Francis McClure Elementary School
TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch	
Francis McClure El Sch		103026002	
Address 1			
500 Longvue Dr			
Address 2			
City	**State**	**Zip Code**	
McKeesport	PA	15131	
Chief School Administrator		**Chief School Administrator Email**	
Dr William Pettigrew		wpettigrew@mckasd.net	
Principal Name			
Dr. Jamie Lusebrink			
Principal Email			
jlusebrink@mckasd.net			
Principal Phone Number		**Principal Extension**	
412-664-3741			
School Improvement Facilitator Name		**School Improvement Facilitator Email**	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
William Petttigrew	Chief School Administrator	McKeesport Area School District	wpettigrew@mckasd.net
Giselle Bey	Guidance Counselor	Francis McClure Elementary School	gbey@mckasd.net
Amy Dellapenna	District Level Leaders	McKeesport Area School District	adellapenna@mckasd.net
Melissa Capozzoli	Math Coordinator	McKeesport Area School District	mcapozzoli@mckasd.net
Ashley Weight	Parent	PTA	ashleyweight4@gmail.com
Marissa Durst	Parent	PTA	marissadurst@gmail.com
Jill Medich	Intermediate Teacher	Francis McClure Elementary School	jmedich@mckasd.net
Sally McGuire	Computer Technician	Francis McClure Elementary School	smcguire@mckasd.net
Kelly Ridinger	Title One Reading Specialist	Francis McClure Elementary School	kridinger@mckasd.net
Julie Cooper	Community Partner	Community Member	jcooper@mckasd.net
Tamara Ekis	Primary Teacher	Francis McClure Elementary School	tekis@mckasd.net
Jamie Lusebrink	Principal	Francis McClure Elementary School	jlusebrink@mckasd.net
Shaun Cooke	Principal	Francis McClure Elementary School	scooke@mckasd.net

Vision for Learning

Vision for Learning

Within a cycle of continuous improvement, Francis McClure strives to implement exemplary instructional practices and a rigorous curriculum through active student engagement. The goal is to provide a supportive environment that embraces the district's diversity, promoting citizenship and supporting students to overcome obstacles unique to the school district and surrounding communities and equitably prepare them for college, career, and community participation.

Future Ready PA Index

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

True K	**True** 1	**True** 2	**True** 3	**True** 4	**True** 5	**False** 6
False 7	**False** 8	**False** 9	**False** 10	**False** 11	**False** 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts/ Literature Achievement	Although the All Student Group did not meet the Interim Goal, scores increased from 40.4% Proficient/Advanced to 41.6%.

Challenges

Indicator	Comments/Notable Observations
Mathematics/Algebra	The All Student Group did not meet their interim target, and there was a decrease from 31.7% to 25.2% from the previous year.
Science	The All Student Group did not meet their interim target, and there was a decrease from 65.5% to 57.6% from the previous year.

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

Strengths

Indicator	**Comments/Notable Observations**
English Language Arts/Literature **ESSA Student Subgroups** Multi-Racial (not Hispanic), White, Students with Disabilities	The White, Multi-Race, and Students with disabilities increased their performance scores from the previous year, although these groups still did not meet their goal.
Indicator Science **ESSA Student Subgroups** African-American/Black, White	**Comments/Notable Observations** The Black student group met or exceeded their interim target and increased their performance from the previous year. The White Student Group met or exceeded their interim target, but showed a decrease in their performance from the previous year.

Challenges

Indicator	**Comments/Notable Observations**

Indicator	Comments/Notable Observations
ELA Performance **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), Economically Disadvantaged	Black, White, Economically Disadvantaged, and Multi-Race groups showed a decrease in their performance from the previous year and did not meet their interim goal.
Indicator Math Performance **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** The Black, White, Economically Disadvantaged, Students with Disabilities, and Multi-Race groups showed a decrease in performance from the previous year and did not meet interim goals.
Indicator Science Performance **ESSA Student Subgroups** Multi-Racial (not Hispanic), Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** The Economically Disadvantaged, Students with Disabilities and Multi-Race groups showed a decrease in performance from the previous year and did not meet interim goals.
Indicator Science Growth **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged	**Comments/Notable Observations** The Black, White, Economically Disadvantaged, and Combined Ethnicity Student groups did not meet their growth goal as well as showed a decrease in their growth score from the previous year.
Indicator Math Growth **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** The Black, White, Economically Disadvantaged, Students with Disabilities and Combined Ethnicity Student groups did not meet their growth goal as well as showed a decrease in their growth score from the previous year.
Indicator ELA Growth **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** The Black, White, Economically Disadvantaged, Students with Disabilities and Combined Ethnicity Student groups did not meet their growth goal as well as showed a decrease in their growth score from the previous year.

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.

The White, Multi-Race, and Students with disabilities increased their ELA performance scores from the previous year, although these groups still did not meet their goal.

The Black student group met or exceeded their interim target and increased their performance from the previous year in Science. The White Student Group met or exceeded their interim target, but showed a decrease in their performance from the previous year in Science.

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.

The Black, White, Economically Disadvantaged, Students with Disabilities and Combined Ethnicity Student groups did not meet their growth goal as well as showed a decrease in their growth score in ELA from the previous year.

The Black, White, Economically Disadvantaged, Students with Disabilities and Combined Ethnicity Student groups did not meet their growth goal as well as showed a decrease in their Math growth score from the previous year.

The Black, White, Economically Disadvantaged, and Combined Ethnicity Student groups did not meet their growth goal as well as showed a decrease in their Science growth score from the previous year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
22-23 PSSA Assessment	41.6% Proficient/Advanced (Below 54.5% State Average)
Acadience Learning (Dibels) (Dynamic Indicator of Basic Early Literacy Skills)	More than 30% of students are well below benchmark in some grade levels.
NWEA/MAP Testing	Less than 50% of students are meeting projected growth from Fall to Spring.

English Language Arts Summary

Strengths

Amplify CKLA series was purchased for all Grade Levels K-5 for the 24-25 school year. This program is based on the Science of reading research and teachers will be engaged in professional learning and coaching on program implementation from spring of 2024 through the 2026 school year.
Specific assessment schedule at each grade level – test data is used to chart progress, drive instruction, and make content and delivery adjustments involving our two elementary coaches.
Title One teachers will be using a collaborative teaching approach for the 24-25 school year to push in to the 1st and 2nd grade classrooms during the skills portion of the reading block. This will allow for grouping within the classroom and a greater focus on progress monitoring and developing instruction and intervention plans for whole group, small group, and individual students.
Title I Reading Specialists are utilized to teach intervention blocks within the enrichment period at various grade levels deemed in need of higher tier intervention and are also available to push in or pull our small groups of students during the core ELA block in several grade levels daily.

Challenges

MASD has worked to align the ELA curricula. This alignment has been aided with the purchase of the Amplify CKLA series. Continued curricula alignment will occur for all other subject areas as well as always reviewing the current ELA curriculum
Attendance has been an area of concern since the pandemic. Efforts to identify barriers and provide resources for families have been ongoing and will continue.
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.

Mathematics

Data	Comments/Notable Observations
22-23 PSSA State Assessment	25.2% Proficient/Advanced (Below 38.3% State Average)
Acadience Learning (Dibels Math)	Over 25% of students scored in well below benchmark (k-1).
NWEA/MAP Testing	Less than 50% of students are meeting projected growth from Fall to Spring.

Mathematics Summary

Strengths

The schedule was designed for the 24-25 school year to designate time for core math instruction and time for math intervention programs (Spring Math for 3-5 and Number Corner and Numeracy Slides for K-2.
Use of Spring Math, Waggle, and Number Corner as intervention based programs in various grade level classrooms to assist teachers in meeting achievement gaps.

Challenges

We have a need for additional math specialists which would allow us to provide multiple levels of math intervention to students found to be in need.
More professional learning is needed in math to build teachers' content and pedagogical knowledge.
More effective implementation of math intervention-based programs in classrooms.
Challenges with chronic tardies and absenteeism have impacted math instruction and student progress in math.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
22-23 PSSA State Assessment	57.6% Proficient/Advanced (58.9% State Average)

Science, Technology, and Engineering Education Summary

Strengths

We have just adopted a new program for science for K-5 called Amplify Science.
Students have a STEM specials class to allow for additional instruction in STEM.

Challenges

Consistent implementation with the new science program
Addition of phenomenon based science learning training for teachers of science in grades 3-5.
Amount of time dedicated to science programming

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	85% of students met benchmark. This is slightly below the state average.

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.

Career readiness evidence will be gathered using the Smart Futures platform.

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.

Student transience is an ongoing challenge in our district.
Students having better daily attendance would improve the efficiency of completing Career Readiness activities and would keep our focus on instructional time.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
22-23 PSSA data concluded insufficient sample in growth and attainment.	The number is students in this group is constantly growing.

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

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.

We have partnered with the Latino Community Center to assist our English Language Learner population.
We have adopted a new ELA Curriculum that uses an inclusion model for ELL Students during the Core instruction and ELL Support during the Skills instruction.

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.

Working to meet the needs of a growing ESL population.
Working to identify ways to improve family engagement within our ESL population including identifying any barriers.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Foster Quality Professional Learning

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

Summary

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *
Collectively shape the vision for continuous improvement of teaching and learning
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Implement a multi-tiered system of supports for academics and behavior
Use multiple professional learning designs to support the learning needs of staff

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?

Provide frequent, timely, and systematic feedback and support on instructional practices
Foster a culture of high expectations for success for all students, educators, families, and community members
Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Implement a multi-tiered system of supports for academics and behavior *

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
The White, Multi-Race, and Students with disabilities increased their ELA performance scores from the previous year, although these groups still did not meet their goal.	False
The Black student group met or exceeded their interim target and increased their performance from the previous year in Science. The White Student Group met or exceeded their interim target, but showed a decrease in their performance from the previous year in Science.	False
Amplify CKLA series was purchased for all Grade Levels K-5 for the 24-25 school year. This program is based on the Science of reading research and teachers will be engaged in professional learning and coaching on program implementation from spring of 2024 through the 2026 school year.	True
Specific assessment schedule at each grade level – test data is used to chart progress, drive instruction, and make content and delivery adjustments involving our two elementary coaches.	False
Title One teachers will be using a collaborative teaching approach for the 24-25 school year to push in to the 1st and 2nd grade classrooms during the skills portion of the reading block. This will allow for grouping within the classroom and a greater focus on progress monitoring and developing instruction and intervention plans for whole group, small group, and individual students.	True
Title I Reading Specialists are utilized to teach intervention blocks within the enrichment period at various grade levels deemed in need of higher tier intervention and are also available to push in or pull our small groups of students during the core ELA block in several grade levels daily.	True
The schedule was designed for the 24-25 school year to designate time for core math instruction and time for math intervention programs (Spring Math for 3-5 and Number Corner and Numeracy Slides for K-2.	False
We have just adopted a new program for science for K-5 called Amplify Science.	False
Career readiness evidence will be gathered using the Smart Futures platform.	False
Students have a STEM specials class to allow for additional instruction in STEM.	False
	False
Use of Spring Math, Waggle, and Number Corner as intervention based programs in various grade level classrooms to assist teachers in meeting achievement gaps.	False
We have adopted a new ELA Curriculum that uses an inclusion model for ELL Students during the Core instruction and ELL Support during the Skills instruction.	False
We have partnered with the Latino Community Center to assist our English Language Learner population.	False
Collectively shape the vision for continuous improvement of teaching and learning	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False

Use multiple professional learning designs to support the learning needs of staff	False
Implement a multi-tiered system of supports for academics and behavior	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	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
The Black, White, Economically Disadvantaged, Students with Disabilities and Combined Ethnicity Student groups did not meet their growth goal as well as showed a decrease in their growth score in ELA from the previous year.	False
The Black, White, Economically Disadvantaged, Students with Disabilities and Combined Ethnicity Student groups did not meet their growth goal as well as showed a decrease in their Math growth score from the previous year.	False
Attendance has been an area of concern since the pandemic. Efforts to identify barriers and provide resources for families have been ongoing and will continue.	True
The Black, White, Economically Disadvantaged, and Combined Ethnicity Student groups did not meet their growth goal as well as showed a decrease in their Science growth score from the previous year.	False
MASD has worked to align the ELA curricula. This alignment has been aided with the purchase of the Amplify CKLA series. Continued curricula alignment will occur for all other subject areas as well as always reviewing the current ELA curriculum	False
The Black, White, Economically Disadvantaged, and Combined Ethnicity Student groups did not meet their growth goal as well as showed a decrease in their Science growth score from the previous year.	False
Consistent implementation with the new science program	False
Amount of time dedicated to science programming	False
We have a need for additional math specialists which would allow us to provide multiple levels of math intervention to students found to be in need.	False
Addition of phenomenon based science learning training for teachers of science in grades 3-5.	False
More effective implementation of math intervention-based programs in classrooms.	False
Challenges with chronic tardies and absenteeism have impacted math instruction and student progress in math.	False
More professional learning is needed in math to build teachers' content and pedagogical knowledge.	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
Working to meet the needs of a growing ESL population.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Foster a culture of high expectations for success for all students, educators, families, and community members	False

Student transience is an ongoing challenge in our district.	False
	False
	False
Students having better daily attendance would improve the efficiency of completing Career Readiness activities and would keep our focus on instructional time.	False
Working to identify ways to improve family engagement within our ESL population including identifying any barriers.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Implement a multi-tiered system of supports for academics and behavior *	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
More professional learning is needed in math to build teachers' content and pedagogical knowledge.	Lack of staff capacity, including high rates of staff turnover, and time to implement professional development opportunities.	True
Provide frequent, timely, and systematic feedback and support on instructional practices		False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically		False
Attendance has been an area of concern since the pandemic. Efforts to identify barriers and provide resources for families have been ongoing and will continue.		False
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.	Lack of staff capacity, including high rates of staff turnover, and time to implement professional development opportunities. The administrative capacity to provide frequent, timely, and systematic feedback and support in order to hold teachers accountable for implementing differentiated instructional practices with fidelity.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Amplify CKLA series was purchased for all Grade Levels K-5 for the 24-25 school year. This program is based on the Science of reading research and teachers will be engaged in professional learning and coaching on program implementation from spring of 2024 through the 2026 school year.	The new programming incorporates differentiated instruction within its design.
Title One teachers will be using a collaborative teaching approach for the 24-25 school year to push in to the 1st and 2nd grade classrooms during the skills portion of the reading block. This will allow for grouping within the classroom and a greater focus on progress monitoring and developing instruction and intervention plans for whole group, small group, and individual students.	This approach will help teachers to gather data and design differentiated instruction and intervention for small groups and individual students.
Title I Reading Specialists are utilized to teach intervention blocks within the enrichment period at various grade levels deemed in need of higher tier intervention and are also available to push in or pull our small groups of students during the core ELA block in several grade levels daily.	This approach will help teachers to gather data and design differentiated instruction and intervention for small groups and individual students.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we implement Content-Focused Specific Professional Development, then we will increase the number of teachers who are adequately prepared to teach mathematics; increase teacher knowledge of how students learn these mathematics concepts; transfer professional development learning to the mathematics classrooms; increase student achievement in mathematics
	If we implement observations in alignment with professional development and provide frequent, timely and systemic feedback to teachers, then we will build capacity within the staff to provide differentiated instruction to students.

Goal Setting

Priority: If we implement Content-Focused Specific Professional Development, then we will increase the number of teachers who are adequately prepared to teach mathematics; increase teacher knowledge of how students learn these mathematics concepts; transfer professional development learning to the mathematics classrooms; increase student achievement in mathematics

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the fourth quarter, and average of 40% of students will have met or exceeded their growth goal on the NWEA MAP Assessment in grades 3-5.			
Measurable Goal Nickname (35 Character Max)			
Math Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of the 1st quarter 90% of all in person students will have completed the Fall MAPS Math Assessment	By the end of the 2nd quarter an average of 20% of students across grade levels will have met or exceeded their growth goal on the Fall MAP Math assessment	By the end of the 3rd quarter an average of 30% of students across grade levels will have met or exceeded their growth goal on the Winter MAP Math assessment	By the end of the 4th quarter, an average of 40% of students across grade levels will have met or exceeded their growth goal on the Spring MAP Math assessment

Priority: If we implement observations in alignment with professional development and provide frequent, timely and systemic feedback to teachers, then we will build capacity within the staff to provide differentiated instruction to students.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 4th quarter, administration team will have completed 400 walkthroughs K-5.			
Measurable Goal Nickname (35 Character Max)			
Walkthroughs			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of the first quarter, the administration team will have completed 100 walkthroughs K-5.	During the 2nd quarter, the administration team will have completed 100 walkthroughs K-5.	During the 3rd quarter, the administration team will have completed 100 walkthroughs K-5.	During the 4th quarter, the administration team will have completed 100 walkthroughs K-5.

Action Plan

Measurable Goals

Math Growth	Walkthroughs

Action Plan For: Content-Focused Specific Professional Development

Measurable Goals:
• By the end of the fourth quarter, and average of 40% of students will have met or exceeded their growth goal on the NWEA MAP Assessment in grades 3-5.

Action Step		Anticipated Start/Completion Date	
Identify staff members to participate in mathematics professional development.		2024-08-01	2024-08-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Elementary Curriculum and building admin	Mathematics Networked Community at AIU3	No	
Action Step		**Anticipated Start/Completion Date**	
Identified staff members will attend the 6 part PD series focused on strong Tier 1 instruction in math.		2024-09-18	2025-03-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Math Coach and Lead Learning Teacher	Mathematics Networked Community at AIU3	Yes	
Action Step		**Anticipated Start/Completion Date**	
Once trained at the AIU, the staff will utilize PLC time and coaching models to share their learning with teachers i order to be applied in the classrooms.		2024-09-30	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Math Coach and Lead Learning Teacher and math teachers	PD materials from AIU trainings, PLC time, classroom visitations by coaches	Yes	
Action Step		**Anticipated Start/Completion Date**	
The plan and its implementation shall be regularly monitored as required under ESSA 1114(b)(3)		2024-08-19	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin team	none	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

Increase the number of teachers who are adequately prepared to teach math, increase teacher knowledge of how students learn math concepts, transfer PD learning to the math classroom, and increase student achievement in math.	Sign in sheets for PLC and staff meetings, coaching logs, and walkthrough data once every 6 day rotation.

Action Plan For: Observations aligned with professional development

Measurable Goals:
• By the end of the 4th quarter, administration team will have completed 400 walkthroughs K-5.

Action Step		Anticipated Start/Completion Date	
Update Walkthrough form to align with school and district wide improvement goals		2024-08-01	2024-08-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Admin	Google Forms, previous walkthrough form	No	
Action Step		**Anticipated Start/Completion Date**	
Share updated form with staff		2024-08-14	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building admin	Updated Google Form, staff meeting time	No	
Action Step		**Anticipated Start/Completion Date**	
Coaches will develop coaching logs to assist admin identify areas of strength, areas of need, and walkthrough look-fors.		2024-08-14	2024-08-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Content coaches	Google Sheets	No	
Action Step		**Anticipated Start/Completion Date**	
Coaches and admin team will analyze coaching logs and walkthrough data to identify areas of strength and need, plan additional supports, and provide timely feedback to teachers.		2024-08-19	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Coaches and Admin	walkthrough forms, coaches logs, PLC time, staff meeting time, coach/admin meetings,	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Build capacity within the staff to provide differentiated instruction to the students.	Coaches, admin team. Review logs twice monthly. Walkthroughs will be completed weekly.

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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Content-Focused Specific Professional Development • Observations aligned with professional development	100% of Reading Specialist Salary - Mindy Pechersky	50081
Instruction	• Content-Focused Specific Professional Development • Observations aligned with professional development	100% of Reading Specialist Salary - Carrie Barnes	94303
Instruction	• Content-Focused Specific Professional Development • Observations aligned with professional development	100% of Reading Specialist Salary - Kelly Ridinger	94303
Instruction	• Content-Focused Specific Professional Development • Observations aligned with professional development	50% salary of a Kindergarten teacher at Francis McClure - Linda Richardson	47151
Instruction	• Content-Focused Specific	50% salary of a Kindergarten	47151

	Professional Development • Observations aligned with professional development	teacher at Francis McClure - Melissa Piontka	
Instruction	• Content-Focused Specific Professional Development • Observations aligned with professional development	Partial cost of benefits Reading Specialist - MIndy Perchersky	19354
Total Expenditures			352343

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Content-Focused Specific Professional Development	Identified staff members will attend the 6 part PD series focused on strong Tier 1 instruction in math.
Content-Focused Specific Professional Development	Once trained at the AIU, the staff will utilize PLC time and coaching models to share their learning with teachers i order to be applied in the classrooms.

Mathematics Networked Community through AIU3

Action Step
• Identified staff members will attend the 6 part PD series focused on strong Tier 1 instruction in math.   • Once trained at the AIU, the staff will utilize PLC time and coaching models to share their learning with teachers i order to be applied in the classrooms.

Audience
Math Coach and Lead Learning Teachers and Math Teachers

Topics to be Included
Mathematics community building, aligning assessments to the rigor of the PSSA, prerequisite Mathematics Standards Tool (assessing and supporting unfinished learning), supporting on grade level work through robust tasks with multiple entry points, 8 effective teaching practices to support mathematics learning, mathematical discourse to support classroom learning environments, and writing strategies in the mathematics classroom.

Evidence of Learning
Sign in sheets for PLC and staff meetings, coaches logs, walkthrough data, student growth and achievement data

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Elementary Curriculum and Building Admin	2024-08-01	2025-06-06

Learning Format

Type of Activities	Frequency
Workshop(s)	six sessions in hybrid learning format

Observation and Practice Framework Met in this Plan
• 3c: Engaging Students in Learning   • 1e: Designing Coherent Instruction   • 4e: Growing and Developing Professionally   • 4d: Participating in a Professional Community   • 1a: Demonstrating Knowledge of Content and Pedagogy

This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Approvals & Signatures

Uploaded Files
• MASD School Board Meeting Minutes 8.13.24.pdf

Chief School Administrator	Date
William Pettigrew	2024-10-30
Building Principal Signature	**Date**
Jamie Lusebrink	2024-10-29
School Improvement Facilitator Signature	**Date**