Profile and Plan Essentials

School		AUN/Branch	
G. C. Marshall Elementary		101264003	
Address 1			
335 Park Street			
Address 2			
City	**State**	**Zip Code**	
Uniontown	Pennsylvania	15401	
Chief School Administrator		**Chief School Administrator Email**	
Dr. Jesse Wallace		jesse.wallace@lhsd.org	
Principal Name			
Jessica Scott			
Principal Email			
scottj@lhsd.org			
Principal Phone Number		**Principal Extension**	
7248808875			
School Improvement Facilitator Name		**School Improvement Facilitator Email**	
Jason Johns		jason.johns@lhsd.org	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jason Johns	Administrator	Laurel Highlands	jason.johns@lhsd.org
Jessica Scott	Building Principal	Marshall Elementary	jessica.scott@lhsd.org
Kathy Collins	Teacher	Marshall Elementary	kathleen.collins@lhsd.org
Emma Gasti	Special Education	Marshall Elementary	emma.gasti@lhsd.org
Katie Strange	Teacher	Marshall Elementary	katie.hays@lhsd.org
Jessica Joseph	Reading Apecialist	Marshall Elementary	Janice.miller@lhsd.org
Miranda Novak	Parent	Marshall Elementary	
Samantha Pitts	Parent	Marshall Elementary	
Lynn Wyatt	Community Representative	Marshall Elementary	

Vision for Learning

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 whichs prepares students to become productive members of an ever-changing global society.

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
Overall Science is higher than the state average at 97%	
Overall growth score in math is yet to be determined.	Higher than the statewide score and goal.

Challenges

Indicator	Comments/Notable Observations
Overall English Language Arts is at 59% proficient.	This has been consistent across the last couple of years.
Overall Math is at 53 % proficient.	This is up from last year, but still needs work.

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

Strengths

Indicator Grade 3 reading is at 68.6% **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**

Challenges

Indicator The statewide attendance rate is at 85%. We are at 92%.	**Comments/Notable Observations**

Indicator **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged	
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
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.

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%

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.

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%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
All subgroup remained stagnant from the previous year Proficient.	Covid had created a learning loss and we are bridging the gap.

English Language Arts Summary

Strengths

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

Challenges

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

Mathematics

Data	Comments/Notable Observations
Math proficient data is 49%.	This is a little lower that last year

Mathematics Summary

Strengths

Our math overall data is at 36%.
Our math Growth Data is at 79%.

Challenges

Closing the gap on learning loss over the last year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Overall Science data is 75.7%.	

Science, Technology, and Engineering Education Summary

Strengths

All subgroups has increased from the previous year.

Challenges

Closing the gap on learning loss over the last year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
We are at 100% in our career readiness standards.	

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.

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

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.

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

Equity Considerations

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

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

Students Considered Economically Disadvantaged
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Within this subgroup, English is 32.8% and math is 21.8%.	English scores decreased and math increased from the previous year.

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.

Our econically disadvantaged subgroup is growing in math

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.

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

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	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

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	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Operational
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	Operational

Foster Quality Professional Learning

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

Summary

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

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

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?

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

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
Grade 3 reading is at 68.6%	True
Overall growth score in math is at 79%	True
Overall Science is higher than the state average at 75.7%	False
Our growth data in English, langauge arts is at 50%.	False
Our econically disadvantaged subgroup is growing in math	False
All subgroups has increased from the previous year.	False
Our math overall data is at 36%.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physical	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Our math Growth Data is at 79%.	True
In all subgroups, we are at 100% within our career readiness standards.	True

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
Overall English Language Arts is at 45% proficient.	False
Overall Math is at 36.1 % proficient.	False
The statewide attendance rate is at 85%. We are at 77.6%.	True
I believe exposing more children to careers and have more exploratary options would continue to build our career readiness program.	False
Closing the gap on learning loss over the last year.	False
Implement evidence-based strategies to engage families to support learning	False
Growth Data is at 50%, but our acheivement data is only at 45%. We need to bridge that gap.	False

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	True
Identify and address individual student learning needs	False
English and math have become an area of concern from both economically disadvantaged and students with learning disabilities.	True
Closing the gap on learning loss over the last year.	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.

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
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.	False
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.	True
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.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Grade 3 reading is at 68.6%	
Overall growth score in math is at 79%	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physical	The goal is overarching, but the following strengths support this plan.
Implement an evidence-based system of schoolwide positive behavior interventions and supports	PSIS is in its fourth year and I feel each year we will see less and less behaviors.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Assessing the students in multiple ways helps to reach each child. Using NWEA, we should be able to dive into the problem areas with each student.
Our math Growth Data is at 79%.	
In all subgroups, we are at 100% within our career readiness standards.	This is amazing, but we need to keep raising the bar to expose students to career options.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Our focus is to get the community more involved in our academics.
	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.

Goal Setting

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

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)
Students will be at 54% proficient by the end of the 23-24 school year.

Measurable Goal Nickname (35 Character Max)
Math Performance

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students will be at 39% proficient by the end of the 23-24 school year.	Students will be at 42% proficient by the end of the 23-24 school year.	Students will be at 48% proficient by the end of the 23-24 school year.	Students will be at 54% proficient by the end of the 23-24 school year.

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)
Students will be at 64% Proficient at the end of the school year.

Measurable Goal Nickname (35 Character Max)
Reading Performance

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students will be at 48% Proficient at the end of the school year.	Students will be at 52% Proficient at the end of the school year.	Students will be at 60% Proficient at the end of the school year.	Students will be at 64% Proficient at the end of the school year.

Priority: 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.

Outcome Category
Regular Attendance

Measurable Goal Statement (Smart Goal)
95% of the students will be in attendance

Measurable Goal Nickname (35 Character Max)
Attendance

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
90% of the students will be in attendance	90% of the students will be in attendance	90% of the students will be in attendance	95% of the students will be in attendance

Action Plan

Measurable Goals

Math Performance	Reading Performance
Attendance	

Action Plan For: First In Math

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

Action Step		Anticipated Start/Completion Date	
First In Math in grades K-5 for 20 minutes a day.		2023-09-01	2024-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Joy Frederick	First in Math Program	No	
Action Step		**Anticipated Start/Completion Date**	
Math Multiplication Challenge		2024-01-08	2024-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Joy Frederick	Practice cards, trophies, etc.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students math PSSA will be 65% or higher.	Jessica Scott, Quarterly

Action Plan For: Reading Epic Program

Measurable Goals:
• Students will be at 64% Proficient at the end of the school year.

Action Step		Anticipated Start/Completion Date	
Students in grades K-2 will participate in the Epic reading program.		2023-09-01	2024-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Adrienne Milsom	Eric program	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student will be 70% or higher on the PSSA.	Jessica Scott, Quarterly

Action Plan For: PBIS attendance award incentives.

Measurable Goals:
• 95% of the students will be in attendance

Action Step		Anticipated Start/Completion Date	
Students attendance will be measured monthly and evaluated for the end of the month activities.		2023-09-01	2024-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jessica Scott	Incentive chart, keychains, prizes, funding	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students attendance will be at 96% for the school year.	Jessica Scott, Monthly

Expenditure Tables

School Improvement Set Aside Grant
True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation
False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• First In Math	Title 1 Interventionalist	120000
Instruction	• First In Math	Extra Copier	3500
Instruction	• First In Math	NWEA Map Testing	7000
Instruction	• First In Math	NWEA Reading Fluency	3500
Instruction	• First In Math	NWEA Map Accelerator	7000
Other Expenditures	• First In Math	Professional Development	10000
Instruction	• First In Math	Schoolwide Teacher	68000
Total Expenditures			219000

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps

First in Math Refresher

Audience		
Grades K-5		
Topics to be Included		
24 Game Skill break down Planning Learning Paths		
Evidence of Learning		
Students usage is monitored daily		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Joy Federick	2023-08-28	2024-06-01

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Jessica Scott	2023-10-15
School Improvement Facilitator Signature	**Date**