

Clarke El Ctr

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
John S. Clarke Elementary Center		033512104
Address 1		
601 N 16th Street		
Address 2		
City	State	Zip Code
Pottsville	Pennsylvania	17901
Chief School Administrator		Chief School Administrator Email
Dr. Sarah E. Yoder		seyoder@pottsville.k12.pa.us
Principal Name		
Kerri Lubinsky		
Principal Email		
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Principal Phone Number		Principal Extension
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School Improvement Facilitator Name		School Improvement Facilitator Email
Barbara Wilkinson		wilkb@iu29.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Vision for Learning

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.

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	False 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
All Student Group met the interim goal/improvement target in Science/Biology and exceeded the standard demonstrating growth.	Economically Disadvantaged Student subgroup increased; White student subgroup increased; Students with disabilities subgroup increased.
All Student Group met the standard demonstrating growth in Math.	Students with disabilities subgroup increased and met the statewide goal; The Economically Disadvantaged Student subgroup met the interim target but decreased in performance compared to prior year.
The following subgroups increased in ELA for the interim goal/improvement target.: Hispanic subgroup increased.	Hispanic Student subgroup increased which is the subgroup JSC was identified for TSI last school year.
All student subgroups met the standard demonstrating growth in ELA.	Student with disabilities subgroup increased and exceeded target; White student subgroup met the target; Economically disadvantaged student subgroup met the target.
All students met the standard for demonstrating growth.	For Math and Biology, all students exceeded the growth score when comparing to the statewide average growth score. The Students with disabilities subgroup exceeded and increased across all areas. In 21-22, the Students with disabilities subgroup scored 82% in math which increased to 97% in 22-23. In 21-22, the Students with disabilities subgroup scored 79% in ELA which increased to 100% in 22-23. In 21-22, the Students with disabilities subgroup scored 76% in science which increased to 94% in 22-23.

Challenges

Indicator	Comments/Notable Observations
All Student Group Did Not Meet the Statewide	Statewide average was 54.5%; JSC all student group was 45.4%. The following subgroups

Average in English Language Arts/Literature for the interim goal/improvement target.	decreased: All Student, White, Economically Disadvantages, and Students with disabilities. The Hispanic subgroup increased, but not enough to meet the target.
All Student Group Did Not Meet the performance standard in regular attendance.	Statewide average was 73.9%; JSC regular attendance was 61.0%
All Student Group Did Not Meet the Statewide Average in Mathematics/Algebra for the interim goal/improvement target.	Statewide average was 38.3%; JSC all student group was 44.9%. Hispanic student subgroup increased and met target; White student subgroup decreased and did not meet the target; Black student subgroup has insufficient data; Students with disabilities subgroup decreased and did not meet the target; Economically disadvantaged subgroup increased but did not meet the target.

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

Strengths

<p>Indicator The Economically Disadvantaged subgroup met the statewide goal demonstrating growth in ELA and Math and exceeded in Science.</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations ELA: 2021-2022 was 100.0% 2022-2023 was 73.0% Math: 2021-2022 was 100.0% 2022-2023 was 79.0% Science: 2021-2022 was 81.0% 2022-2023 was 84.0%</p>
<p>Indicator Students with Disabilities subgroup exceeded the statewide goal demonstrating growth in ELA, Math, and Science. The subgroup also increased in performance from the previous year in all areas.</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations ELA: 2021-2022 was 79.0% 2022-2023 was 100.0% Math: 2021-2022 was 82.0% 2022-2023 was 97.0% Math: 2021-2022 was 76.0% 2022-2023 was 94.0%</p>
<p>Indicator White student subgroup met the statewide goal demonstrating growth in ELA, Math and Science although the performance decreased compared to previous years.</p> <p>ESSA Student Subgroups White</p>	<p>Comments/Notable Observations ELA: 2021-2022 was 90.0% 2022-2023 was 72.0% Math: 2021-2022 was 100.0% 2022-2023 was 75.0% Science: 2021-2022 was 100.0% 2022-2023 was 86.0%</p>
<p>Indicator Hispanic student subgroups increased in ELA and Math</p>	<p>Comments/Notable Observations ELA: Interim Goal/Improvement Target: 2021-2022: 29.2% 2022-2023: 35.1%</p>

for the interim goal/improvement target. The increase for math was significant. ESSA Student Subgroups Hispanic	Demonstrating Growth: 2022-2023 was Insufficient data Math: Interim Goal/Improvement Target: 2021-2022: 20.8% 2022-2023: 42.1% Demonstrating Growth: 2022-2023 was Insufficient data Science: Interim Goal/Improvement Target: Insufficient data Demonstrating Growth: 2022-2023 was Insufficient data
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Challenges

Indicator The All Student subgroup decreased in ELA for the interim goal/improvement target. ESSA Student Subgroups Hispanic, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations All Student Group: 2021-2022 was 53.7% 2022-2023 was 45.4% Black: Insufficient data Hispanic: 2021-2022 was 29.2% 2022-2023 was 35.1% White: 2021-2022 was 56.8% 2022-2023 was 47.6% Economically Disadvantaged: 2021-2022 was 42.4% 2022-2023 was 38.3% Students with disabilities: 2021-2022 was 27.3% 2022-2023 was 14.1%
Indicator All student subgroups decreased in regular attendance from 2021-2022 to 2022-2023. ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Statewide average was 73.9% All student group was 61.0% Black subgroup was 37.9% Hispanic subgroup was 42.4% White subgroup was 66.3% Two or more races subgroup was 63.0% Economically Disadvantaged subgroup was 53.2% Students with Disabilities subgroup was 51.5%
Indicator The All Student subgroup decreased in Math for the interim goal/improvement target; specifically the White student subgroup and Students with disabilities subgroup. ESSA Student Subgroups White, Students with Disabilities	Comments/Notable Observations All Student Group: 2021-2022 was 45.6% 2022-2023 was 44.9% Black: Insufficient data Hispanic (not included in this goal): 2021-2022 was 20.8% 2022-2023 was 42.1% White: 2021-2022 was 49.3% 2022-2023 was 45.8% Economically Disadvantaged (not included in this goal): 2021-2022 was 37.5% 2022-2023 was 38.6% Students with disabilities: 2021-2022 was 23.4% 2022-2023 was 21.8%

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.

Students with Disabilities subgroup exceeded the statewide goal demonstrating growth in ELA, Math, and Science. The subgroup also increased in performance from the previous year in all areas.

All student subgroups met the standard demonstrating growth in ELA.
All student subgroups met the standard demonstrating growth in Math.
The following subgroups increased in ELA for the interim goal/improvement target.: Hispanic subgroup increased.

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 All Student subgroup decreased in ELA for the interim goal/improvement target.
The All Student subgroup decreased in Math for the interim goal/improvement target; specifically the White student subgroup and Students with disabilities subgroup. 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 subgroups decreased in regular attendance from 2021-2022 to 2022-2023.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS	- DIBELS scores are used to form intervention groups and identify those students needing extra reading support from the Title I Team.
Into Reading Series: K-5	- All grade levels will meet over the summer to focus on scope and sequence.
SPIRE diagnostic testing	- Identified students will receive diagnostic testing utilizing SPIRE, a multi-sensory reading intervention program based on the Orton-Gillingham approach.
IXL Reading Program	- Continue using iXL reading program as an additional intervention and data tool to track reading progress in K-4 (Added for the 2023-2024 school year)

English Language Arts Summary

Strengths

The Title I Team is involved in reviewing student data with classroom teachers and supporting them instructionally.
All grade levels will meet over the summer to focus on scope and sequence for the "Into Reading" series.
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.

Challenges

The effects of learning loss due to the pandemic are still evident and will continue to be evident in the coming years.
Based on data collected throughout the school year, pacing is an issue with the ELA series.
MTSS meetings - Small group instruction and Tier 1 supports are being used inconsistently

Mathematics

Data	Comments/Notable Observations
IXL Math Program and Benchmark Tool and Universal Screener	- Continue using iXL math program as an additional intervention and data tool to track math progress in K-4. (Added for the 2023-2024 school year)
Math Intervention Program	A math intervention program was added for 2023-2024 school year. A second math interventionist will be added for the 2024-2025 school year.

Mathematics Summary

Strengths

For the 2024-2025 school year, we will be adding a math interventionist to support our math intervention program.
Benchmarking data from iXL has assisted teachers and math interventionists 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.
The Title I Team is involved in reviewing student data with classroom teachers and supporting them instructionally.

Challenges

Even though we are adding a math interventionist for the 23-24 school year, we only have 2 math interventionists in a school with close to 900 students.
MTSS meetings - Limited resources to offer students with math deficits; Small group instruction and Tier 1 supports are 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.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Edmentum Study Island- 4th grade	As part of the science curriculum, Study Island is utilized to supplement.
Common classroom assessments	Teachers will be utilizing a new science series aligned with STEELS and will be meeting over the summer to ensure common classroom assessments are still given.

Science, Technology, and Engineering Education Summary

Strengths

Hands-on activities help students understand challenging science concepts. The new science series focuses on inquiry based learning activities.
Study Island has formative assessments which assist educators in making instruction more effective. Interactive lessons also engage students in the classroom.

Challenges

The effects of learning loss due to the pandemic are still evident and will continue to be evident in the coming years.
A new science series is being implemented for the 24-25 school year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
In each grade level, PA Career Readiness Standards are taught. A career readiness project is completed in every grade level in addition to presentations and/or activities.	Smart Futures is being utilized as a supplemental resource.

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.

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

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.

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

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Insufficient Data for this Student Group	Insufficient Data for this Student Group

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
Title I Interventions for ELA	- Regularly scheduled intervention blocks - Research-based programs are utilized for interventions - Data driven programming - Flexible grouping based on data
Common assessments and benchmarks	- Provided the ability for educators to review individual student data - Provides grade level data - Teachers use student data to form small groups for classroom instruction and intervention

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Black student subgroup decreased in ELA from 2020-2021 52.6% to 2021-22 42.1%
Hispanic	Hispanic student subgroup decreased in ELA from 2020-2021 44.0% to 2021-22 29.2%

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.

Dedicated time to discuss educational plan for students and to analyze student data through MTSS process
Additional intensive support for students through Title I as well as built in class interventions and small group instruction.
The Title I Team will continue to assist classroom teachers with intervention programs designed to target student deficits.

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.

Learning loss continues to impact student learning.
Time for continuous professional development for teachers to be successful in providing quality instruction to all students.
Challenges building relationships with families to get students to school consistently and on time.

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	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	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	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	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?

A math interventionist has been added to the Title I Team to support students' learning needs.

During the 2023-2024 school year, the MTSS Team focused on strengthening Tier 1 supports in all classrooms. For the 2024-2025 school year, Accomods by Action Driven Education, a program designed to provide differentiated supports and resources to enhance all Tiers. The MTSS Team will utilize this program to continue to strengthen Tier 1.

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

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

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?

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

Because of learning loss due to the pandemic, students continue to lack foundational skills and have significant gaps in learning.

Although classroom teachers are utilizing the same resources and materials, their lessons are not paced cohesively among the grade levels leading to greater gaps in learning.

A majority of students entering kindergarten lack kindergarten readiness skills.

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
All student subgroups met the standard demonstrating growth in Math.	False
The following subgroups increased in ELA for the interim goal/improvement target.: Hispanic subgroup increased.	True
The Title I Team is involved in reviewing student data with classroom teachers and supporting them instructionally.	True
All grade levels will meet over the summer to focus on scope and sequence for the "Into Reading" series.	True
Benchmarking data from iXL has assisted teachers and math interventionists 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.	False
Study Island has formative assessments which assist educators in making instruction more effective. Interactive lessons also engage students in the classroom.	False
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.	True
For the 2024-2025 school year, we will be adding a math interventionist to support our math intervention program.	True
Additional intensive support for students through Title I as well as built in class interventions and small group instruction.	True
Hands-on activities help students understand challenging science concepts. The new science series focuses on inquiry based learning activities.	False
Students with Disabilities subgroup exceeded the statewide goal demonstrating growth in ELA, Math, and Science. The subgroup also increased in performance from the previous year in all areas.	False
All student subgroups met the standard demonstrating growth in ELA.	False
Providing students with career readiness activities has elicited interest in various careers and career paths that might not have otherwise existed.	False
Dedicated time to discuss educational plan for students and to analyze student data through MTSS process	True

The Title I Team will continue to assist classroom teachers with intervention programs designed to target student deficits.	True
The Title I Team is involved in reviewing student data with classroom teachers and supporting them instructionally.	False
A math interventionist has been added to the Title I Team to support students' learning needs.	False
During the 2023-2024 school year, the MTSS Team focused on strengthening Tier 1 supports in all classrooms. For the 2024-2025 school year, Accomods by Action Driven Education, a program designed to provide differentiated supports and resources to enhance all Tiers. The MTSS Team will utilize this program to continue to strengthen Tier 1.	True
The Title I team has expanded the development of a new intervention program that will better serve students, staff, and the school.	False
Teacher leaders are willing to collaborate and create instructional plans that address students' needs and learning loss.	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
All student subgroups decreased in regular attendance from 2021-2022 to 2022-2023.	True
The All Student subgroup decreased in Math for the interim goal/improvement target; specifically the White student subgroup and Students with disabilities subgroup. Black ELA 2020-2021 was 52.6% 2021-2022 was 42.1 % Hispanic ELA 2020-2021 was 44.0 % 2021-2022 was 29.2%	True
The effects of learning loss due to the pandemic are still evident and will continue to be evident in the coming years.	False
Based on data collected throughout the school year, pacing is an issue with the ELA series.	False
Even though we are adding a math interventionist for the 23-24 school year, we only have 2 math interventionists in a school with close to 900 students.	True
The effects of learning loss due to the pandemic are still evident and will continue to be evident in the coming years.	False
Time for continuous professional development for teachers to be successful in providing quality instruction to all students.	False
Challenges building relationships with families to get students to school consistently and on time.	False

Streamlined focus on core content areas has limited the opportunities to expand and examine the impact of co-curricular classes on student achievement.	False
The All Student subgroup decreased in ELA for the interim goal/improvement target.	True
MTSS meetings - Small group instruction and Tier 1 supports are being used inconsistently	True
MTSS meetings - Limited resources to offer students with math deficits; Small group instruction and Tier 1 supports are being used inconsistently	True
Because of learning loss due to the pandemic, students continue to lack foundational skills and have significant gaps in learning.	False
Time constraints present a significant challenge in offering continuous professional development opportunities.	False
Learning loss continues to impact student learning.	False
The effects of learning loss due to the pandemic are still evident and will continue to be evident in the coming years.	False
A new science series is being implemented for the 24-25 school year.	False
Although classroom teachers are utilizing the same resources and materials, their lessons are not paced cohesively among the grade levels leading to greater gaps in learning.	False
A majority of students entering kindergarten lack kindergarten readiness skills.	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.

The Learning Loss Committee has continuously worked to ensure all students' needs are addressed in every classroom. Collecting and analyzing student data during the 22/23 school year helped educators determine what students needed during classroom instruction and intervention. During the 22/23 and 23/24 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 continued 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. In March 2023, an assistant principal was added to assist with attendance and discipline. A school counselor and behavior interventionist were added in the 2022/2023 school year to also assist with attendance and discipline. A Math interventionist and additional math programming were also added in the 2023/2024 school year. The MTSS framework was strengthened during the summer of 2023 and was emerging during the 2023/2024 school year. For the 2024/2025 school year, we will continue to develop the MTSS process to transition from emerging to operational. We will add a program designed to align students' strengths and learning needs to create accommodations and modifications. iXL will continue to be utilized for benchmarking

and diagnostic data. We will add a second math interventionist and a school counselor. Class sizes will decrease due to additional staff being added. During the summer of 2024, grade levels will meet to realign the ELA curriculum and modify pacing guides to increase student achievement.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All student subgroups decreased in regular attendance from 2021-2022 to 2022-2023.	Relationship building continues to be a priority for the 24/25 school year.	True
The All Student subgroup decreased in Math for the interim goal/improvement target; specifically the White student subgroup and Students with disabilities subgroup. Black ELA 2020-2021 was 52.6% 2021-2022 was 42.1 % Hispanic ELA 2020-2021 was 44.0 % 2021-2022 was 29.2%	We added a math interventionist for the 23-24 school year. We will add a second math interventionist for the 24-25 school year. Math instructional time will increase for the 24-25 school year on the master schedule.	True
Even though we are adding a math interventionist for the 23-24 school year, we only have 2 math interventionists in a school with close to 900 students.		False
MTSS meetings - Limited resources to offer students with math deficits; Small group instruction and Tier 1 supports are being used inconsistently		False
MTSS meetings - Small group instruction and Tier 1 supports are being used inconsistently		False
The All Student subgroup decreased in ELA for the interim goal/improvement target.	A new ELA series was implemented in 2022-2023. Through classroom snapshots, we have discovered that classroom teachers are inconsistent with pacing and implementation. During the summer of 2024, teachers in all grade levels will meet to realign the ELA curriculum and develop a pacing guide for the ELA series.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The Title I Team is involved in reviewing student data with classroom teachers and supporting them instructionally.	The Title I Team will meet with teachers at the end of every intervention cycle to review and analyze student data with teachers. A intervention plan will be decided.
All grade levels will meet over the summer to focus on scope and	Through classroom snapshots, we have discovered that

sequence for the "Into Reading" series.	classroom teachers are inconsistent with pacing and implementation. During the summer of 2024, teachers in all grade levels will meet to realign the ELA curriculum and develop a pacing guide for the ELA series.
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.	During classroom instruction and intervention, small groups will be used.
Additional intensive support for students through Title I as well as built in class interventions and small group instruction.	The Title I staff has expanded the intervention model to all grade levels. More students will receive targeted support in the ELA skills they need to strengthen. Classroom teachers will continue to be trained in providing this intervention.
Dedicated time to discuss educational plan for students and to analyze student data through MTSS process	Planned data analysis meetings will provide time for data analysis and collaboration within the grade level. This will guide student instruction.
The Title I Team will continue to assist classroom teachers with intervention programs designed to target student deficits.	The Title I Team will train teachers in the intervention programs they are using with students and provide support throughout the school year.
The following subgroups increased in ELA for the interim goal/improvement target.: Hispanic subgroup increased.	JSC was designated as TSI for the 2022-2023 school year for the Hispanic subgroup attendance and proficiency in ELA. As of 2023-2024, JSC is no longer designated as TSI.
For the 2024-2025 school year, we will be adding a math interventionist to support our math intervention program.	Analyzing student data will allow educators to determine how students are learning and improving in math.
During the 2023-2024 school year, the MTSS Team focused on strengthening Tier 1 supports in all classrooms. For the 2024-2025 school year, Accomods by Action Driven Education, a program designed to provide differentiated supports and resources to enhance all Tiers. The MTSS Team will utilize this program to continue to strengthen Tier 1.	The MTSS Team will be meeting during the summer of 2024 to transition our MTSS process from emerging to operational.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If JSC continues to build relationships with families and increase communication regarding regular attendance, the All Student subgroup will show an increase in regular attendance.

	If instructional time is added to the math block along with an increase in targeted supports for students, then the White and Students with disabilities student subgroups performance will increase in Math.
	If the Structured Literacy approach in grades K-2 and the revised scope and sequence for the ELA series in grades K-4 are implemented, then the All Student subgroup performance will increase in ELA.

Goal Setting

Priority: If instructional time is added to the math block along with an increase in targeted supports for students, then the White and Students with disabilities student subgroups performance will increase in Math.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 4th quarter of the 2024-2025 school year, 50% of White and Students with Disabilities Student Subgroups will show growth in Math on the iXL benchmark assessments.			
Measurable Goal Nickname (35 Character Max)			
Math Student Subgroups			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline data will be gathered by September 16, 2024.	On the 2nd quarter benchmark assessment given by January 27, 2025, 20% of White and Students with Disabilities Student Subgroups will show growth in Math on the iXL benchmark assessments.	On the 3rd quarter benchmark assessment given by April 5, 2025, 30% of White and Students with Disabilities Student Subgroups will show growth in Math on the iXL benchmark assessments.	On the 4th quarter benchmark assessment given by May 31, 2025, 50% of White and Students with Disabilities Student Subgroups will show growth in Math on the iXL benchmark assessments.

Priority: If JSC continues to build relationships with families and increase communication regarding regular attendance, the All Student subgroup will show an increase in regular attendance.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
75% of students will demonstrate regular attendance by the end of the 24-25 school year.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 6, 2024, 90% of students will demonstrate regular attendance.	By January 27, 2025, 85% of students will demonstrate regular attendance.	By April 5, 2025, 80% of students will demonstrate regular attendance.	By May 31, 2025, 75% of students will demonstrate regular attendance.

Priority: If the Structured Literacy approach in grades K-2 and the revised scope and sequence for the ELA series in grades K-4 are implemented, then the All Student subgroup performance will increase in ELA.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 4th quarter of the 2024-2025 school year, 40% of all students identified as intensive (at risk) will show growth.			
Measurable Goal Nickname (35 Character Max)			
ELA All Student Subgroup			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 16, 2024, all students will be given the DIBELS assessment through Amplify.	By January 27, 2025, 20% of all students identified as intensive will show growth on the Middle of the Year DIBELS assessment through Amplify.	By April 5, 2025, 30% of all students identified as intensive will show growth on the Progress Monitoring through Amplify.	By May 31, 2025, 40% of all students identified as intensive will show growth on the End of the Year DIBELS assessment through Amplify.

Action Plan

Measurable Goals

Math Student Subgroups	Regular Attendance
ELA All Student Subgroup	

Action Plan For: Building Family Relationships and Communication

Measurable Goals:

- 75% of students will demonstrate regular attendance by the end of the 24-25 school year.

Action Step		Anticipated Start/Completion Date	
During the beginning of the year faculty meeting, the importance of relationship building with families will be reviewed.		2024-08-21	2024-08-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal	Agenda	No	
Action Step		Anticipated Start/Completion Date	
Outreach efforts will continue through communication and parent and family engagement events/activities through Title I and/or school events.		2024-08-21	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal	Title I Team, parent and family engagement supplies and personnel at events	No	
Action Step		Anticipated Start/Completion Date	
The attendance secretary will run a weekly attendance report to identify unexcused absences. Families will be contacted by phone.		2024-08-26	2024-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Secretary	Skyward Attendance Report	No	
Action Step		Anticipated Start/Completion	

		Date	
The assistant principal will identify students with 3 or more unexcused absences for each quarter. A conference and/or an attendance improvement plan will be take place or be created. The assistant principal will identify students and families that the school counselor will check-in with as necessary.		2024-09-03	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	Skyward Attendance Report; Attendance Spreadsheet	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase regular student attendance	Assistant Principal and Attendance Secretary will run attendance reports weekly, communicate with families, and create attendance plans.

Action Plan For: Data driven decisions

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 4th quarter of the 2024-2025 school year, 40% of all students identified as intensive (at risk) will show growth.

Action Step		Anticipated Start/Completion Date	
Grade level teams will meet over the summer to develop a pacing guide for Into Reading.		2024-06-06	2024-09-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal	Into Reading series and ELA resources	No	
Action Step		Anticipated Start/Completion Date	
Grade levels will meet at the beginning of the school year to discuss the revised pacing guide and implementation.		2024-08-21	2024-09-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal	Pacing Guide	No	
Action Step		Anticipated Start/Completion Date	
All classroom teachers will implement pacing guide for Into Reading. Teachers will report on pacing through the Snapshot.		2024-09-16	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal and Lead Teachers	Into Reading series and ELA resources	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
40% of the All Student Subgroups will show growth in ELA.	At the end of every quarter, grade level teachers and administration will meet to review student performance data to ensure targets are being met.

Action Plan For: Data driven decisions

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 4th quarter of the 2024-2025 school year, 50% of White and Students with Disabilities Student Subgroups will show growth in Math on the iXL benchmark assessments.

Action Step		Anticipated Start/Completion Date	
Hire a second math interventionist for additional student support and purchase math intervention program.		2024-06-06	2024-06-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal	Math interventionist	No	
Action Step		Anticipated Start/Completion Date	
The master schedule will be revised to create additional time for math.		2024-06-06	2024-06-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal	Master schedule	No	
Action Step		Anticipated Start/Completion Date	
All teachers will be trained in Accomods, a program designed to provide access to detailed student		2024-08-	2024-09-

accommodations and modifications for Tier 1 support.		20	09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Curriculum	Accomods program	Yes	
Action Step		Anticipated Start/Completion Date	
Teachers will utilize small group instruction and Accomods for Tier 1 support during the math block. iXL will be utilized to help form small groups and guide instruction.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers and Lead Teachers	iXL, Accomods, Tier 1 resources, enVision Math	No	
Action Step		Anticipated Start/Completion Date	
The MTSS process will continue to be developed and move into an operational status. Teachers can refer students to the MTSS team for additional math support. Students identified for MTSS process will be formally progress monitored by classroom teacher and/or MTSS team which will include the Title I reading specialists and math interventionists. The MTSS Team will review student data on a bi-weekly basis and determine support plan / goal for student.		2024-06-06	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teacher and/or MTSS Team	Accomods, Progress Monitoring Materials; MTSS Student Support Plan/Goal, Google Classroom	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
50% of the White and Students with Disabilities Subgroups will show growth in Math.	At the end of every quarter, grade level teachers and administration will meet to review student performance data to ensure targets are being met.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Total Expenditures				

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
Total Expenditures			

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data driven decisions	All teachers will be trained in Accomods, a program designed to provide access to detailed student accommodations and modifications for Tier 1 support.

Accomds training

Action Step		
<ul style="list-style-type: none"> All teachers will be trained in Accomods, a program designed to provide access to detailed student accommodations and modifications for Tier 1 support. 		
Audience		
All teachers		
Topics to be Included		
Accomods program by Action Driven Education		
Evidence of Learning		
Teachers will be able to implement Tier 1 supports for students in their math instruction.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principal	2024-08-20	2024-08-23

Learning Format

Type of Activities	Frequency
Workshop(s)	1 Accomods training and quarterly administration check-ins
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date