

CLAYSBURG-KIMMEL EL SCH

240 CK Elementary Drive

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The Claysburg Kimmel School District will:

- Challenge students to maximize their potential and cultivate their talents while preparing them for a world that has yet to be created.
- Provide scholarly experiences in a collaborative environment that increase understanding, foster creativity, and promote critical thinking.
- Foster a culture that encourages student involvement in the community and raises awareness of civic responsibilities.
- Build relationships with post-secondary institutions, businesses, and industry to create and sustain programs that prepare students to excel beyond high school.

STEERING COMMITTEE

[illegible]

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Acadience math benchmarking will better supply teachers and administration with continuous, meaningful data to adjust instruction that sustains students' strengths in all student groups and improve students' weaknesses in all student groups and subgroups (Grade 4, IEP, white) to sustain academic growth and achievement for students achieving adequate growth and foster the growth of those students that are not meeting the state's growth standard.	Mathematics
Acadience ELA benchmarking will better supply teachers and administration with continuous, meaningful data to adjust instruction and group students to create effective supplemental learning activities that promote student strengths through enrichment and improve student weaknesses through remediation. Grade 2 and grade 3, especially the IEP student subgroup, will be the focus of intense intervention to foster growth so students meet the state's growth standards.	English Language Growth and Attainment

ACTION PLAN AND STEPS

Evidence-based Strategy	
Improving Math Performance	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Acadience Math Benchmarking	Acadience math benchmarking will be implemented to improve benchmark scores between the first test to the end-of-year test by 10% using continuous instructional adjustment so students will receive meaningful

Goal Nickname	Measurable Goal Statement (Smart Goal)		
	instruction that improves growth and mastery of math concepts presented in grades 5 and 6.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Adopt a supplemental math program.	2023-08-03 - 2023-08-18	Matt Hall/Principal	Spring Math
Adopt math benchmark program.	2023-08-03 - 2023-08-18	Matt Hall/Principal	Acadience Math Benchmark
Implement supplemental math program for grades 5 & 6.	2023-08-21 - 2023-09-30	Matt Hall/Principal	Spring Math/Program PD
Implement Acadience math benchmark program for grades 5 & 6.	2023-08-21 - 2023-09-30	Matt Hall/Principal	Acadience Math Benchmarks
Administer beginning, middle, and end of year Acadience math benchmarks.	2023-09-04 - 2024-05-31	Jaime Irvin/School Psychologist	Acadience Math Benchmarks
Use benchmark data to determine if Spring Math is working.	2023-09-04 - 2024-05-31	Jaime Irvin/School Psychologist	Acadience Math Benchmarks, Spring Math
Anticipated Outcome			
On average, students in grades 5 & 6 will show at least a 10% improvement between the first benchmark in time and the end-of-year benchmark.			

Monitoring/Evaluation

Teachers, Principal, School Psychologist/Acadience benchmark will be administered three times throughout the school year (beginning, middle, end) to determine if spring math (supplemental math program) is effective.

Evidence-based Strategy

Improving ELA Performance

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Acadience ELA Benchmarking	Acadience ELA benchmarking will be implemented to improve benchmark scores between the first test to the end-of-year test by 15% using continuous instructional adjustment (i.e. ECRI supplemental instruction) so students will receive meaningful instruction that improves growth and mastery of reading skills presented in grades 2 and 3.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement Enhanced Core Reading Instruction (ECRI) supplemental reading program in primary grades.	2023-08-04 - 2023-09-30	Matt Hall/Principal	ECRI program/Acadience ELA Benchmarks
Administer beginning, middle, and end of year Acadience ELA benchmarks.	2023-09-04 - 2024-05-31	Jaime Irvin/School Psychologist	Acadience ELA Benchmarks

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Use benchmark data to determine if ECRI is working.	2023-09-04 - 2024-05-31	Jaime Irvine/School Psychologist	ECRI Program

Anticipated Outcome

On average, students in grades 2 & 3 will show at least a 15% improvement between the first benchmark in time and the end-of-year benchmark.

Monitoring/Evaluation

Teachers, Principal, School Psychologist/Acadience benchmark will be administered three times throughout the school year (beginning, middle, end) to determine if ECRI (supplemental ELA program) is effective.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Acadience math benchmarking will be implemented to improve benchmark scores between the first test to the end-of-year test by 10% using continuous instructional adjustment so students will receive meaningful instruction that improves growth and mastery of math concepts presented in grades 5 and 6. (Acadience Math Benchmarking)	Improving Math Performance	Implement supplemental math program for grades 5 & 6.	08/21/2023 - 09/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Acadience math benchmarking will be implemented to improve benchmark scores between the first test to the end-of-year test by 10% using continuous instructional adjustment so students will receive meaningful instruction that improves growth and mastery of math concepts presented in grades 5 and 6. (Acadience Math Benchmarking)	Improving Math Performance	Implement Acadience math benchmark program for grades 5 & 6.	08/21/2023 - 09/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Acadience ELA benchmarking will be implemented to improve benchmark scores between the first test to the end-of-year test by 15% using continuous instructional adjustment (i.e. ECRI supplemental instruction) so students will receive meaningful instruction that improves growth and mastery of reading skills presented in grades 2 and 3. (Acadience ELA Benchmarking)	Improving ELA Performance	Implement Enhanced Core Reading Instruction (ECRI) supplemental reading program in primary grades.	08/04/2023 - 09/30/2023

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

School Improvement Facilitator Signature

Building Principal Signature

Matthew Hall

2023-10-23

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Academic Growth Expectations in ELA/Lit

Academic Growth Expectations in Math/Alg

Implementation of Acadience benchmarking for Grades K-6.

Implementation of Enhance Core Reading Instruction (ECRI) supplemental reading instruction for Grades K-2.

Implementation of What I Need Now (WINN) supplemental ELA enrichment/remediation instruction for Grades K-6.

Implementation of ECRI instruction for Grades K-2.

Implementation of Acadience benchmarking for Grades K-6.

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

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Student completion of 339 artifacts

Challenges

Percent Prof./Adv. in ELA/Lit

Percent Prof./Adv. in Math/Alg

Improve Grade 2 and Grade 3 reading skills as indicated by Acadience benchmarking.

Develop/Implement a more comprehensive math benchmark to better identify student and curriculum strengths and weaknesses.

Managing of artifacts on a yearly basis

Implementation of a cloud based database

Implement evidence-based strategies to engage families to support learning.

Implementation of new STEELS standards for grades K-8.

Implementation of a more comprehensive math benchmark.

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

Monitor and evaluate the impact of professional learning on staff

Strengths

Implementation of What I Need Now (WINN) supplemental Science enrichment/remediation instruction for Grades K-6.

Consistent Math Program for Grades K-12

Implementation of What I Need Now (WINN) supplemental Math enrichment/remediation instruction for Grades K-6.

Identify and address individual student learning needs.

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

Challenges

practices and student learning.

Most Notable Observations/Patterns

As an entire school (K-6) math continues to be a challenge at CK Elementary. In particular, IEP students and white students in grade 4 struggle greatly with meeting the state growth standard. By implementing a more comprehensive math benchmark (Acadience), providing additional remediation time daily (WINN), and implementing supplemental instruction (Math Shelf, Get More Math, Spring Math), we hope to improve student performance in all grades, as well as IEP students and white students, by using the data gathered during supplemental instruction to adjust core instruction and meet our students' needs. Data meetings will help administration and teachers adjust instruction and find curriculum weaknesses. As a result, teachers and students will be provided with the necessary data and resources to improve our math curriculum and support the growth of all student groups (K-6) and subgroups (Grade 4, IEP, White).

Challenges	Discussion Point	Priority for Planning
Develop/Implement a more comprehensive math benchmark to better identify student and curriculum strengths and weaknesses.	The math program currently has a benchmark that can be administered 3 times a year (beginning, middle, end). This benchmark provides teachers with a broad sense of student mastery of concepts; however, it does not give sufficient data to continually adjust instruction to support core and supplemental instruction.	✓
Implement evidence-based strategies to engage families to support learning.		
Implement an evidence-based system of schoolwide positive behavior interventions and supports.		
Improve Grade 2 and Grade 3 reading skills as indicated by Acadience benchmarking.	The core reading program does an excellent job of meeting 90% of primary students' needs; however, there is a need for supplemental instruction to fulfill the other 10%. This incentive started in Grades K & 1 last year. Great gains were shown through Acadience benchmarking. Incorporating supplemental instruction into grades 2 & 3 should show similar improvement.	✓
Implementation of a more comprehensive math benchmark.		

Challenges**Discussion Point****Priority for Planning**

Implementation of new
STEELS standards for grades
K-8.

ADDENDUM B: ACTION PLAN

Action Plan: Improving Math Performance

Action Steps	Anticipated Start/Completion Date
Adopt a supplemental math program.	08/03/2023 - 08/18/2023
Monitoring/Evaluation	Anticipated Output
Teachers, Principal, School Psychologist/Acadience benchmark will be administered three times throughout the school year (beginning, middle, end) to determine if spring math (supplemental math program) is effective.	On average, students in grades 5 & 6 will show at least a 10% improvement between the first benchmark in time and the end-of-year benchmark.
Material/Resources/Supports Needed	PD Step
Spring Math	no

Action Steps**Anticipated Start/Completion Date**

Adopt math benchmark program.

08/03/2023 - 08/18/2023

Monitoring/Evaluation**Anticipated Output**

Teachers, Principal, School Psychologist/Acadience benchmark will be administered three times throughout the school year (beginning, middle, end) to determine if spring math (supplemental math program) is effective.

On average, students in grades 5 & 6 will show at least a 10% improvement between the first benchmark in time and the end-of-year benchmark.

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

Acadience Math Benchmark

no

Action Steps	Anticipated Start/Completion Date
Implement supplemental math program for grades 5 & 6.	08/21/2023 - 09/30/2023
Monitoring/Evaluation	Anticipated Output
Teachers, Principal, School Psychologist/Acadience benchmark will be administered three times throughout the school year (beginning, middle, end) to determine if spring math (supplemental math program) is effective.	On average, students in grades 5 & 6 will show at least a 10% improvement between the first benchmark in time and the end-of-year benchmark.
Material/Resources/Supports Needed	PD Step
Spring Math/Program PD	yes

Action Steps	Anticipated Start/Completion Date
Implement Acadience math benchmark program for grades 5 & 6.	08/21/2023 - 09/30/2023
Monitoring/Evaluation	Anticipated Output
Teachers, Principal, School Psychologist/Acadience benchmark will be administered three times throughout the school year (beginning, middle, end) to determine if spring math (supplemental math program) is effective.	On average, students in grades 5 & 6 will show at least a 10% improvement between the first benchmark in time and the end-of-year benchmark.
Material/Resources/Supports Needed	PD Step
Acadience Math Benchmarks	yes

Action Steps	Anticipated Start/Completion Date
Administer beginning, middle, and end of year Acadience math benchmarks.	09/04/2023 - 05/31/2024
Monitoring/Evaluation	Anticipated Output
Teachers, Principal, School Psychologist/Acadience benchmark will be administered three times throughout the school year (beginning, middle, end) to determine if spring math (supplemental math program) is effective.	On average, students in grades 5 & 6 will show at least a 10% improvement between the first benchmark in time and the end-of-year benchmark.
Material/Resources/Supports Needed	PD Step
Acadience Math Benchmarks	no

Action Steps	Anticipated Start/Completion Date
Use benchmark data to determine if Spring Math is working.	09/04/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Teachers, Principal, School Psychologist/Acadience benchmark will be administered three times throughout the school year (beginning, middle, end) to determine if spring math (supplemental math program) is effective.	On average, students in grades 5 & 6 will show at least a 10% improvement between the first benchmark in time and the end-of-year benchmark.

Material/Resources/Supports Needed	PD Step
Acadience Math Benchmarks, Spring Math	no

Action Plan: Improving ELA Performance

Action Steps	Anticipated Start/Completion Date
Implement Enhanced Core Reading Instruction (ECRI) supplemental reading program in primary grades.	08/04/2023 - 09/30/2023
Monitoring/Evaluation	Anticipated Output
Teachers, Principal, School Psychologist/Acadience benchmark will be administered three times throughout the school year (beginning, middle, end) to determine if ECRI (supplemental ELA program) is effective.	On average, students in grades 2 & 3 will show at least a 15% improvement between the first benchmark in time and the end-of-year benchmark.
Material/Resources/Supports Needed	PD Step
ECRI program/Acadience ELA Benchmarks	yes

Action Steps	Anticipated Start/Completion Date
Administer beginning, middle, and end of year Acadience ELA benchmarks.	09/04/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Teachers, Principal, School Psychologist/Acadience benchmark will be administered three times throughout the school year (beginning, middle, end) to determine if ECRI (supplemental ELA program) is effective.	On average, students in grades 2 & 3 will show at least a 15% improvement between the first benchmark in time and the end-of-year benchmark.

Material/Resources/Supports Needed	PD Step
Acadience ELA Benchmarks	no

Action Steps	Anticipated Start/Completion Date
Use benchmark data to determine if ECRI is working.	09/04/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Teachers, Principal, School Psychologist/Acadience benchmark will be administered three times throughout the school year (beginning, middle, end) to determine if ECRI (supplemental ELA program) is effective.	On average, students in grades 2 & 3 will show at least a 15% improvement between the first benchmark in time and the end-of-year benchmark.

Material/Resources/Supports Needed	PD Step
ECRI Program	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Acadience math benchmarking will be implemented to improve benchmark scores between the first test to the end-of-year test by 10% using continuous instructional adjustment so students will receive meaningful instruction that improves growth and mastery of math concepts presented in grades 5 and 6. (Acadience Math Benchmarking)	Improving Math Performance	Implement supplemental math program for grades 5 & 6.	08/21/2023 - 09/30/2023
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
Spring Math	Classroom Teachers	Learn components of Spring Math program. Learn how to teach students how to use Spring Math program. Learn how to analyze student results from using Spring Math program.	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Teachers will demonstrate learning through classroom instruction observed by the principal during walk-throughs and observations. Data meetings.		09/04/2023 - 05/31/2024	Matt Hall/Principal
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
		Teaching Diverse Learners in Inclusive Settings	

Professional Development Step	Audience	Topics of Prof. Dev
Acadience Math Benchmark	Regular Education Teachers, Special Education Teachers	Learn components of Acadience Math Benchmark. Learn how to administer Acadience Math Benchmark to students. Learn how to analyze student results from using Acadience Math Benchmark.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will demonstrate learning through classroom instruction observed by the principal during walk-throughs and observations. Data meetings.	09/04/2023 - 05/31/2024	Jaime Irvin/School Psychologist

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Implement ECRI	Regular Education Teachers, Special Education Teachers	Learn components of ECRI. Learn how to implement ECRI supplemental instruction into daily ELA lessons.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will demonstrate learning through classroom instruction observed by the principal during walk-throughs and observations. Data meetings.	09/04/2023 - 05/31/2024	Jaime Irvin/School Psychologist

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in Inclusive Settings

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Posting on school website.	Schoolwide Plan	www.cksdbulldogs.com	Public	June 2024
