

Francis McClure El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

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
Mr Donald MacFann		dmacfann@mckasd.net
Principal Name		
Ms. Jocelyn Sabruno		
Principal Email		
jsabruno@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
Don MacFann	Chief School Administrator	McKeesport Area School District	dmacfann@mckasd.net
Adam Kmetz	Guidance Counselor	Francis McClure Elementary School	akmetz@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
Brittany Womack	Parent	PTO	britwomz@gmail.com
Julia Zimmerman	Parent	PTO	jul.zimmerman@gmail.com
Jill Medich	Education Specialist	Francis McClure Elementary School	jmedich@mckasd.net
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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
Jocelyn Sabruno	Principal	Francis McClure Elementary School	jsabruno@mckasd.net
Sadé Banks	Principal	Francis McClure Elementary School	sbanks@mckasd.net

Vision for Learning

Vision for Learning

At Francis McClure Elementary School, we envision a vibrant learning community where every child is empowered through meaningful and rigorous learning experiences that spark curiosity, build resilience, and cultivate a lifelong love of learning. We take pride in nurturing a culture of respect, inclusivity, and excellence, where students, families, and staff work together to create a strong, supportive community. Our mission is to prepare all students to thrive academically, socially, and emotionally—developing into responsible, compassionate citizens who contribute positively to the world around them.

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
Mathematics/Algebra- Advanced on PA State Assessments	Within the All Student group, the percent of students who achieved an Advanced score on the PSSA for Math increased from 5.6% in 22-23 to 6.8% in 23-24.
Mathematics/Algebra - Percent Proficient or Advanced	While the All Student Group did not meet the interim goal/ improvement target, achievement was maintained at about 25% proficient and advanced from 22-23 to 23-24 (25.2% to 24.7%).

Challenges

Indicator	Comments/Notable Observations
English Language Arts / Literature - Percent Proficient or Advanced	The All Student Group did not meet their interim target, and there was a decrease to 32.9% proficient or advanced in 23-24 from 41.6% in the previous year.
Science/ Biology - Percent Proficient or Advanced	The All Student Group did not meet their interim target, and there was a decrease to 51.8% proficient or advanced in 23-24 from 57.6% in the previous year.

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

Strengths

Indicator Proficient or Advanced on PA State Assessments - English Language Arts / Literature ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations The achievement of Students with Disabilities was maintained from 22-23 to 23-24 in English Language Arts 12.9% and Mathematics / Algebra (10.2 to 10.7%).
Indicator	Comments/Notable Observations

<p>Proficient or Advanced on PA State Assessments - Science / Biology</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>The achievement of Students with Disabilities increased from 22-23 to 23-24 in Science/ Biology from 18.2 to 34.3%.</p>
<p>Indicator Meeting Annual Growth Expectations - English Language Arts/ Literature</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations The growth score for Black, Combined Ethnicity, Students with Disabilities, and Economically Disadvantaged increased from 22-23 to 23-24. Economically Disadvantaged and Students with Disabilities met / exceeded the growth standard.</p>
<p>Indicator Meeting Annual Growth Expectations - Mathematics / Algebra</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations The growth score for Black, Combined Ethnicity, Students with Disabilities, and Economically Disadvantaged increased from 22-23 to 23-24. Black and Students with Disabilities met/exceeded the growth standard.</p>
<p>Indicator Proficient or Advanced on PA State Assessments - Mathematics / Algebra</p> <p>ESSA Student Subgroups African-American/Black, White</p>	<p>Comments/Notable Observations The achievement of Black and White subgroups increased from 22-23 to 23-24 in Mathematics / Algebra.</p>

Challenges

<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator Proficient or Advanced on PA State Assessments - English Language Arts / Literature</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), Economically</p>	<p>Comments/Notable Observations The achievement of Black, 2 or More Races, Economically Disadvantaged, and Combined Ethnicity groups all decreased from 22-23 to 23-24 in English Language Arts.</p>

Disadvantaged	
Indicator Proficient or Advanced on PA State Assessments - Mathematics / Algebra ESSA Student Subgroups Multi-Racial (not Hispanic), White, Economically Disadvantaged	Comments/Notable Observations The achievement of 2 or More Races, Economically Disadvantaged, and Combined Ethnicity groups all decreased from 22-23 to 23-24 in Mathematics / Algebra.
Indicator Meeting Annual Growth Expectations - Mathematics / Algebra and English / Language Arts ESSA Student Subgroups White	Comments/Notable Observations The growth score for the White subgroup has been decreasing or stagnant in both ELA and Math for the last 3 years. ELA: 75 in 21-22, 63 in 22-23, 50 in 23-24 Math: 63 in 21-22, 50 in 22-23, 50 in 23-24
Indicator ESSA Student Subgroups	Comments/Notable Observations

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 growth score for Black, Combined Ethnicity, Students with Disabilities, and Economically Disadvantaged increased from 22-23 to 23-24. Economically Disadvantaged and Students with Disabilities met / exceeded the growth standard in Math and ELA.
The achievement of Students with Disabilities increased from 22-23 to 23-24 in Science/ Biology from 18.2 to 34.3%.
The achievement of Black and White subgroups increased from 22-23 to 23-24 in Mathematics / Algebra.

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 growth score for the White subgroup has been decreasing or stagnant in both ELA and Math for the last 3 years. ELA: 75 in 21-22, 63 in 22-23, 50 in 23-24 Math: 63 in 21-22, 50 in 22-23, 50 in 23-24
The achievement of Black, 2 or More Races, Economically Disadvantaged, and Combined Ethnicity groups all decreased from 22-23 to 23-24 in English Language Arts.

The achievement of 2 or More Races, Economically Disadvantaged, and Combined Ethnicity groups all decreased from 22-23 to 23-24 in Mathematics / Algebra.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Learning (DIBELS) (Dynamic Indicator of Basic Early Literacy Skills)	More than 50% of students are below benchmark in grades 1 - 3 according to the Reading Composite Score. In Kindergarten, the number of students at benchmark increased from 11% at beginning of the year to 16% at the end of the year on the Reading Composite Score. In the same time and grade level, the number of students above benchmark grew from 16% to 40%.
NWEA/MAP Testing	Observed growth in Reading does not meet Grade-level Norms Projected Growth from Fall 24 to Spring 25 in grades 2, 4, and 5. Observed growth in Reading for 3rd grade meets the Grade-Level Norms Projected Growth with 48% of students meeting their growth projection. While there were bright spots in growth, grades 3, 4, and 5 all showed low achievement (below 40th percentile).

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 have been engaged in professional learning and coaching on program implementation since the spring of 2024 which will continue 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. Beginning in the 25-26 school year, the CDT assessment will be used in place of NWEA MAP assessments which will better align to the state standards and assessments.
Title One teachers will be using a collaborative teaching approach in the 25-26 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 all grade levels to provide targeted, data-driven intervention in Reading in addition to the in-class support for grades 1 and 2.

Challenges

Because the Amplify CKLA curriculum is only one year into its implementation, it's difficult to draw conclusions on its effectiveness and to make adjustments to its implementation yet. We are hoping that gains shown so far will continue and increase in magnitude as teachers continue to acclimate to using these resources.
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.

Data shows that some sub-groups are making gains while others are not. In addition to rigorous curriculum and high expectations, there is a need for a school-wide understanding of best practices related to cultural relevance, trauma-informed instruction, positive behavior management and other such areas that support the notion of setting and maintaining high expectations for all.

Mathematics

Data	Comments/Notable Observations
Acadience Learning - Math Composite Score	More than half (55%) of 2nd graders and 71% of Kindergarteners were at or above benchmark by the end of the year Math Composite score. While 1st grade had less than half, the percent at or above benchmark by their year-end Composite Score was 46% and there was a slight increase in those two groups since the beginning of the year.
NWEA/MAP Testing	Observed Growth in Math exceeds the Grade-Level Norms Projected Growth for Fall 24 to Spring 25 in grades 2, 3, and 4. Grade 5 Observed Growth approaches this measure with 48% of students meeting their growth objective. While there were bright spots in growth, grades 3, 4, and 5 all showed low achievement (below 50th percentile).

Mathematics Summary

Strengths

Special Education staffing assignments have been adjusted to allow supplemental math support in grades K-2 as needed.
The schedule designed for the 25-26 school year continues to allow time for core math instruction that includes Spring Math for 3-5, Number Corner and Numeracy Slides for K-2, and Exact Path for all grades.
Our Math Coach continues to support teachers with curriculum implementation, student engagement, data interpretation and application, assessments, and more.
Data-driven teaching assignments were made for the 25-26 school year to allow for educators who show strength in math instruction to provide more of it in their teaching day (and therefore to more students).

Challenges

We do not currently have a math interventionist.
5th grade math teachers are new to teaching and / or new to teaching Math and the same will be true for one 3rd grade math teacher this year.
Challenges with chronic tardies and absenteeism have impacted math instruction and student progress in math.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
NWEA MAP Science (Grades 3-5)	Observed Growth in Math does not meet the Grade-Level Norms Projected Growth for Fall 24 to Spring 25 in grades 3, 4, and 5.

Science, Technology, and Engineering Education Summary

Strengths

We are one year into the implementation of Amplify Science.

Students have a STEM specials class to allow for additional instruction in STEM.
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The 25-26 master schedule allows dedicated time for science instruction in all grades K-5.
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Challenges

Use of science program in all classes (special education) is lacking.

Space for phenomenon based science learning to be implemented effectively as well as need for training for teachers of science in grades 3-5.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	97% of students met the career readiness standard 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.

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

English Learners

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

Data	Comments/Notable Observations
This student group has an insufficient sample size in reported data.	The District is beginning to serve EL students in both K-5 schools in the 25-26 school year which will cut our school's enrollment of Hispanic students by a notable amount.

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. Beginning in the 25-26 school year, the ELA instruction for EL students will be enhanced with CKLA Language Studio for 30 minutes per day.
A District-wide plan to use Talking Points as the primary source of communication for non-English speaking families will help support our Hispanic speaking families in engaging with the school.

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.

Teachers are in need of professional development related to best practices for English learners in the regular classroom.

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	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?

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 multiple professional learning designs to support the learning needs of staff
Identify and address individual student learning needs
Continuously monitor implementation of the school improvement plan and adjust as needed

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
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
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 growth score for Black, Combined Ethnicity, Students with Disabilities, and Economically Disadvantaged increased from 22-23 to 23-24. Economically Disadvantaged and Students with Disabilities met / exceeded the growth standard in Math and ELA.	True
The achievement of Students with Disabilities increased from 22-23 to 23-24 in Science/ Biology from 18.2 to 34.3%.	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 have been engaged in professional learning and coaching on program implementation since the spring of 2024 which will continue 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. Beginning in the 25-26 school year, the CDT assessment will be used in place of NWEA MAP assessments which will better align to the state standards and assessments.	False
Title One teachers will be using a collaborative teaching approach in the 25-26 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
The schedule designed for the 25-26 school year continues to allow time for core math instruction that includes Spring Math for 3-5, Number Corner and Numeracy Slides for K-2, and Exact Path for all grades.	False
We are one year into the implementation of Amplify Science.	False
Students have a STEM specials class to allow for additional instruction in STEM.	False
Our Math Coach continues to support teachers with curriculum implementation, student engagement, data interpretation and application, assessments, and more.	True
Special Education staffing assignments have been adjusted to allow supplemental math support in grades K-2 as needed.	True
Title I Reading Specialists are utilized to teach intervention blocks within the enrichment period at all grade levels to provide targeted, data-driven intervention in Reading in addition to the in-class support for grades 1	True

and 2.	
We have partnered with the Latino Community Center to assist our English Language Learner population.	False
The achievement of Black and White subgroups increased from 22-23 to 23-24 in Mathematics / Algebra.	False
Data-driven teaching assignments were made for the 25-26 school year to allow for educators who show strength in math instruction to provide more of it in their teaching day (and therefore to more students).	True
The 25-26 master schedule allows dedicated time for science instruction in all grades K-5.	True
Career readiness evidence will be gathered using the Smart Futures platform.	False
Collectively shape the vision for continuous improvement of teaching and learning	False
Use multiple professional learning designs to support the learning needs of staff	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Identify and address individual student learning needs	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. Beginning in the 25-26 school year, the ELA instruction for EL students will be enhanced with CKLA Language Studio for 30 minutes per day.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	True
A District-wide plan to use Talking Points as the primary source of communication for non-English speaking families will help support our Hispanic speaking families in engaging with the school.	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 growth score for the White subgroup has been decreasing or stagnant in both ELA and Math for the last 3 years. ELA: 75 in 21-22, 63 in 22-23, 50 in 23-24 Math: 63 in 21-22, 50 in 22-23, 50 in 23-24	True
The achievement of Black, 2 or More Races, Economically Disadvantaged, and Combined Ethnicity groups all decreased from 22-23 to 23-24 in English Language Arts.	True
The achievement of 2 or More Races, Economically Disadvantaged, and Combined Ethnicity groups all decreased from 22-23 to 23-24 in Mathematics / Algebra.	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.	True
Because the Amplify CKLA curriculum is only one year into its implementation, it's difficult to draw conclusions	False

on its effectiveness and to make adjustments to its implementation yet. We are hoping that gains shown so far will continue and increase in magnitude as teachers continue to acclimate to using these resources.	
5th grade math teachers are new to teaching and / or new to teaching Math and the same will be true for one 3rd grade math teacher this year.	True
Data shows that some sub-groups are making gains while others are not. In addition to rigorous curriculum and high expectations, there is a need for a school-wide understanding of best practices related to cultural relevance, trauma-informed instruction, positive behavior management and other such areas that support the notion of setting and maintaining high expectations for all.	True
Students having better daily attendance would improve the efficiency of completing Career Readiness activities and would keep our focus on instructional time.	False
Use of science program in all classes (special education) is lacking.	False
Student transience is an ongoing challenge in our district.	False
Space for phenomenon based science learning to be implemented effectively as well as need for training for teachers of science in grades 3-5.	False
We do not currently have a math interventionist.	False
	False
Challenges with chronic tardies and absenteeism have impacted math instruction and student progress in math.	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
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	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	True
Teachers are in need of professional development related to best practices for English learners in the regular classroom.	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
	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
The growth score for the White subgroup has been decreasing or stagnant in both ELA and Math for the last 3 years. ELA: 75 in 21-22, 63 in 22-23, 50 in 23-24 Math: 63 in 21-22, 50 in 22-23, 50 in 23-24		False
The achievement of Black, 2 or More Races, Economically Disadvantaged, and Combined Ethnicity groups all decreased from 22-23 to 23-24 in English Language Arts.	Lack of training related to serving all students, need for environment that is welcoming, supportive and safe for all.	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
5th grade math teachers are new to teaching and / or new to teaching Math and the same will be true for one 3rd grade math teacher this year.	High rates of staff turnover / movement and lack of time to implement professional development opportunities. Past scheduling practices evenly distribute teaching loads without consideration of teacher strength.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	In the past year, all occupants of administrative roles at this school and the District level are new. With transition in the midst of the 24-25 school year as part of this, the feedback system was not defined or executed systematically.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically		False
Implement a multi-tiered system of supports for academics and behavior	The MTSS and PBIS systems were not fully developed due to transition in administration at both the school and District level.	True
Data shows that some sub-groups are making gains while others are not. In addition to rigorous curriculum and high expectations, there is a	Lack of professional development in cultural relevance, trauma-informed instruction, restorative practices,	True

<p>need for a school-wide understanding of best practices related to cultural relevance, trauma-informed instruction, positive behavior management and other such areas that support the notion of setting and maintaining high expectations for all.</p>	<p>differentiated instruction.</p>	
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Analyzing Strengths

Analyzing Strengths	Discussion Points
<p>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 have been engaged in professional learning and coaching on program implementation since the spring of 2024 which will continue through the 2026 school year.</p>	<p>The new programming incorporates differentiated instruction within its design. Having a robust curriculum in place aids in developing high-quality look fors when providing instructional feedback and increases the accountability for teachers.</p>
<p>Title One teachers will be using a collaborative teaching approach in the 25-26 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.</p>	<p>This approach will help teachers to gather data and design differentiated instruction and intervention for small groups and individual students, specifically making them able to provide support to sub groups whose data demonstrates that need.</p>
<p>Title I Reading Specialists are utilized to teach intervention blocks within the enrichment period at all grade levels to provide targeted, data-driven intervention in Reading in addition to the in-class support for grades 1 and 2.</p>	<p>This approach will help teachers to gather data and design differentiated instruction and intervention for small groups and individual students.</p>
<p>The growth score for Black, Combined Ethnicity, Students with Disabilities, and Economically Disadvantaged increased from 22-23 to 23-24. Economically Disadvantaged and Students with Disabilities met / exceeded the growth standard in Math and ELA.</p>	<p>Maintain momentum by continuing support of these subgroups and teachers to turn growth into achievement by discussing and celebrating growth with teachers, students, and families.</p>
<p>The achievement of Students with Disabilities increased from 22-23 to 23-24 in Science/ Biology from 18.2 to 34.3%.</p>	<p>Identify and enhance teaching practices that led to this increase.</p>
<p>Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *</p>	<p>Continue assessment schedule. Will be replacing MAP with CDT which is better aligned to state standards and assessments. Monitor subgroups with smaller CDT assessments.</p>
<p>Special Education staffing assignments have been adjusted to allow supplemental math support in grades K-2 as needed.</p>	<p>Better support for Students with Disabilities earlier in their academic career.</p>
<p>Our Math Coach continues to support teachers with curriculum</p>	<p>Use Math Coach intentionally with less experienced math</p>

implementation, student engagement, data interpretation and application, assessments, and more.	teachers to support peer observations and collaboration.
Data-driven teaching assignments were made for the 25-26 school year to allow for educators who show strength in math instruction to provide more of it in their teaching day (and therefore to more students).	Design opportunities for less experienced math teachers to collaborate and learn from those who have a track record of success.
The 25-26 master schedule allows dedicated time for science instruction in all grades K-5.	Monitor impact on science achievement.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we use data to monitor these sub groups and support them in their learning, then we will better serve all students in ELA achievement and growth.
	If we calibrate our observation practices and commit to a regular cycle of observing instruction and providing feedback related to the implementation of professional development and curriculum, then our students will receive more systematic and effective instruction.
	If we revise, enhance, and implement new and better systems for MTSS and PBIS, then we will have academic and behavioral supports for all students that contribute to an environment where all feel safe, respected, and ready to learn.
	If we implement professional development in all needed areas, then teachers can more effectively address all student needs and maintain high expectations for all in a way that makes them attainable.

Goal Setting

Priority: If we implement professional development in all needed areas, then teachers can more effectively address all student needs and maintain high expectations for all in a way that makes them attainable.

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
By June 2026, our school will implement a comprehensive professional development plan that includes opportunities to learn culturally relevant teaching, trauma-informed instruction, and restorative practices. All instructional staff will participate in at least four targeted PD sessions, with at least 85% demonstrating implementation in classroom practices, as measured by administrator walkthroughs, staff reflection surveys, and coaching feedback.			
Measurable Goal Nickname (35 Character Max)			
Professional Development Opportunities			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Review needs with District administrators and finalize/ share PD calendar. Make determinations for individual vs. schoolwide PD. Gather baseline data from classrooms for targeted PD monitoring.	Conduct mid-year reflection survey regarding select PD opportunities and identify teacher leaders / champions. Begin peer observation or coaching cycles. Define classroom look-fors.	Continue classroom walkthroughs and feedback sessions. Share best practices from staff using strategies effectively.	Staff complete implementation self-assessment. Final walkthroughs and survey indicate 85%+ staff implementation among those who participated. Use results to inform 2026–27 PD planning,

Priority: If we calibrate our observation practices and commit to a regular cycle of observing instruction and providing feedback related to the implementation of professional development and curriculum, then our students will receive more systematic and effective instruction.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will implement a calibrated observation and feedback cycle focused on the implementation of professional development and curriculum, ensuring that 100% of instructional staff are observed at least once per quarter and receive timely, actionable feedback, with at least 85% demonstrating growth in instructional practices as measured by observation rubrics and student outcome data.			
Measurable Goal Nickname (35 Character Max)			
Improving Observation Practices			

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Calibrate observation protocols with building and District administration using walkthrough tools and rubric training. Complete first round of walkthroughs for all staff (100%) with written feedback provided within 5 school days. Collect baseline data on implementation of PD and curriculum-aligned practices.	Review feedback protocols to ensure feedback is actionable and tied directly to PD/curricular goals. Complete second round of walkthroughs (100% of staff) focused on targeted strategies. Provide coaching as needed. Analyze mid-year data: % of teachers demonstrating growth and alignment with PD goals.	Deepen focus based on PD provided thus far. Complete third round of walkthroughs and provide feedback aligned to curriculum pacing and PD implementation. Share school-wide trends and bright spots; identify staff for possible modeling or peer support roles.	Complete final round of walkthroughs and provide summative feedback aligned to growth goals. Evaluate overall impact: at least 85% of staff show growth based on rubric data and student outcome trends. Survey staff to refine the feedback process for the following year. Develop next-year plan for sustaining and scaling observation/feedback practices.

Priority: If we revise, enhance, and implement new and better systems for MTSS and PBIS, then we will have academic and behavioral supports for all students that contribute to an environment where all feel safe, respected, and ready to learn.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By June 2026, our school will implement a school-wide PBIS framework, with 100% of staff trained, 90% of classrooms demonstrating implementation fidelity as measured by the TFI, and a 25% reduction in disciplinary referrals, supported through ongoing professional development and quarterly progress monitoring.			
Measurable Goal Nickname (35 Character Max)			
PBIS Implementation			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
The PBIS leadership team will review baseline data and defined behavior expectations from last year and all staff will receive initial training on PBIS implementation to begin in August. PBIS team will develop monitoring tool for fidelity benchmarks.	Conduct classroom walkthroughs for implementation fidelity (aim: 50% implementation) Offer targeted coaching and support to staff Begin sharing behavior data with all staff	75% of classrooms meeting fidelity benchmarks Mid-year data review and progress reflection with staff Adjust strategies based on data and feedback	90% of classrooms demonstrating full implementation fidelity All staff receive refresher training Final referral data analysis shows 25%+ reduction in office discipline referrals Develop sustainability plan for 2026–2027

Priority: If we use data to monitor these sub groups and support them in their learning, then we will better serve all students in ELA achievement and growth.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will implement a data-driven monitoring system to track ELA achievement and growth across all student subgroups, conducting data reviews at least quarterly and using the results to inform instructional adjustments and interventions, resulting in at least 10% growth in proficiency and/or growth rates for historically underperforming subgroups as measured by local assessments.			
Measurable Goal Nickname (35 Character Max)			
ELA Sub Groups			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Work with coaches and Title I Reading Specialists to identify subgroups, establish and launch the data-driven monitoring system, complete baseline data collection for all student subgroups using local assessments, and conduct first data review to identify initial instructional focus areas.	Use data insights to implement targeted instructional adjustments and interventions. Monitor subgroup progress and adjust supports as needed. Aim for a 2.5% increase in proficiency and growth rates for targeted subgroups.	Continue quarterly data reviews and refine interventions based on results. Provide professional development for teachers focused on data use and differentiated instruction. Target an additional 2.5% increase in proficiency and growth rates.	Conduct final data review for the year. Evaluate overall progress toward the 10% increase goal. Plan next steps and sustainability of the monitoring system and interventions.

Action Plan

Measurable Goals

Professional Development Opportunities	PBIS Implementation
Improving Observation Practices	ELA Sub Groups

Action Plan For: Targeted Interventions

Measurable Goals:
<ul style="list-style-type: none"> By June 2026, we will implement a data-driven monitoring system to track ELA achievement and growth across all student subgroups, conducting data reviews at least quarterly and using the results to inform instructional adjustments and interventions, resulting in at least 10% growth in proficiency and/or growth rates for historically underperforming subgroups as measured by local assessments.

Action Step		Anticipated Start/Completion Date	
Identify students in subgroups by grade level		2025-09-01	2025-09-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jocelyn Sabruno, Principal	Skyward Reports with demographic data	No	
Action Step		Anticipated Start/Completion Date	
Disaggregate baseline data for all grade levels into subgroups to provide targeted interventions based on need		2025-09-15	2025-10-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Title I Reading Specialists	Assessment results, collaboration on planning for interventions after interpreting data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Intervention strategies that prioritize high-need groups with differentiated support	Re-assess quarterly - administration, reading specialists, teachers

Action Plan For: PBIS System

Measurable Goals:
<ul style="list-style-type: none"> By June 2026, our school will implement a school-wide PBIS framework, with 100% of staff trained, 90% of classrooms demonstrating implementation fidelity as measured by the TFI, and a 25% reduction in disciplinary referrals, supported through ongoing professional development and quarterly progress monitoring.

Action Step		Anticipated Start/Completion Date	
Roll Out PBIS system to all staff at start of school year and share schedule for teaching to students		2025-08-15	2025-08-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jocelyn Sabruno, Principal	PBIS posters, teaching plans, schedule	Yes	
Action Step		Anticipated Start/Completion Date	
Teach students behavioral expectations in each location		2025-08-20	2025-09-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom teachers	PBIS lessons, teaching schedule	No	
Action Step		Anticipated Start/Completion Date	
Communicate acknowledgement system and begin implementation with focus behaviors, rotate through focus behaviors, scale back acknowledgements over time		2025-09-15	2026-01-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom teachers	direction from administration	No	
Action Step		Anticipated Start/Completion Date	
Continuously evaluate behavior data and share with staff to identify common targets for behavioral intervention (re-teaching, increased acknowledgement)		2025-09-15	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, PBIS Committee	Behavior referral data by location	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A schoolwide behavioral plan that supports all students and maintains expectations in all settings	Evaluate effect on referral data at least quarterly with PBIS committee

Action Plan For: Professional Development

Measurable Goals:
<ul style="list-style-type: none"> By June 2026, our school will implement a comprehensive professional development plan that includes opportunities to learn culturally relevant teaching, trauma-informed instruction, and restorative practices. All instructional staff will participate in at least four targeted PD sessions, with at least 85% demonstrating implementation in classroom practices, as measured by administrator walkthroughs, staff reflection surveys, and coaching feedback.

Action Step		Anticipated Start/Completion Date	
Review teacher PD interest responses with district administration to identify those opting into targeted PD areas already (Cultural relevance, trauma-informed instruction, restorative practices)		2025-08-15	2025-09-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jocelyn Sabruno, Principal	Survey results from Dr. Dellapenna	No	
Action Step		Anticipated Start/Completion Date	
Review PD schedule for the school year to identify opportunities for schoolwide PD in targeted areas		2025-08-15	2025-09-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jocelyn Sabruno, Principal	PD Schedule from Dr. Dellapenna	No	
Action Step		Anticipated Start/Completion Date	
Plan school-based PD in targeted areas with differentiation for those engaging independently already		2025-08-15	2025-10-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jocelyn Sabruno, Principal	External providers or in-house plans	Yes	
Action Step		Anticipated Start/Completion Date	
Incorporate PD into walkthroughs by identifying look-fors when visiting classrooms that indicate implementation		2025-10-15	2026-03-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building and Central Administration	takeaways from PD sessions	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Instruction that is differentiated and sensitive to the needs and backgrounds of all students and therefore more effective, supporting increases in achievement	Quarterly walkthroughs by administration