivers Elementary	sburgh@mckasd.net
Tia Wanzo	Assistant Superintendent	McKeesport Area School District	twanzo@mckasd.net
Jane Coughenour	Director of Federal Programs	McKeesport Area School District	jcoughenour@mckasd.net
Nina Grace	School Nurse	Twin Rivers Elementary	ngrace@mckasd.net
Amy Dellapenna	Elementary Reading Coordinator	McKeesport Area School District	adellapenna@mckasd.net
MaryLynn Zoscak	Elementary Literacy Coach	McKeesport Area School District	mzoscak@mckasd.net
Missy Capozzoli	Math Coordinator	McKeesport Area School District	mcapozzoli@mckasd.net
Rebecca Gass	Title One Reading Specialist	Twin Rivers Elementary	rgass@mckasd.net
Joe Coghill	Title One Reading Specialist	Twin Rivers Elementary	jcoghill@mckasd.net
Allison Attenberger	Guidance Counselor	Twin Rivers Elementary	aattenberger@mckasd.net
Ashley Smith	Special Education Teacher	Twin Rivers Elementary	Esmith2@mckasd.net
Ed Camic	Intermediate Teacher	Twin Rivers Elementary	ecamic@mckasd.net
Melissa Hale	Primary Teacher	Twin Rivers Elementary	mhale@mckasd.net
Sally McGuire	Computer Technician	Twin Rivers Elementary	smcguire@mckasd.net
Jennifer Vertullo	Community Partner	City of McKeesport	jen.vertullo@mckeesport-pa.gov
Ashley Poston	Parent	PTO Parent	aposton26@gmail.com
Tia Wanzo	Chief School Administrator	McKeesport Area School District	twanzo@mckasd.net

## Vision for Learning

### **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.

## Future Ready PA Index

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

<b>True K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

### Review of the School Level Performance

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

#### Strengths

<b>Indicator</b> English Language Arts/Literature Academic Growth Expectations <b>ESSA Student Subgroups</b> African-American/Black, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Black, White, Economically Disadvantage, and special education students exceeded expectations for growth.
<b>Indicator</b> Mathematics Growth Expectations <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> All students displayed growth in progress

#### Challenges

<b>Indicator</b> English Language Arts/Literature Academic Growth Expectations <b>ESSA Student Subgroups</b> African-American/Black, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Black, White, Economically Disadvantage, and special education students exceeded expectations for growth.
<b>Indicator</b> Mathematics Growth Expectations <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> All students displayed growth in progress
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>

## 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 Art/Literature Academic Growth Expectations
Mathematics Growth Expectations
Career Benchmark

### 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 targeted goals for improvement
Regular Attendance
English Language and Literature targeted goals for improvement

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
20/21 PSSA English Language Arts Data (Grades 3-5)	Students did not attain the targeted goal.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)/Acadience Benchmark Assessments	DIBELS helps track data and skills to gauge learners skills set. We alter instruction to be sure the needs of all students are being met.
Measure of Academic Progress (MAP)/ Academic growth assessment	MAPS helps track growth in order to see academic progress

### English Language Arts Summary

#### 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.
Title One teachers will be deployed to focus on K-2 literacy and learners will be provided with intense small group instructions for grade level 1 and 2. This should allow for more growth in reading.
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. The School year will be the 6th year of Foundations.

#### 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.

### Mathematics

Data	Comments/Notable Observations
20/21 PSSA Mathematics Scores (Grades 3-5)	Students did not attain the targeted goal.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)/Acadience Benchmark Assessments	DIBELS helps track data and skills to gauge learners skills set. We alter instruction to be sure the needs of all students are being met.
Measure of Academic Progress (MAP)/ Academic growth	MAPS helps track growth in order to see academic progress.

assessment	
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## Mathematics Summary

### 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

### Challenges

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.

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.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
21/22 PSSA Science Data (Grade 4)	

## Science, Technology, and Engineering Education Summary

### Strengths

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 day block rotation.

### Challenges

An updated K-5 Science curriculum





## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index	100% of All Student Group Met the Career Standards Benchmark

### 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.

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.

### 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.

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.

## Equity Considerations

### English Learners

**True** This student group is not a focus in this plan.

### Students with Disabilities

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

Data	Comments/Notable Observations
21/22 PSSA Scores- English Language Arts	5.7 of students with disabilities scored proficient or advanced. This is a decrease in performance from last year. The statewide goal for this student group is 31.1%.
21/22 PSSA Scores- Mathematics	3.8 of students with disabilities scored proficient or advanced. This is a decrease in performance from last year. The statewide goal for this student group is 23.6%.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
21/22 PSSA Scores- English Language Arts	19.0% of students considered economically disadvantaged scored proficient or advanced. This is a decrease in performance from last year. The statewide goal for this student group is 48.3%.
21/22 PSSA Scores- Mathematics	9.6% of students considered economically disadvantaged scored proficient or advanced. This is a decrease in performance from last year. The statewide goal for this student group is 31.5%.
Please note there is no updated data since COVID 19	

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	English Language Arts: 21.5% (State Goal: 40.9%) Mathematics: 13.8% (State goal:23.5%) Science: 47.2%
White	English Language Arts: 39.8% (State Goal: 71.8) Mathematics: 28.1% (State Goal: 54.3) Science: 64.7%

## 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.

Title one service core reading services are being offer to at risk students. Data is being tracking using the DIEBELS and MAP. Instruction is altered based off data.
The DIEBELS and MAP assessments have be administered on a consistent basis throughout the school. Data is track to be sure instructional practices are relevant to what students need.
The curriculum used is aligned with PA academic standards and all teacher are highly qualified professional.
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.
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

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.

21/22PSSA Scores- Mathematics for Economically Disadvantaged Students 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.
21//22 PSSA Scores- Mathematics for Students with Disabilities 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.



## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
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	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
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	Operational
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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

## Summary

### Strengths

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

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
Implement a ready to learn approach and track data on how students show up ready to learn.

### 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?

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



## 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 Art/Literature Academic Growth Expectations	True
Mathematics Growth Expectations	True
Career Benchmark	False
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.	False
Title One teachers will be deployed to focus on K-2 literacy and learners will be provided with intense small group instructions for grade level 1 and 2. This should allow for more growth in reading.	False
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.	False
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.	False
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	False
Twin Rivers has developed a program called AIMS. There is one classroom in 3rd, 4th and 5th grades.	True
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.	True
Implement a multi-tiered system of supports for academics and behavior	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Align curricular materials and lesson plans to the PA Standards	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
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 day	True

block rotation.	
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 6th year of Foundations.	False
Title one service core reading services are being offer to at risk students. Data is being tracking using the DIEBELS and MAP. Instruction is altered based off data.	False
The DIEBELS and MAP assessments have be administered on a consistent basis throughout the school. Data is track to be sure instructional practices are relevant to what students need.	False
Implement a ready to learn approach and track data on how students show up ready to learn.	False
The curriculum used is aligned with PA academic standards and all teacher are highly qualified professional.	False
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.	False
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.	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 targeted goals for improvement	True
Regular Attendance	True
English Language and Literature targeted goals for improvement	False
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.	True
McKeesport Area School District continually looks at the need to increase the number of Reading and/or Math Specialists that we employee. 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.	True

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.	True
Attendance has been a hardship.	False
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.	False
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.	False
21/22PSSA Scores- Mathematics for Economically Disadvantaged Students 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.	True
21//22 PSSA Scores- Mathematics for Students with Disabilities 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.	True
Use multiple professional learning designs to support the learning needs of staff	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Identify professional learning needs through analysis of a variety of data	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
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.	False
English Language and Literature targeted goals for improvement	False
An updated K-5 Science curriculum	False

### 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 targeted goals for improvement	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.	True
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	True
<p>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.</p>	<p>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.</p>	False
<p>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.</p>	<p>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.</p>	False
<p>Provide frequent, timely, and systematic feedback and support on instructional practices</p>		False
<p>Identify professional learning needs through analysis of a variety of data</p>		True
<p>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.</p>	<p>There is not a strong push for differentiation within the classroom as there has been in the past.</p>	False

<p>21/22PSSA Scores- Mathematics for Economically Disadvantaged Students 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.</p>		False
<p>21//22 PSSA Scores- Mathematics for Students with Disabilities 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.</p>		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
<p>Twin Rivers has developed a program called AIMS. There is one classroom in 3rd, 4th and 5th grades.</p>	<p>This program focuses on Science and Math and the ELA curriculum is geared towards Science and Math. MASD has developed this program to address the need to engage our students in STEAM at a very early age.</p>
<p>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 day block rotation.</p>	
<p>English/Language Art/Literature Academic Growth Expectations</p>	
<p>Mathematics Growth Expectations</p>	
<p>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.</p>	<p>Our guidance counselors are another layer of support for our students who are struggling with external factors that may be affecting their academics. This relationship through the career readiness benchmarks opens communication for support.</p>
<p>Implement a multi-tiered system of supports for academics and behavior</p>	<p>This process refers a student to a team for support for academics and/or behaviors. This team analyzes the data provided and suggests the best possible support system for the student. Continued and consistent use of this system can help identify students who are struggling and provided needed support through intervention services.</p>
<p>Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices</p>	<p>Using these assessments tools, teachers can identify student weaknesses in areas and differentiate instruction based on those results. Additionally, this is a way to determine who might need referred to MTSS for academic support.</p>

## Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will provide opportunities for learners to have exposure to different career opportunities opportunities. Allowing learners to enjoy and engage and meaningful experiences.
	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.
	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.

## Goal Setting

Priority: 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.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
By implementing a variety of supportive instructional practices, such as a wellness welcome center and a midday block and a resource center less than 25% of students will be chronically absent at the end of the school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Less the 10% of students will be chronically absent during the first quarter.	Less the 15% of students will be chronically absent during the second quarter.	Less the 20% of students will be chronically absent during the 3rd quarter.	Less the 25 % of students will be chronically absent during the 4th quarter.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
By implementing a variety of reading supports and literacy programs, learners will show growth in reading over the course of the school year, with a goal to have 60% of students at benchmark by the end of the school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
English			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
30 % of students will be at benchmark by based off of DIEBELS data.	40 % of students will be at benchmark by based off of DIEBELS data.	50 % of students will be at benchmark by based off of DIEBELS data.	60 % of students will be at benchmark by based off of DIEBELS data.

Priority: 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.

<b>Outcome Category</b>			
Parent and family engagement			
<b>Measurable Goal Statement (Smart Goal)</b>			
By hosting 6 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 two family engagement/ school events throughout the year.			



<b>Measurable Goal Nickname (35 Character Max)</b>			
engagement -parent and family			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
There will be at least 15% of families attending family night.	There will be at least 20% of families attending family night.	There will be at least 25% of families attending family night.	There will be at least 30% of families attending family night.

Priority: We will provide opportunities for learners to have exposure to different career opportunities opportunities. Allowing learners to enjoy and engage and meaningful experiences.

<b>Outcome Category</b>			
Career Standards Benchmark			
<b>Measurable Goal Statement (Smart Goal)</b>			
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.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Career			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
N/A	N/A	50% of students will have career readiness goals and career interest clusters to have tangible experiences.	100% of students will have career readiness goals and career interest clusters to have tangible experiences.

## Action Plan

### Measurable Goals

Attendance	English
engagement -parent and family	Career

### Action Plan For: PBIS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By implementing a variety of supportive instructional practices, such as a wellness welcome center and a midday block and a resource center less than 25% of students will be chronically absent at the end of the school year.</li> </ul>

Action Step		Anticipated Start/Completion Date	
We will activate our attendance officer to track attendance for grades K-2 and focus on at risk students.		2023-08-21	2024-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ms. Robinson and Mrs. Burgh	incentives	No	
Action Step		Anticipated Start/Completion Date	
Students that are on track for good attendance are eligible to participate in United Elite student clubs.		2023-08-21	2024-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ms. Houston	mentorship	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease number of students with chronic absenteeism	Daye, Robinson, Attenberger will monitor monthly and report out quarterly.

### Action Plan For: Monitor and Mentors

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By implementing a variety of supportive instructional practices, such as a wellness welcome center and a midday block and a resource center less than 25% of students will be chronically absent at the end of the school year.</li> <li>By hosting 6 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 two family engagement/ school events throughout the year.</li> </ul>

Action Step	Anticipated Start/Completion Date
Ready to Learn - Wellness Welcome. Trained staff are deployed to analyze SEL data on a daily basis. Students come in and use	2023-08-23   2024-06-01

physical (K-2) and/or tech based platforms (3-5) to record how they are feeling.			
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Daye, Butler, Kimbro	Wellness Welcome board, You Hue platform	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Learning Relationship Specialists (LRSs) are assigned to a specific grade level. Their role is to build healthy relationships with students and their families to bridge the gap between school and community.		2023-08-23	0024-06-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Daye, Butler, Johnson	Ongoing training	Yes	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Decrease the number of students who are chronically absent. Increase family engagement around SEL	Monthly attendance reporting (Daye, Robinson, Attenberger) On-going parent communication re: how students are showing up and what they need to be ready to learn.

### Action Plan For: Remind / Class Dojo

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By hosting 6 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 two family engagement/ school events throughout the year.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>	
Daily / weekly communication with parents via tech-based solution to provide real time updates to parents. We will also leverage a school Facebook page,	2023-08-23	2024-06-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Daye	platform	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increased communication between teachers/school and families	We can monitor usage and conversations they take place between staff and families.

### Action Plan For: School Based Afterschool Program

<b>Measurable Goals:</b>
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- By implementing a variety of reading supports and literacy programs, learners will show growth in reading over the course of the school year, with a goal to have 60% of students at benchmark by the end of the school year.

Action Step		Anticipated Start/Completion Date	
high-risk students are invited to participate in a 4-day per week afterschool program that includes daily ELA intervention and enrichment periods.		2023-08-23	2024-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Johnson	materials, staff	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase student reading scores, particularly 3-5 PSSA scores.	quarterly in-class assessment, annual PSSA data collection.

### Action Plan For: Career Exploration Coursework

Measurable Goals:
<ul style="list-style-type: none"> <li>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.</li> </ul>

Action Step		Anticipated Start/Completion Date	
All students participate in a year-round career exploration course that occurs 1 / 6 days. The course is grounded in Information Technology with a throughline being career exploration		2023-08-23	2024-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joanna Mihalcek	curriculum, career resources, guest speakers, field trips	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase student awareness of careers and the pathway to get there.	Annual artifacts that demonstrate knowledge targets.



## 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
50% health and life insurance benefits of a Kindergarten Teacher at Twin Rivers Melissa Hale Under Reservation of Funds (Salary and Benefits Differentials) \$9301 Under Amount Serving Schools \$5120	<ul style="list-style-type: none"> <li>PBIS</li> </ul>	Instruction	5120
50% health and life insurance benefits of a Kindergarten Teacher at Twin Rivers Tonya Andrews Under Reservation of Funds (Salary and Benefits Differentials) \$5726 Under Amount Serving Schools \$5120	<ul style="list-style-type: none"> <li>PBIS</li> </ul>	Instruction	5120
50% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Kindergarten Teacher at Twin Rivers Melissa Hale Under Reservation of Funds (Salary and Benefits Differentials) \$6243 Under Amount Serving Schools \$5723	<ul style="list-style-type: none"> <li>PBIS</li> </ul>	Instruction	5723

50% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Kindergarten Teacher at Twin Rivers Tonya Andrews Under Reservation of Funds (Salary and Benefits Differentials) \$562 Under Amount Serving Schools \$5723	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	5723
100% health and life insurance benefits of the Math Specialist at Twin Rivers Maria Hayes Under Reservation of Funds (Salary and Benefits Differentials) \$18603 Under Amount Serving Schools \$10239	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	10239
100% health and life insurance benefits of a Reading Specialist at Twin Rivers Marcy Funk Under Reservation of Funds (Salary and Benefits Differentials) \$15137 Under Amount Serving Schools \$10239	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	10239
100% health and life insurance benefits of a Reading Specialist at Twin Rivers Rebecca Gass Under Reservation of Funds (Salary and Benefits Differentials) \$18603 Under Amount Serving Schools \$10239	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	10239
100% health and life insurance benefits for Reading Specialist at Twin Rivers Joseph Coghill Under Reservation of Funds (Salary	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	10239

and Benefits Differentials) \$18603 Under Amount Serving Schools \$10239			
100% gov't benefits (FICA, Medicare, Retirement, WC and UC) of the Math Specialist at Twin Rivers Maria Hayes Under Reservation of Funds (Salary and Benefits Differentials) \$1124 Under Amount Serving Schools \$11446	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	11446
100% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Reading Specialist at Twin Rivers Marcy Funk Under Reservation of Funds (Salary and Benefits Differentials) \$12673 Under Amount Serving Schools \$11446	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	11446
100% gov't benefits (FICA, Medicare, Retirement, WC and UC) of a Reading Specialist at Twin Rivers Rebecca Gass Under Reservation of Funds (Salary and Benefits Differentials) \$12673 Under Amount Serving Schools \$11446	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	11446
100% gov't benefits (FICA, Medicare, Retirement, WC and UC) for Reading Specialist at Twin Rivers Joseph Coghill Under Reservation of Funds (Salary and Benefits Differentials) \$5538 Under Amount Serving Schools	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	11446



\$11446			
50% salary of a Kindergarten Teacher at Twin Rivers Melissa Hale Under Reservation of Funds (Salary and Benefits Differentials) \$24152 Under Amount Serving Schools \$22139	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	22139
50% salary of a Kindergarten Teacher at Twin Rivers Tonya Andrews Under Reservation of Funds (Salary and Benefits Differentials) \$2175 Under Amount Serving Schools \$22139	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	22139
100% salary of the Math Specialist at Twin Rivers Maria Hayes Under Reservation of Funds (Salary and Benefits Differentials) \$4350 Under Amount Serving Schools \$44278	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	44278
100% salary of a Reading Specialist at Twin Rivers Marcy Funk Under Reservation of Funds (Salary and Benefits Differentials) \$49025 Under Amount Serving Schools \$44278	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	44278
100% salary of a Reading Specialist at Twin Rivers Rebecca Gass Under Reservation of Funds (Salary and Benefits Differentials) \$49025 Under Amount Serving Schools \$44278	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	44278
100% salary for Reading Specialist at Twin Rivers	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	44278

Joseph Coghill Under Reservation of Funds (Salary and Benefits Differentials) \$21427 Under Amount Serving Schools \$44278			
New Reading series for Twin Rivers	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	128250
50% of the salary for a Kindergarten Teacher at Twin Rivers Karen Hronec Title II Money, All money transferred to Title I	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	49996
50% of the salary for a Kindergarten Teacher at Twin Rivers Paulina Batis Title II Money, All money transferred to Title I	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	33000
50% of the salary for a Kindergarten Teacher at Twin Rivers Erin Sypin Title II Money, All money transferred to Title I	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	49996
50% of the gov't benefits (FICA, Medicare, Retirement, WC and UC) for a Kindergarten Teacher at Twin Rivers Karen Hronec Title II Money, All money transferred to Title I	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	12130
50% of the gov't benefits (FICA, Medicare, Retirement, WC and UC) for a Kindergarten Teacher at Twin Rivers Paulina Batis Title II Money, All money transferred to Title I	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	7710
50% of the gov't benefits	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	12130

(FICA, Medicare, Retirement, WC and UC) for a Kindergarten Teacher at Twin Rivers Erin Sypin Title II Money, All money transferred to Title I			
50% of the health and life insurance benefits for a Kindergarten Teacher at Twin Rivers Karen Hronec Title II Money, All money transferred to Title I	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	14430
50% of the health and life insurance benefits for a Kindergarten Teacher at Twin Rivers Paulina Batis Title II Money, All money transferred to Title I	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	14430
50% of the health and life insurance benefits for a Kindergarten Teacher at Twin Rivers Erin Sypin Title II Money, All money transferred to Title I	<ul style="list-style-type: none"> <li>• PBIS</li> </ul>	Instruction	14430
Total Expenditures			666318

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Monitor and Mentors	Ready to Learn - Wellness Welcome. Trained staff are deployed to analyze SEL data on a daily basis. Students come in and use physical (K-2) and/or tech based platforms (3-5) to record how they are feeling.
Monitor and Mentors	Learning Relationship Specialists (LRSs) are assigned to a specific grade level. Their role is to build healthy relationships with students and their families to bridge the gap between school and community.

### Restorative Justice Training with the AIU

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Students that are on track for good attendance are eligible to participate in United Elite student clubs.</li> </ul>		
<b>Audience</b>		
All staff		
<b>Topics to be Included</b>		
Restorative Justice		
<b>Evidence of Learning</b>		
Data collection		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Licia Lentz	2023-08-17	2023-12-20

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Once a month
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
At Least 1-hour of Trauma-informed Care Training for All Staff	



## Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Tia M. Wanzo	2023-11-30
Building Principal Signature	Date
Brandy Daye	2023-12-01
School Improvement Facilitator Signature	Date