

MARSHALL EL SCH

335 Park Street

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The vision of G. C. Marshall Elementary, in partnership with students, families, and community, is to provide a rigorous, meaningful, and relevant education which prepares students to become productive members of an ever-changing global society.

STEERING COMMITTEE

Name	Position	Building/Group
Jason Johns	Administrator	Laurel Highlands
Jessica Scott	Building Principal	Marshall Elementary
Kathy Collins	Teacher	Marshall Elementary
Emma Gasti	Special Education	Marshall Elementary
Katie Strange	Teacher	Marshall Elementary
Jessica Joseph	Reading Apecialist	Marshall Elementary
Miranda Novak	Parent	Marshall Elementary
Samantha Pitts	Parent	Marshall Elementary
Lynn Wyatt	Community Representative	Marshall Elementary

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

Our focus is to get the community more involved in our academics.

Mathematics

English

Language Arts

This is always a challenge, but expanding on our career readiness programs and exposing our students to higher order thinking skills can assist in closing the gap.

Regular

Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy

First In Math

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math Performance

Students will be at 54% proficient by the end of the 23-24 school year.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Students will spend 20 minutes a day on First in math

2023-08-30 - 2024-06-01

Joy Frederick

Chromebook

Anticipated Outcome

Students math PSSA will be 65% or higher,

Monitoring/Evaluation

Jessica Scott, Quarterly

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will be at 54% proficient by the end of the 23-24 school year. (Math Performance)	First In Math	Students will spend 20 minutes a day on First in math	08/30/2023 - 06/01/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator	Jesse T. Wallace, III	2023-09-01
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School Improvement Facilitator Signature	Jason Johns	2023-09-01
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Building Principal Signature	Jessica Scott	2023-08-28
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ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Grade 3 reading is at 68.6%

Overall growth score in math is at 79%

Overall Science is higher than the state average at 75.7%

Our growth data in English, language arts is at 50%.

Our economically disadvantaged subgroup is growing in math

All subgroups has increased from the previous year.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physical

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Our math overall data is at 36%.

Challenges

Overall English Language Arts is at 45% proficient.

Overall Math is at 36.1 % proficient.

The statewide attendance rate is at 85%. We are at 77.6%.

Growth Data is at 50%, but our achievement data is only at 45%. We need to bridge that gap.

I believe exposing more children to careers and have more exploratory options would continue to build our career readiness program.

Closing the gap on learning loss over the last year.

Implement evidence-based strategies to engage families to support learning

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Identify and address individual student learning needs

Strengths

Our math Growth Data is at 79%.

In all subgroups, we are at 100% within our career readiness standards.

Challenges

English and math have become an area of concern from both economically disadvantaged and students with learning disabilities.

Closing the gap on learning loss over the last year.

Most Notable Observations/Patterns

We are concerned with our student's with disability scores and are going to be focused on their growth scores. We have room to improve in attendance, which will positively increased our scores.

Challenges	Discussion Point	Priority for Planning
The statewide attendance rate is at 85%. We are at 77.6%.	This should be an easy fix because we have implemented a positive school-wide behavior program.	
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	At this juncture, I beleive involving the community to help support our programs will be a positive.	✓
English and math have become an area of concern from both economically disadvantaged and students with learning disabilities.	We have to work side by side with our special education teachers to close the gap between the students will disabilities.	✓

ADDENDUM B: ACTION PLAN

Action Plan: First In Math

Action Steps	Anticipated Start/Completion Date
Students will spend 20 minutes a day on First in math	08/30/2023 - 06/01/2024

Monitoring/Evaluation	Anticipated Output
Jessica Scott, Quarterly	Students math PSSA will be 65% or higher,

Material/Resources/Supports Needed	PD Step
Chromebook	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will be at 54% proficient by the end of the 23-24 school year. (Math Performance)	First In Math	Students will spend 20 minutes a day on First in math	08/30/2023 - 06/01/2024



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
First in Math Refresher	Grades K-5	24 Game Skill break down Planning Learning Paths

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Students usage is monitored daily	08/28/2023 - 06/01/2024	Joy Federick

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Bi-weekly Collaboration meeting with the entire staff	Increase math scores	In Person	Staff working with the students	Bi-Weekly for the 23-24 school year
