

Twin Rivers El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Twin Rivers El Sch		103026002
Address 1		
1600 Cornell St		
Address 2		
City	State	Zip Code
McKeesport	PA	15132
Chief School Administrator		Chief School Administrator Email
Mr Donald MacFann		dmacfann@mckasd.net
Principal Name		
Brandy Daye		
Principal Email		
bdaye@mckasd.net		
Principal Phone Number		Principal Extension
412-664-3774		3774
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Brandy Daye	Building Principal	Twin Rivers Elementary	bdaye@mckasd.net
Nina Grace	School Nurse	Twin Rivers Elementary	ngrace@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
Ed Camic	Intermediate Teacher	Twin Rivers Elementary	ecamic@mckasd.net
Melissa Hale	Primary Teacher	Twin Rivers Elementary	mhale@mckasd.net
Jennifer Vertullo	Community Partner	City of McKeesport	jen.vertullo@mckeesport-pa.gov
Jill Medich	Education Specialist	McKeesport Area School District	jmedich@mckasd.net
Dr. Amy Dellapenna	District Level Leaders	McKeesport Area School Distric	adellapenna@mckasd.net
Don MacFann	Chief School Administrator	McKeesport Area School District	dmacfann@mckasd.net

Vision for Learning

Vision for Learning

At Twin Rivers Elementary school we believe fostering and nurturing learners will change the projectile of their future because we understand the importance of healthy minds, healthy bodies and healthy relationships. We strive to cultivate a culture that is shifting the traditional model of education while breaking down barriers which hinder our learners from reaching their potential. Ensuring that all students are ready to learn and basic needs are met while upholding academic rigor and academic excellence.

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
2023-2024 Math Growth Expectations	Math Growth 100% (exceeded goal of 70%) Statewide Average 74.9
2023-2024 Career Standard Benchmark Performance Standard	Career Benchmark 100% (exceeded goal) Statewide Average 91.4

Challenges

Indicator	Comments/Notable Observations
2023-2024 Regular Attendance	Percent Regular Attendance only 44.6 students were not chronically absent and the statewide average is 78.1. Although we are 14.6 percentage points higher than last year we still did not meet the statewide goal. Statewide Average 73.9 Statewide 2030 Goal 94.1%
2023-2024 ELA Growth	ELA Growth is 64.0 which is 11.4 points lower than the statewide average.
English Language Arts and Literature Goal/ Improvement Target	Percent Advanced or Proficient: 15.4 Statewide Average: 53.9
Mathematics Academic Goal/ Improvement Target	Percent Advanced or Proficient: 10.6 Statewide Average: 40.2

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

Strengths

Indicator	Comments/Notable Observations
2023-2024 Math Academic Growth Expectations	All subgroups met academic growth

ESSA Student Subgroups Combined Ethnicity, White, Economically Disadvantaged	
Indicator 2023-2024 Career Readiness ESSA Student Subgroups	Comments/Notable Observations All subgroups met career readiness goal

Challenges

Indicator Regular Attendance ESSA Student Subgroups	Comments/Notable Observations All Student groups did not meet statewide benchmark.
Indicator English Language Arts and Literature Goal/ Improvement Target ESSA Student Subgroups African-American/Black, White, Students with Disabilities	Comments/Notable Observations These subgroups did not meet or exceed growth expectations
Indicator Mathematics Academic Goal/ Improvement Target ESSA Student Subgroups	Comments/Notable Observations All students had a decrease in reaching targeted goal

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.

Math Academic 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.

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

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA 2023-2024	15.4 Proficient/Advanced
Measure of Academic Progress (MAP)/ Academic growth assessment	Less than 50% of students meeting growth projections from Fall to Spring.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)/Acadience Benchmark Assessments	Over 50% well below benchmark in some grades on end of year benchmarks.

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 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.
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.
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.

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 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.

Mathematics

Data	Comments/Notable Observations
Acadience Math K-1	20-30% of students in K-1 were well below benchmark.
Measure of Academic Progress (MAP)/ Academic growth assessment	Less than 50% of students meeting growth projections from Fall to Spring.
PSSA 2023-2024	10.6 % Proficient/Advanced

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.

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.

Challenges

The DIBELS and MAP Data indicate that there are many students well below benchmark.

Time is needed for whole group on level instruction and small group instruction and intervention targeted to individual student needs.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Science	42.1 Proficient/Advanced
MAP	The MAP was given for the previous school year but will now shift to CDT's.

Science, Technology, and Engineering Education Summary

Strengths

We have just adopted a new program for science for K-5 called Amplify Science.

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

Teachers will be learning a new science program for the 24-25 school year. More time is needed for science instruction.

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. Smart Futures is used to track college and career readiness with the support on Information Technology Teacher.

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

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

Data	Comments/Notable Observations
There are no English language learners in this school. They attend the other elementary school.	

Students with Disabilities

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

Data	Comments/Notable Observations
23/24 PSSA Scores- English Language Arts	6.6% of students with disabilities scored proficient or advanced. This is a decrease in performance from last year.
23/24 PSSA Scores- Mathematics	2.5% of students with disabilities scored proficient or advanced. This is a decrease in performance from last year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
23/24 PSSA Scores- English Language Arts	14.1% of students considered economically disadvantaged scored proficient or advanced. This is a decrease in performance from last year.

23/24 PSSA Scores- Mathematics	9.6% of students considered economically disadvantaged scored proficient or advanced. This is a decrease in performance from last year.

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: 11.8 Increase from previous year Mathematics: 8.2% Increase from previous year Science: 32.3% decrease from previous year
White	English Language Arts: 19.2% Decrease from previous year Mathematics: 13.0% Decrease from previous year Science: 48.6% decrease from previous year

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. This year we will shift CDT's instead of MAP.
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.

23/24 PSSA 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.
23/24 PSSA Scores ELA- Students in black, white, and economically disadvantaged subgroups had a decrease in scores from previous year. A new program will be implemented for the 24-25 school year to address inequities and provide rigorous instruction to all students. Reading intervention time is dedicated on the schedule to provide targeted instruction.

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	Emerging
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
Math Academic Growth Expectations	False
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 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 instructional and intervention plans for whole group, small group, and individual students.	True
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
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.	True
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
Title one service core reading services are being offer to at risk students. Data is being tracking using the	False

DIEBELS and MAP. Instruction is altered based off data. This year we will shift CDT's instead of MAP.	
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
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. Smart Futures is used to track college and career readiness with the support on Information Technology Teacher.	False
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.	False
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
Implement a ready to learn approach and track data on how students show up ready to learn.	False
Implement a multi-tiered system of supports for academics and behavior	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
English Language and Literature targeted goals for improvement	False
English Language and Literature targeted goals for improvement	False
ELA targeted goals for improvement	True
Regular Attendance	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
The DIBELS and MAP Data indicate that there are many students well below benchmark.	False
Time is needed for whole group on level instruction and small group instruction and intervention targeted to individual student needs.	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
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
Teachers will be learning a new science program for the 24-25 school year. More time is needed for science instruction.	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
23/24 PSSA 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
23/24 PSSA Scores ELA- Students in black, white, and economically disadvantaged subgroups had a decrease in scores from previous year. A new program will be implemented for the 24-25 school year to address inequities and provide rigorous instruction to all students. Reading intervention time is dedicated on the schedule to provide targeted instruction.	True
Use multiple professional learning designs to support the learning needs of staff	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
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

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
ELA 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
Provide frequent, timely, and systematic feedback and support on instructional practices		False
Identify professional learning needs through analysis of a variety of data		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.	There is not a strong push for differentiation within the classroom as there has been in the past.	True
23/24 PSSA 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.		False
23/24 PSSA Scores ELA- Students in black, white, and economically disadvantaged subgroups had a decrease in scores from previous year. A new program will be implemented for the 24-25 school year to address inequities and provide rigorous instruction to all students. Reading intervention time is dedicated on the schedule to provide targeted instruction.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
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 instructional 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.
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.
We have just adopted a new program for science for K-5 called Amplify Science.	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.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	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.

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 a school attendance campaign to reduce chronic absenteeism (including increasing communication, implementing incentives, and identifying barriers), then will we 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.
	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 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 fourth quarter, the administrative team and instructional coaches will have met with each grade-level PLC team at least five times per quarter to collaboratively analyze data and drive instructional decisions, with the goal of improving student learning outcomes.			
Measurable Goal Nickname (35 Character Max)			
Professional Learning Communities			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of the 1st quarter there will at least 5 admin check in with the coaches and/or administration meetings held.	By the end of the 1st quarter there will at least 10 admin check in with the coaches and/or administration meetings held.	By the end of the 1st quarter there will at least 15 admin check in with the coaches and/or administration meetings held.	By the end of the 1st quarter there will at least 20 admin check in with the coaches and/or administration meetings held.

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, an average of 40% of students in grades 3–5 will meet or exceed their individual growth goals on the CDT (Classroom Diagnostic Tools) Assessment, demonstrating progress in key academic areas.			
Measurable Goal Nickname (35 Character Max)			
Math Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
10% of students taking the CDT Assessments in grade 3-5 will meet or exceed expected growth.	20% of students taking the CDT Assessments in grade 3-5 will meet or exceed expected growth.	30% of students taking the CDT Assessments in grade 3-5 will meet or exceed expected growth.	40% of students taking the CDT Assessments in grade 3-5 will meet or exceed expected growth.

Priority: If we implement a school attendance campaign to reduce chronic absenteeism (including increasing communication, implementing incentives, and identifying barriers), then will we 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.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
To promote student well-being and academic engagement, the school will implement supportive instructional practices—such as the establishment of a Wellness Welcome Center and a comprehensive attendance initiative—with the objective of reducing chronic absenteeism to below 25% by the end of the school year.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Less than 40 percent of students will be chronically absent.	Less than 35 percent of students will be chronically absent.	Less than 30 percent of students will be chronically absent.	Less than 20 percent of students will be chronically absent.

Action Plan

Measurable Goals

Professional Learning Communities	Math Growth
Attendance	

Action Plan For: Texting with Parents

Measurable Goals:
To promote student well-being and academic engagement, the school will implement supportive instructional practices—such as the establishment of a Wellness Welcome Center and a comprehensive attendance initiative—with the objective of reducing chronic absenteeism to below 25% by the end of the school year.

Action Step		Anticipated Start/Completion Date	
Develop a text-based communication system providing 'nudges' to parents can: encourage daily attendance; provide personalized feedback on attendance, grades and missed assignments; provide support to mitigate challenges in getting a child to school regularly; provide support for academic and skill development across subjects; and promote parental engagement.		2025-09-08	2026-05-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ms. Robinson/ Attendance Officer	communication platform script for educators incentives for students and families	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students attendance will increase and the amount of students who are chronically absent will decrease.	attendance officer and teachers every grading period data collection

Action Plan For: Instructional Coaching

Measurable Goals:

- By the end of the fourth quarter, the administrative team and instructional coaches will have met with each grade-level PLC team at least five times per quarter to collaboratively analyze data and drive instructional decisions, with the goal of improving student learning outcomes.
- By the end of the fourth quarter, an average of 40% of students in grades 3–5 will meet or exceed their individual growth goals on the CDT (Classroom Diagnostic Tools) Assessment, demonstrating progress in key academic areas.

Action Step		Anticipated Start/Completion Date	
Instructional Coaches, title one teachers and the administration team provide intensive differentiated support to teachers so they are able to implement best practices. . . They often model lessons, observe teachers, provide constructive feedback, and share their experiences and expertise		2025-09-08	2026-05-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coaches	regular schedule time PLC rubric	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
With a regular cadence to provide feedback and offer best practice's techniques for teacher, student performance outcomes will increase and students will show growth.	coaches, admin team and title one teachers will meet with PLC teams at least 5 time per quarter