

Clark El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
R. W. Clark Elementary		101264003
Address 1		
200 Water Street		
Address 2		
City	State	Zip Code
Uniontown	PA	15401
Chief School Administrator		Chief School Administrator Email
Dr. Jesse Wallace		jesse.wallace@lhsd.org
Principal Name		
Emilie Kurek		
Principal Email		
emilie.kurek@lhsd.org		
Principal Phone Number		Principal Extension
724-437-9600		
School Improvement Facilitator Name		School Improvement Facilitator Email
Mr. Jason Johns		jason.johns@lhsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Emilie Kurek	Principal	R.W. Clark Elementary School	emilie.kurek@lhsd.org
Melissa Rice	Reading Specialist	R.W. Clark Elementary School	melissa.rice@lhsd.org
Betheny Romeo	Teacher	R.W. Clark Elementary School	betheny.romeo@lhsd.org
Teddi Mateosky	Teacher	R.W. Clark Elementary School	teddi.mateosky@lhsd.org
Barbara Kodric	Community Representative	School Advisory Committee	
Nicole Mancini	Parent	School Advisory Committee	
Penny Goldbach	Parent	School Advisory Committee	
Jason Johns	District Level Leaders	Laurel Highlands	jason.johns@lhsd.org

Vision for Learning

Vision for Learning

The Laurel Highlands School District strives to provide students with the conditions and resources needed to maximize academic and personal success. We will work to embrace every child's individuality and aim to help each student to become a productive member of our global society. Reaching inside and beyond the boundaries of the school system, we will strive to locate and utilize available technologies, cultural resources, and opportunities that will provide our students learning experiences reflective of real-world complexities and possibilities. The district will strive to be a partner among family, child, and community in order to work collaboratively with each entity to develop students' intellect, communicative competency, work ethic, technical literacy, and self-worth.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Student and staff use of technology.	SMART technology purchased for all staff
Utilizing the PBIS program.	Improved Behavior and less detentions, our school made fidelity and made Tier II
Continued use of Map Accelerator and Exact Path	To provide students with an individualized plan to be remediated and/or enriched.
PBS Partnership for family involvement	Back to school movie night, book bingo night, family reading night, PBS family sessions, etc.
Common collaboration time is provided for grade level and department staff	Common planning time is scheduled at least once per week, as well as monthly meetings with the principal.
Ongoing implementation of the 7 Mindsets program.	Mindset Mondays for grades K-5.
After school program for K-5	Homework and enrichment help for students K-5 in ELA and Math

Challenges

Indicator	Comments/Notable Observations
Students in grades 3-5 had low Math performance on the Spring 2024 NWEA Assessment .	Will use Edmentum for 40 minutes per week
Students in grade 3-5 had low Reading performance on the Spring 2024 NWEA Assessment.	Will use Edmentum for 40 minutes per week
Low Regular Attendance by All Student, Economically Disadvantaged and Student with Disabilities groups.	Students will be rewarded through PBIS for Attendance

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

Strengths

Indicator 55% of Kindergarten students met or exceeded the goal on the Spring 2024 NWEA Math Growth assessment. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Students who do not meet this goal will work in small groups with the classroom teacher.
Indicator	Comments/Notable Observations

Family communication tools ESSA Student Subgroups Economically Disadvantaged	Staff members will communicate with families and document it in EdInsight to improve family/school relationships.
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Challenges

Indicator 80% of fifth grades scored below grade level in math on the Spring 2024 NWEA Growth Assessment. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Students will be on Edmentum for 40 minutes per week.
Indicator School wide attendance improvement ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Attendance will be tracked monthly and rewards will be given through PBIS.

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.

55% of Kindergarten students met or exceeded the goal on the Spring 2024 NWEA Math Growth assessment.
Family communication tools

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.

80% of fifth grades scored below grade level in math on the Spring 2024 NWEA Growth Assessment.
School wide attendance improvement

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Data from NWEA and PSSA	Students display learning loss due to COVID

English Language Arts Summary

Strengths

Kindergarten students scored 56% on the Spring 2024 NWEA Reading Assessment.
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Challenges

13% of incoming second graders are reading at grade level.
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Mathematics

Data	Comments/Notable Observations
Kindergarten scored 55% proficient on the spring 2024 math NWEA.	Individual math growth seen on the NWEA reports.

Mathematics Summary

Strengths

Usage of First in Math and other online resources.
55% of kindergarten students scored proficient or advanced on the Spring 2024 Math NWEA.

Challenges

Our fifth graders scored 13% on the PSSA math assessment.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Our overall Science data was 72.1%.	Students are proficient or advanced on the SCIENCE PSSA assessment.

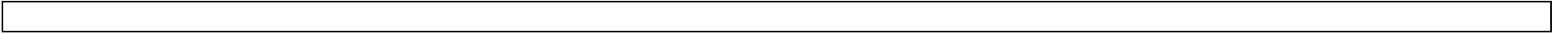
Science, Technology, and Engineering Education Summary

Strengths

Our career readiness program.

Challenges

Large class sizes in some grade levels.



Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	Students will have 2 pieces of evidence per grade level.

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.

Grades 3-5 Smart Future over view of many careers available.
Grades 3-5 Smart Future is geared towards student interests.

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.

Smart Future is done independently on computer.

Smart Future does not utilize all careers.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
NWEA	Growth over time will be tracked.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA	Students will be tracked in this subgroup to determine growth.

Student Groups by Race/Ethnicity

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

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

55% of Kindergarten students met or exceeded the goal on the Spring 2024 NWEA Math Growth assessment.
41% of incoming third grade students are reading on grade level.

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.

20% of incoming fifth grade students scored below grade level in math on the Spring 2024 NWEA Growth Assessment.
13% of incoming second grade students are reading on grade level on the Spring 2024 NWEA

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	Exemplary
Identify and address individual student learning needs	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

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?

Implement an evidence-based system of schoolwide positive behavior interventions and supports,
Implement a multi-tiered system of supports for academics and behavior.
Identify and address individual student learning needs.
Implement 7 Mindsets promoting SEL

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?

Monitor and evaluate the impact of professional learning on staff practices and student learning.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.

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
55% of Kindergarten students met or exceeded the goal on the Spring 2024 NWEA Math Growth assessment.	False
Family communication tools	True
Kindergarten students scored 56% on the Spring 2024 NWEA Reading Assessment.	False
Usage of First in Math and other online resources.	False
Our career readiness program.	False
Implement 7 Mindsets promoting SEL	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports,	True
Grades 3-5 Smart Future over view of many careers available.	False
Grades 3-5 Smart Future is geared towards student interests.	False
55% of kindergarten students scored proficient or advanced on the Spring 2024 Math NWEA.	False
55% of Kindergarten students met or exceeded the goal on the Spring 2024 NWEA Math Growth assessment.	False
41% of incoming third grade students are reading on grade level.	False
Implement a multi-tiered system of supports for academics and behavior.	True
Identify and address individual student learning needs.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
School wide attendance improvement	False
80% of fifth grades scored below grade level in math on the Spring 2024 NWEA Growth Assessment.	True
13% of incoming second graders are reading at grade level.	False
Our fifth graders scored 13% on the PSSA math assessment.	False
Smart Future is done independently on computer.	False
Smart Future does not utilize all careers.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning.	True

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	True
Large class sizes in some grade levels.	False
20% of incoming fifth grade students scored below grade level in math on the Spring 2024 NWEA Growth Assessment.	False
13% of incoming second grade students are reading on grade level on the Spring 2024 NWEA	False
	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
80% of fifth grades scored below grade level in math on the Spring 2024 NWEA Growth Assessment.	Students lack of math facts retention.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning.	Teachers will collaborate with math and ELA coaches as scheduled throughout the year.	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	Receive staff input, grade level collaboration, and social media output.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Family communication tools	Class Dojo, Remind, Social Media, School Calendar
Implement an evidence-based system of schoolwide positive behavior interventions and supports,	Students follow the PRIDE rules throughout the school.
Implement a multi-tiered system of supports for academics and behavior.	PBIS school-wide implementation, reading and math small group interventions.
Identify and address individual student learning needs.	Grade level data meetings and collaborations.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Kindergarten will improve their phonics/word recognition.
	Edmentum will improve math PSSA scores.

Goal Setting

Priority: Edmentum will improve math PSSA scores.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
4th graders will improve their math score by 5%.			
Measurable Goal Nickname (35 Character Max)			
NWEA MATH			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
median percentile 45	median percentile 50	median percentile 55	median percentile 60

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
4th graders will improve their math score by 5%.			
Measurable Goal Nickname (35 Character Max)			
NWEA MATH			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
median percentile 47	median percentile 54		

Priority: Kindergarten will improve their phonics/word recognition.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
60% of kindergarten students will meet or exceed the phonics/word recognition goal at the end of the school year on the NWEA assessment.			
Measurable Goal Nickname (35 Character Max)			
NWEA FLUENCY			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
45%	50%	55%	60%

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
60% of kindergarten students will meet or exceed the phonics/word recognition goal at the end of the school year on the NWEA assessment.			

Measurable Goal Nickname (35 Character Max)			
NWEA FLUENCY			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
50%	61%		

Action Plan

Measurable Goals

NWEA FLUENCY	NWEA MATH
NWEA MATH	NWEA FLUENCY

Action Plan For: Edmentum

Measurable Goals:
<ul style="list-style-type: none"> 4th graders will improve their math score by 5%.

Action Step		Anticipated Start/Completion Date	
20 minutes, individual math skills, twice a week, based on NWEA math needs		2023-09-14	2024-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
4th grade teachers	Edmentum, Small Groups, NWEA	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved math scores	teachers, weekly, Edmentum/NWEA reports

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">Edmentum	1 Reading Specialist and 2 schoolwide teachers	278068
Instruction	<ul style="list-style-type: none">Edmentum	Professional Development	4129
Instruction	<ul style="list-style-type: none">Edmentum	Parent Engagement	2510.80
Instruction	<ul style="list-style-type: none">Edmentum	Supplies	7353.80
Instruction	<ul style="list-style-type: none">Edmentum	Heggerty	5250
Total Expenditures			297311.6

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Edmentum	20 minutes, individual math skills, twice a week, based on NWEA math needs

Curriculum development and scope and sequence

Action Step		
<ul style="list-style-type: none"> 20 minutes, individual math skills, twice a week, based on NWEA math needs 		
Audience		
Teachers		
Topics to be Included		
Math activities for small groups.		
Evidence of Learning		
increase math scores on the NWEA		
Lead Person/Position	Anticipated Start	Anticipated Completion
4th Grade Teachers / Edmentum Trainer	2023-09-14	2024-05-31

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Jesse T. Wallace III	2024-08-30
Building Principal Signature	Date
Emilie Kurek	2024-08-30
School Improvement Facilitator Signature	Date
Jason Johns	2024-08-30