

## **CLARKE EL CTR**

601 North 16th St

TSI Title 1 School Plan | 2023 - 2024

---

## **VISION FOR LEARNING**

John S. Clarke Elementary Center ensures students of all ability levels have access to appropriate grade level instruction daily using a rigorous curriculum aligned to the PA Core Standards. John S. Clarke Elementary prepares students to be socially responsible and academically successful as they encounter challenges in school and everyday life.

## STEERING COMMITTEE

Name	Position	Building/Group
Dr. Sarah E. Yoder	Superintendent	Administrator
Kerri Lubinsky	Building Principal	Administrator
Stanley Sabol	Assistant Principal/Special Education Supervisor	Administrator
Maria Larish	Federal Programs Coordinator/Instructional Coach	Educator
Natasha Bubnis	Kindergarten Lead Teacher	Educator
Kristyn Blum	First Grade Lead Teacher	Educator
Kim Steigerwalt	Special Education Lead Teacher	Educator
Kelly Devine	Second Grade Lead Teacher	Educator
Linda Smith	Second Grade Teacher	Educator
Beth Bauers	Third Grade Teacher	Educator
Jen Brindle	Fourth Grade Lead Teacher	Educator
Tara Hess	Fourth Grade Teacher	Educator
Elaina Prestileo	Lead Reading Specialist	Educator

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Michelle Corby	Parent	Community
Savas Logothetides	Business Owner	Business Representative
Patty Denmon	Retired Educator	Community
Jared A. Gerace	District Level Leaders	Administrator
Beth Ciaverella	Parent	Community
Ashley DeWitt	Board Member	Community
Dr. Ann Blankenhorn	Board Member	Community
Stephanie Buchanan	Board Member	Community
Julie Saunders	Other	Supervisor of Special Education
Barbara Wilkinson	Education Specialist	IU consultant

---

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we add small group instruction, increase targeted supports for students, and add additional intervention programming, then Black and Hispanic student subgroups performance will increase in ELA.	English Language Arts
If we create and implement an MTSS model that includes a formalized process to support students, then student performance will improve across all subgroups.	Essential Practices 1: Focus on Continuous Improvement of Instruction
If we build relationships with families and increase communication regarding regular attendance, all student group will show an increase in regular attendance.	Regular Attendance

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Building Family Relationships and Communication	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular Attendance	75% of students will demonstrate regular attendance by the end of the 23-24 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The entire staff will be trained on principles of relationship building.	2023-08-23 - 2023-08-23	Director of Curriculum	Summer Snyder, consultant
Outreach efforts will continue through communication and parent and family engagement events/activities through Title I.	2023-08-01 - 2024-06-03	Building Principal	Title I Team, parent and family engagement supplies and personnel at events
The attendance secretary will run a weekly attendance report to identify unexcused absences. Families will be contacted by phone.	2023-08-28 - 2024-05-24	Attendance Secretary	Skyward Attendance Report
The assistant principal will identify students with 3 or more unexcused absences and create an attendance improvement plan. The assistant principal will identify students and families that the school counselor will check-in with as necessary.	2023-09-05 - 2024-05-24	Assistant Principal	Skyward Attendance Report; Attendance Spreadsheet

**Anticipated Outcome**

Increase regular student attendance

**Monitoring/Evaluation**

Assistant Principal and Attendance Secretary will run attendance reports weekly, communicate with families, and create attendance plans.



## Evidence-based Strategy

Data driven decisions

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Student Subgroups	By the end of the 4th quarter of the 2023-2024 school year, 50% of Black and Hispanic Student Subgroups will show growth in ELA on the benchmark assessments.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will be trained on small group instruction and iXL for the 23/24 school year.	2023-06-06 - 2023-10-10	Principal and Director of Curriculum	iXL trainer, iXL program, Into Reading trainer, and Into Reading series
The master schedule will be adjusted to add specific times to teach small group instruction and writing.	2023-06-06 - 2023-08-28	Principal / Assistant Principal	Master Schedule
Teachers will implement small group instruction during their ELA blocks	2023-10-10 - 2024-06-03	Principal	Into Reading Resources; IXL program; Intervention programs

## Anticipated Outcome

50% of the Black and Hispanic Student Subgroups will show growth in ELA.

## Monitoring/Evaluation

At the end of every quarter, grade level teachers and administration will meet to review student performance data to ensure targets are

being met.

---

### Evidence-based Strategy

Data Driven Decisions

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS Process	100% of students identified to receive MTSS will receive additional support in their area of need.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Hire a math interventionist for additional student support and purchase math intervention program.	2023-06-12 - 2023-08-24	Principal	Math interventionist and math intervention program
MTSS team will develop formalized procedures for referring students for additional support. (The MTSS team will consist of the Title I team, other school leaders, and administration.)	2023-06-21 - 2023-10-10	MTSS Team	MTSS Handbook; Google Classroom; Interventions for additional support
MTSS Team will provide teachers with an overview of new MTSS procedures.	2023-08-23 - 2023-10-10	MTSS Team	MTSS Handbook; MTSS Flowchart
Teachers will refer students to MTSS process based on identified criteria and data.	2023-10-10 - 2024-05-15	MTSS Team	MTSS Referral and MTSS Flowchart

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students identified for MTSS process will be formally progress monitored (weekly) by classroom teacher and/or MTSS team which will include the Title I reading specialists and new math interventionist.	2023-10-10 - 2024-05-15	Classroom Teacher / MTSS Team	Progress Monitoring Materials; MTSS Student Support Plan / Goal, Google Classroom
MTSS Team will review student data on a weekly basis and determine support plan / goal for student.	2023-10-10 - 2024-05-15	MTSS Team	Student data; Google Classroom; MTSS Student Support Plan / Goal

**Anticipated Outcome**

Every identified student will receive additional support.

**Monitoring/Evaluation**

Progress monitoring data will be reviewed every 4-6 weeks by the MTSS team. The team will determine appropriate next steps based on data.





## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
75% of students will demonstrate regular attendance by the end of the 23-24 school year. (Regular Attendance)	Building Family Relationships and Communication	The entire staff will be trained on principles of relationship building.	08/23/2023 - 08/23/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 4th quarter of the 2023-2024 school year, 50% of Black and Hispanic Student Subgroups will show growth in ELA on the benchmark assessments. (ELA Student Subgroups)	Data driven decisions	Teachers will be trained on small group instruction and iXL for the 23/24 school year.	06/06/2023 - 10/10/2023

## 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

Sarah Yoder

2023-08-17

---

School Improvement Facilitator Signature

Barbara Wilkinson

2023-08-21

---

Building Principal Signature

Kerri Lubinsky

2023-06-07

---

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

When comparing current ELA student group data to 2019-2020 ELA student group data, the Black student group increased percent proficient or advanced for the interim goal/improvement target.

All Student Group Met the Statewide Average in Science/Biology.

The Title I Team is involved in reviewing student data with classroom teachers and supporting them instructionally.

All grade levels met over the summer to focus on writing and small group instruction utilizing "Into Reading" series.

The following subgroups increased in ELA: Economically Disadvantaged Student subgroup increased; White student subgroup increased; Students with disabilities subgroup increased

The Title I Team will continue to assist classroom teachers with intervention programs designed to target student deficits.

2022-2023 school year - ESSER funding allowed JSC to purchase First in Math, an online math fluency program aligned to the Common Core. First In Math is designed to strengthen fact fluency, automaticity, computational thinking and other critical

### Challenges

Black and Hispanic student subgroups decreased in ELA for the interim goal/improvement target from 2020-2021 to 2021-2022: Black ELA 2020-2021 was 52.6% 2021-2022 was 42.1 % Hispanic ELA 2020-2021 was 44.0 % 2021-2022 was 29.2%

All Student Group Did Not Meet the Statewide Average in English Language Arts/Literature for the interim goal/improvement target.

MTSS meetings - Limited resources to offer students with math deficits; Small group instruction being used inconsistently

The effects of learning loss due to the pandemic are still evident and will continue to be evident in the coming years.

A new ELA series will be implemented along with the newly aligned curriculum.

Learning loss continues to impact student learning.

The effects of learning loss due to the pandemic are still evident and will continue to be evident in the coming years.

Time for continuous professional development for teachers to be successful in providing quality instruction to all students.

## Strengths

skills. JSC students showed a greater interest in math and problem solving while utilizing this program. For the 2023-2024 school year, we will be moving to IXL math program.

Study Island has formative assessments which assist educators in making instruction more effective. Interactive lessons also engage students in the classroom.

Providing students with career readiness activities has elicited interest in various careers and career paths that might not have otherwise existed.

Dedicated time to discuss educational plan for students and to analyze student data through MTSS process

Small groups held during intervention and ELA allow students to receive extra support in the necessary skills that have been identified as student weaknesses. Small group instruction and writing will be added into each grade level master schedule for the 2023-2024 school year. DIBELS, benchmarking data, and progress monitoring have assisted teachers and reading specialists in forming small groups to help students receive the correct support. Groups are flexible, thus allowing students to receive help in targeted areas specific to their learning needs.

MTSS process created and implemented during 2022-2023 school year. For the 2023-2024 school year, we will be implementing a math intervention program in addition to the

## Challenges

Challenges building relationships with families to get students to school consistently and on time.

The effects of learning loss due to the pandemic are still evident and will continue to be evident in the coming years.

Streamlined focus on core content areas has limited the opportunities to expand and examine the impact of co-curricular classes on student achievement.

All student subgroups decreased in regular attendance from 2020-2021 to 2021-2022.

No math benchmark / universal screening tool made it difficult to gather and analyze data

No math intervention

Because of learning loss due to the pandemic, JSC is working on collectively reshaping the vision for continuous improvement of teaching and learning.

Time constraints present a significant challenge in offering continuous professional development opportunities.

## Strengths

existing reading intervention program.

Additional intensive support for students through Title I as well as built in class interventions and small group instruction.

Black and Hispanic student subgroups increased significantly in Math for the interim goal/improvement target.

Hands-on activities help students understand challenging science concepts.

Instruction is coordinated across the grade levels.

The Title I team has expanded the development of a new intervention program that will better serve students, staff, and the school.

All curriculum and lesson plans are aligned to PA standards.

Teacher leaders are willing to collaborate and create instructional plans that address students' needs and learning loss.

---

---

### **Most Notable Observations/Patterns**

---

The Learning Loss Committee has continuously worked to ensure all students' needs are addressed in every classroom. Collecting and analyzing student data during the 21/22 school year helped educators determine what students needed during classroom instruction and intervention. During the summer of 2022, grade level teams met to realign the curriculum and modify pacing guides. Student data was utilized during this process. Both of these components will play key roles in helping to ensure all students' needs are met. During the 22/23 school year, student data analysis continued which allowed educators to form intervention groups thus enabling personalized student instruction, reteaching or pre-teaching of essential skills, and the opportunity to provide meaningful feedback. In order to provide additional academic support to more students in ELA, the reading specialists will continue to expand on the new intervention program which allows teachers and specialists to work with more students on targeted skills. Professional development will continue to be provided to teachers and paraprofessionals in these areas. A Math interventionist and additional math programming is being added for the 2023-2024 school year. IXL programming is being added for additional interventions for 2023-2024.

---

---



Challenges	Discussion Point	Priority for Planning
<p>Black and Hispanic student subgroups decreased in ELA for the interim goal/improvement target from 2020-2021 to 2021-2022: Black ELA 2020-2021 was 52.6% 2021-2022 was 42.1 % Hispanic ELA 2020-2021 was 44.0 % 2021-2022 was 29.2%</p>		✓
<p>All Student Group Did Not Meet the Statewide Average in English Language Arts/Literature for the interim goal/improvement target.</p>	<p>- Learning loss has impacted all students.</p>	
<p>MTSS meetings - Limited resources to offer students with math deficits; Small group instruction being used inconsistently</p>		✓
<p>All student subgroups decreased in regular attendance from 2020-2021 to 2021-2022.</p>	<p>Relationship building is a priority for the 23/24 school year.</p>	✓
<p>No math benchmark / universal screening tool made it difficult to gather and analyze data</p>		
<p>No math intervention</p>		

## ADDENDUM B: ACTION PLAN

### Action Plan: Building Family Relationships and Communication

Action Steps	Anticipated Start/Completion Date
The entire staff will be trained on principles of relationship building.	08/23/2023 - 08/23/2023
Monitoring/Evaluation	Anticipated Output
Assistant Principal and Attendance Secretary will run attendance reports weekly, communicate with families, and create attendance plans.	Increase regular student attendance
Material/Resources/Supports Needed	PD Step
Summer Snyder, consultant	yes



**Action Steps****Anticipated Start/Completion Date**

Outreach efforts will continue through communication and parent and family engagement events/activities through Title I.

08/01/2023 - 06/03/2024

**Monitoring/Evaluation****Anticipated Output**

Assistant Principal and Attendance Secretary will run attendance reports weekly, communicate with families, and create attendance plans.

Increase regular student attendance

**Material/Resources/Supports Needed****PD Step**

Title I Team, parent and family engagement supplies and personnel at events

no



**Action Steps****Anticipated Start/Completion Date**

The attendance secretary will run a weekly attendance report to identify unexcused absences. Families will be contacted by phone.

08/28/2023 - 05/24/2024

**Monitoring/Evaluation****Anticipated Output**

Assistant Principal and Attendance Secretary will run attendance reports weekly, communicate with families, and create attendance plans.

Increase regular student attendance

**Material/Resources/Supports Needed****PD Step**

Skyward Attendance Report

no



**Action Steps****Anticipated Start/Completion Date**

The assistant principal will identify students with 3 or more unexcused absences and create an attendance improvement plan. The assistant principal will identify students and families that the school counselor will check-in with as necessary.

09/05/2023 - 05/24/2024

**Monitoring/Evaluation****Anticipated Output**

Assistant Principal and Attendance Secretary will run attendance reports weekly, communicate with families, and create attendance plans.

Increase regular student attendance

**Material/Resources/Supports Needed****PD Step**

Skyward Attendance Report; Attendance Spreadsheet

no

**Action Plan: Data driven decisions**

**Action Steps****Anticipated Start/Completion Date**

Teachers will be trained on small group instruction and iXL for the 23/24 school year.

06/06/2023 - 10/10/2023

**Monitoring/Evaluation****Anticipated Output**

At the end of every quarter, grade level teachers and administration will meet to review student performance data to ensure targets are being met.

50% of the Black and Hispanic Student Subgroups will show growth in ELA.

**Material/Resources/Supports Needed****PD Step**

iXL trainer, iXL program, Into Reading trainer, and Into Reading series

yes



**Action Steps****Anticipated Start/Completion Date**

The master schedule will be adjusted to add specific times to teach small group instruction and writing.

06/06/2023 - 08/28/2023

**Monitoring/Evaluation****Anticipated Output**

At the end of every quarter, grade level teachers and administration will meet to review student performance data to ensure targets are being met.

50% of the Black and Hispanic Student Subgroups will show growth in ELA.

**Material/Resources/Supports Needed****PD Step**

Master Schedule

no



**Action Steps**

**Anticipated Start/Completion Date**

Teachers will implement small group instruction during their ELA blocks

10/10/2023 - 06/03/2024

**Monitoring/Evaluation**

**Anticipated Output**

At the end of every quarter, grade level teachers and administration will meet to review student performance data to ensure targets are being met.

50% of the Black and Hispanic Student Subgroups will show growth in ELA.

**Material/Resources/Supports Needed**

**PD Step**

Into Reading Resources; IXL program; Intervention programs

no

**Action Plan: Data Driven Decisions**



**Action Steps****Anticipated Start/Completion Date**

Hire a math interventionist for additional student support and purchase math intervention program.

06/12/2023 - 08/24/2023

**Monitoring/Evaluation****Anticipated Output**

Progress monitoring data will be reviewed every 4-6 weeks by the MTSS team. The team will determine appropriate next steps based on data.

Every identified student will receive additional support.

**Material/Resources/Supports Needed****PD Step**

Math interventionist and math intervention program

no



**Action Steps****Anticipated Start/Completion Date**

MTSS team will develop formalized procedures for referring students for additional support. (The MTSS team will consist of the Title I team, other school leaders, and administration.)

06/21/2023 - 10/10/2023

**Monitoring/Evaluation****Anticipated Output**

Progress monitoring data will be reviewed every 4-6 weeks by the MTSS team. The team will determine appropriate next steps based on data.

Every identified student will receive additional support.

**Material/Resources/Supports Needed****PD Step**

MTSS Handbook; Google Classroom; Interventions for additional support

no



**Action Steps****Anticipated Start/Completion Date**

MTSS Team will provide teachers with an overview of new MTSS procedures.

08/23/2023 - 10/10/2023

**Monitoring/Evaluation****Anticipated Output**

Progress monitoring data will be reviewed every 4-6 weeks by the MTSS team. The team will determine appropriate next steps based on data.

Every identified student will receive additional support.

**Material/Resources/Supports Needed****PD Step**

MTSS Handbook; MTSS Flowchart

no



**Action Steps****Anticipated Start/Completion Date**

Teachers will refer students to MTSS process based on identified criteria and data.

10/10/2023 - 05/15/2024

**Monitoring/Evaluation****Anticipated Output**

Progress monitoring data will be reviewed every 4-6 weeks by the MTSS team. The team will determine appropriate next steps based on data.

Every identified student will receive additional support.

**Material/Resources/Supports Needed****PD Step**

MTSS Referral and MTSS Flowchart

no



**Action Steps****Anticipated Start/Completion Date**

Students identified for MTSS process will be formally progress monitored (weekly) by classroom teacher and/or MTSS team which will include the Title I reading specialists and new math interventionist.

10/10/2023 - 05/15/2024

**Monitoring/Evaluation****Anticipated Output**

Progress monitoring data will be reviewed every 4-6 weeks by the MTSS team. The team will determine appropriate next steps based on data.

Every identified student will receive additional support.

**Material/Resources/Supports Needed****PD Step**

Progress Monitoring Materials; MTSS Student Support Plan / Goal, Google Classroom

no



**Action Steps****Anticipated Start/Completion Date**

MTSS Team will review student data on a weekly basis and determine support plan / goal for student.

10/10/2023 - 05/15/2024

**Monitoring/Evaluation****Anticipated Output**

Progress monitoring data will be reviewed every 4-6 weeks by the MTSS team. The team will determine appropriate next steps based on data.

Every identified student will receive additional support.

**Material/Resources/Supports Needed****PD Step**

Student data; Google Classroom; MTSS Student Support Plan / Goal

no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
75% of students will demonstrate regular attendance by the end of the 23-24 school year. (Regular Attendance)	Building Family Relationships and Communication	The entire staff will be trained on principles of relationship building.	08/23/2023 - 08/23/2023
By the end of the 4th quarter of the 2023-2024 school year, 50% of Black and Hispanic Student Subgroups will show growth in ELA on the benchmark assessments. (ELA Student Subgroups)	Data driven decisions	Teachers will be trained on small group instruction and iXL for the 23/24 school year.	06/06/2023 - 10/10/2023

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Into Reading Professional Development	Elementary School Teachers	Small group instruction; Writing

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be able to implement small group instruction and writing activities during their ELA blocks.	06/06/2023 - 06/03/2024	Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 3d: Using Assessment in Instruction	Structured Literacy

---

Professional Development Step	Audience	Topics of Prof. Dev
Building Relationships with Families	All staff	Building relationships with families

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Post-professional development survey	08/23/2023 - 08/23/2023	Director of Curriculum



**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

---

2a: Creating an Environment of Respect and Rapport

Teaching Diverse Learners in Inclusive Settings

---

---

## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post TSI Title I School Plan on the district website	TSI Plan for current school year	Electronic (district website)	Stakeholders	June 19, 2023

