

## **CLAY EL SCH**

250 Clay School Rd

Schoolwide Title 1 School Plan | 2021 - 2022

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## **VISION FOR LEARNING**

Clay School Vision At Clay, we are all learners who value growth and one another. Our school is a safe, happy place to learn and grow for everyone. We are a family- built on trusting relationships- and devoted to success for all. Our school team-students, teachers, staff, and parents- will strive to help students develop the knowledge, skills, and dispositions to become Life Ready Graduates.

## STEERING COMMITTEE

Name	Position	Building/Group
Christopher Montagna	Principal	Clay Elementary
Susan Halsey	Classroom Teacher-4th	Clay Elementary
Mallory Tarves	Classroom Teacher-3rd	Clay Elementary
Tammy Deichman	Classroom Teacher-2nd	Clay Elementary
Beth Garrison	Classroom Teacher-1st	Clay Elementary
Christa Pearson	Classroom Teacher-K	Clay Elementary
Andrew Keener	Classroom Teacher- PE	Clay Elementary
Vonessa Dobson	Special Education	Clay Elementary
Katie Woods	Special Education	Clay Elementary
Jane Mitchell	Interventionist	Clay Elementary
Theresa Shahan	ELL	Clay Elementary
Lisa Hurst	Parent-PTO President	Clay Elementary
Jacy Clugston Hess	District Level Leaders	Ephrata Area School District

**Name**

**Position**

**Building/Group**

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Economically disadvantaged students are not achieving as well on the Math PSSA compared to the Science PSSA. Clay teachers will look to embed science content in Math instruction to bridge the gap between a content that appears to be more engaging to this group of students.	English Language Arts
By soliciting feedback from all professional staff members structures can be established so professional learning is most beneficial.	Professional learning
Additional data is needed to understand the social emotional needs that our students have.	Social emotional learning

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Pre and Post Assessment Analyzation	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

ELA Progress Monitoring  
Through Grow Time

Students will be grouped strategically during Grow Time to meet their individual needs. Groups can include moving to different classrooms based on assessment data.

**Action Step****Anticipated  
Start/Completion****Lead  
Person/Position****Materials/Resources/Supports  
Needed**

Grade-level teams with support from intervention specialist, coaches, and administration will analyze pre-test data to place students in groups based on skill need.

2021-09-16 -  
2022-06-02

Intervention  
Specialist

Data Meeting time

Post-test data will be reviewed and analyzed against pre-test data to examine student growth.

2021-09-30 -  
2022-06-02

Intervention  
Specialist

**Anticipated Outcome**

Student needs are identified by skill, competency, or learning target and growth is enhanced through targeted instruction.

**Monitoring/Evaluation**

MTSS team will review grade level growth data at regular meetings.

**Evidence-based Strategy**

Use of data to identify areas of need

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Social Emotional  
Screener

By the end of the 2021-2022 school year social emotional screeners will be used to with all students and data reviewed by school team to see if additional supports are needed for individual students.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Social emotional screeners will be used with all students and data reviewed by the school team to see if additional supports are needed for individual students.

2021-08-30 -  
2022-06-03

Principal

PASS Screener, Well-Being  
Index, whole Child Survey

### Anticipated Outcome

School team will assure that all students have the opportunity to participate in social emotional screeners. This data will be used to identify students that may need extra support.

### Monitoring/Evaluation

Well Being Index

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will be grouped strategically during Grow Time to meet their individual needs. Groups can include moving to different classrooms based on assessment data. (ELA Progress Monitoring Through Grow Time)	Pre and Post Assessment Analyzation	Post-test data will be reviewed and analyzed against pre-test data to examine student growth.	09/30/2021 - 06/02/2022

## 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.**

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School Board Minutes or Affirmation Statement

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

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Superintendent/Chief Executive Officer

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School Improvement Facilitator Signature

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Building Principal Signature

Christopher Montagna

2021-07-20

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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We are developing cornerstone projects in grades K-12 that will be rigorous, open walled, integrated, and focused on skill development.

LRG progressions are being built into our learning management system to monitor and track personalized student progress.

71% of students achieved proficient or advanced on the PSSA compared to the statewide average of 62.1%

83.9% of students identified as "economically disadvantaged" scored advanced or proficient on the Science PSSA which is an increase from last year.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Foster a culture of high expectations for success for all students, educators, families, and community members

Third grade made steady growth during the 2020-2021 academic year.

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### Challenges

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There is an identified need of how Related Academics are assessing the skills of our LRG Profile

There is a need for integrated Social Emotional learning to take place throughout the K-4 continuum.

53.6% of students identified as "economically disadvantaged" scored advanced or proficient on the Math PSSA compared to 65.2% school-wide.

65.2% of students are advanced or proficient on the Math PSSA which is 6.6% less than the statewide 2030 goal.

Using multiple professional development designs to support the learning needs of staff.

Establishing assessment data to track and monitor student social emotional well-being.

Utilize small group instruction during ELA and mathematics instruction to provide targeted support based on student need.

2nd grade Oral Reading Fluency Accuracy (ORF) only increased 6.43% points during the academic year to 89.73%.

## Strengths

Freckle Math Growth Scores

Curriculum alignment work was done for grades K-8

Competencies and learning targets have been identified for all Science courses in grades K-12

The growth scores for economically disadvantaged students is inline with that of the overall student population.

## Challenges

65.2% of Students scored advanced or proficient on PSSA math.

Geometry domain work in Freckle Math.

Increase focus on rigor and application content through STEM.

Creation of rubrics to provide feedback on learning targets, dispositions, and 4 c's.

There needs to be a focus on developing rigor within instruction for our learners with disabilities.

Learners with disabilities need to be exposed to more grade level text throughout all content areas.

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## Most Notable Observations/Patterns

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Challenges	Discussion Point	Priority for Planning
53.6% of students identified as "economically disadvantaged" scored advanced or proficient on the Math PSSA compared to 65.2% school-wide.	The achievement gap continues to be an area where focus is needed. COVID-19 has created a larger burden on economically disadvantaged families. We must work to develop outreach and support these families and students.	
Using multiple professional development designs to support the learning needs of staff.	Though there are attempts at focusing professional learning on the work of all teachers, this is still an area of growth. Often the professional learning is most applicable to general education teachers.	
There is a need for integrated Social Emotional learning to take place throughout the K-4 continuum.	We need additional data to assure that we are addressing these needs for our students	

## ADDENDUM B: ACTION PLAN

### Action Plan: Pre and Post Assessment Analyzation

Action Steps	Anticipated Start/Completion Date
Grade-level teams with support from intervention specialist, coaches, and administration will analyze pre-test data to place students in groups based on skill need.	09/16/2021 - 06/02/2022
Monitoring/Evaluation	Anticipated Output
MTSS team will review grade level growth data at regular meetings.	Student needs are identified by skill, competency, or learning target and growth is enhanced through targeted instruction.
Material/Resources/Supports Needed	PD Step
Data Meeting time	no

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

Post-test data will be reviewed and analyzed against pre-test data to examine student growth.

09/30/2021 - 06/02/2022

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

MTSS team will review grade level growth data at regular meetings.

Student needs are identified by skill, competency, or learning target and growth is enhanced through targeted instruction.

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

yes



## Action Plan: Use of data to identify areas of need

Action Steps	Anticipated Start/Completion Date
Social emotional screeners will be used with all students and data reviewed by the school team to see if additional supports are needed for individual students.	08/30/2021 - 06/03/2022
Monitoring/Evaluation	Anticipated Output
Well Being Index	School team will assure that all students have the opportunity to participate in social emotional screeners. This data will be used to identify students that may need extra support.
Material/Resources/Supports Needed	PD Step
PASS Screener, Well-Being Index, whole Child Survey	no
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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will be grouped strategically during Grow Time to meet their individual needs. Groups can include moving to different classrooms based on assessment data. (ELA Progress Monitoring Through Grow Time)	Pre and Post Assessment Analyzation	Post-test data will be reviewed and analyzed against pre-test data to examine student growth.	09/30/2021 - 06/02/2022



# PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Utilizing Data to Drive Instruction	Grade-level regular education teachers.	This PD will include explaining methods in analyzing pre and post test data. Identifying strands, strengths, and weaknesses. Strategies to implement moving forward.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be able to speak to their students' data at Beginning of Year data meetings and explain how they use it to design small groups.	08/23/2021 - 01/28/2022	Jane Mitchell / Intervention Specialist

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



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post the school wide plan on the federal programs website	School-wide Plan	District Website	Parents and Families	Fall 2021

