

## **CLEAR RUN INTRMD SCH**

800 Memorial Blvd.

TSI Title 1 School Plan | 2023 - 2024

---

## **VISION FOR LEARNING**

All Clear Run Intermediate School students will experience academic success, become proficient readers, and demonstrate PRIDE core values in an equitable learning environment. These outcomes will be achieved through professional development and high quality evidence-based instruction delivered by effective teachers who are empowered, respected and supported by all members of the school community.

## STEERING COMMITTEE

Name	Position	Building/Group
Mrs. Amy Haynes	Principal	Clear Run Intermediate School
Ms. Angela Morrison	Assistant Principal	Clear Run Intermediate School
Ms. Carole Lynn Star	Supervisor of Special Education	Clear Run Intermediate School
Deidre Castle	Community Representative	Community Church
Christina Mann	Parent	Clear Run Intermediate School
Romy Garrett	Other	Clear Run Intermediate School
Christina Haggerty	Other	Clear Run Intermediate School
Charlene Smith	Special Education Teacher	Clear Run Intermediate School
Lisa Kojeszewski	Teacher	Clear Run Intermediate School
Ms. Amy Catalano	District Level Leaders	Pocono Mountain School District
Mrs. Jackie Bewick	Other	Clear Run Intermediate School
Donna DeYoung	Education Specialist	Clear Run Intermediate School
Leslie Glassman	Other	Clear Run Intermediate School

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Nicole Lemoncelli	Education Specialist	Clear Run Intermediate School
Sheri Deriggi	Education Specialist	Clear Run Intermediate School
Jacquelyn Dodd	Teacher	Clear Run Intermediate School
Amy Buffington	District Level Leaders	Pocono Mountain School District
Stacy Kulics	District Level Leaders	Pocono Mountain School District
Dr. Elizabeth Robison	Chief School Administrator	Superintendent

---

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
By refining the MTSS process, students who are not growing in ELA will receive additional supports.	English Language Arts
By refining the MTSS process, students who are not on target in math will receive additional supports.	Mathematics
By refining the MTSS process, English Learners who are not on target will receive additional supports.	English Language Growth and Attainment

## ACTION PLAN AND STEPS

Evidence-based Strategy	
MTSS Framework	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Acadience Reading	Students will increase their Acadience Reading Composite score from the beginning of year to the end of year by at least 10% on average.
Math CDT	Students will increase their Math CDT score from the beginning of year to the end of year by at least 10% on average.

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

English Learners

English Language Learners will increase their Acadience Reading Composite score from the beginning of year to the end of year by at least 10% on average.

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

Analyze data on a regular basis to determine specific skill needs and progress of individual students.

2023-09-08 -  
2024-06-05

Principal,  
Assistant  
Principals, IST,  
Reading and  
Math support  
teachers

Benchmark data, diagnostic data, progress monitoring data, supplies and materials for data meetings, salaries for substitute teachers, professional development resources and supplies, salaries and benefits for teachers

Implement Tier 1, Tier 2, and Tier 3 supports based on student data.

2023-09-08 -  
2024-06-05

Principal,  
Assistant  
Principals, IST,  
Reading and  
Math support  
teachers

Tier 1, Tier 2, and Tier 3 materials, resources, supplies, and intervention programs. Salaries and benefits of teachers who provide tiered supports. Substitute teacher salaries. Professional development resources, supplies, and materials. Salaries and benefits for teachers to review, revise, and align curriculum, instruction, and assessments.

**Anticipated Outcome**

Monthly grade level meetings. Completed student support forms.

**Monitoring/Evaluation**

Building administration will monitor and review the implementation of the action plan on a monthly basis.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will increase their Acadience Reading Composite score from the beginning of year to the end of year by at least 10% on average. (Acadience Reading)	MTSS Framework	Analyze data on a regular basis to determine specific skill needs and progress of individual students.	09/08/2023 - 06/05/2024
Students will increase their Math CDT score from the beginning of year to the end of year by at least 10% on average. (Math CDT)			
English Language Learners will increase their Acadience Reading Composite score from the beginning of year to the end of year by at least 10% on average. (English Learners)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will increase their Acadience Reading Composite score from the beginning of year to the end of year by at least 10% on average. (Acadience Reading)	MTSS Framework	Implement Tier 1, Tier 2, and Tier 3 supports based on student data.	09/08/2023 - 06/05/2024
Students will increase their Math CDT score from the beginning of year to the end of year by at least 10% on average. (Math CDT)			
English Language Learners will increase their Acadience Reading Composite score from the beginning of year to the end of year by at least 10% on average. (English Learners)			



## 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

---

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

---

The all student group met the performance standard for regular attendance. The statewide average is 82.2%, CRIS regular attendance is 83.6%.

For the 2021-2022 school year, the all CRIS student group have met or exceeded the standard demonstrating growth by achieving a growth score of 100 in the area of Mathematics as compared to the statewide average score of 75.3.

Teacher of Record classes in ELA are allowing for smaller class sizes and more targeted instruction to take place within classrooms.

Research based interventions are utilized at Tier 2 and Tier 3.

Fidelity of following the ELA scope and sequence for all students.

On average Fifth Grade students had an 88% final average in Science.

Teacher of Record classes in Math are allowing for smaller class sizes and more targeted instruction to take place within classrooms.

---

### Challenges

---

For the 2021-2022 school year, all student subgroups did not meet the standard demonstrating growth in ELA. The growth score obtained by CRIS was 66.0 with the statewide average being 75.0.

For the 2021-2022 school year, all Fourth Grade student subgroups did not meet the standard demonstrating growth in Science. The growth score obtained by CRIS was 52.0 compared to the statewide average being 75.1.

For the 2021–2022 school year, the all CRIS student group did not meet the interim goal / improvement target for Math with only 27.2% of students receiving scores of Proficient or Advanced on the PSSA's. Students with disabilities decreased their performance and growth in the area of mathematics.

For the 2021-2022 school year, the EL subgroup did not meet the state targets for ELA and Math on the PSSA.

Data showed 46% of 3rd Grade students were at benchmark on the Acadience composite score at the end of the year. If we address and target reading difficulties early on to help improve the composite score, more students would be reading and

## Strengths

The Math Department has sponsored school-wide activities such as Blooket challenges and First in Math competitions to help reinforce basic fact practice.

Building based professional development sessions have been held as a department.

CRIS guidance counselors have developed and implemented successful instruction and exposure to PA Career standards.

98% of Fifth Grade Students attended the field trip to MCTI.

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

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

N/A

## Challenges

comprehending on grade level which would positively impact PSSA scores.

All students' CDT scores, on average, are below the green/blue area. If CDT scores improved, it would positively impact PSSA achievement.

CRIS is working on implementing math interventions for Tier 3.

Data showed 37% of 4th Grade students were at benchmark on the Acadience composite score at the end of the year. If we address and target reading difficulties early on to help improve the composite score, more students would be reading and comprehending on grade level which would positively impact PSSA scores.

On the end of the year Math CDT, 12% of CRIS students with disabilities made a scale score range landing them in the green (proficient) or blue (above proficient) category.

On the mid year ELA Writing CDT, 23% of CRIS EL students made a scale score range landing them in the green (proficient) or blue (above proficient) category.

Data showed 36% of 5th Grade students were at benchmark on the Acadience composite score at the end of the year. If we address and target reading difficulties early on to help improve the composite score, more students would be reading and

**Challenges**

comprehending on grade level which would positively impact PSSA scores.

Implement a multi-tiered system of supports for academics and behavior.

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

N/A

N/A

---

**Most Notable Observations/Patterns**

---

---

---

**Challenges**

**Discussion Point**

**Priority for Planning**

For the 2021-2022 school year, all student subgroups did not meet the standard demonstrating growth in ELA. The growth score obtained by CRIS was 66.0 with the statewide average being 75.0.



**Challenges**

**Discussion  
Point**

**Priority for Planning**

For the 2021-2022 school year, all Fourth Grade student subgroups did not meet the standard demonstrating growth in Science. The growth score obtained by CRIS was 52.0 compared to the statewide average being 75.1.

For the 2021–2022 school year, the all CRIS student group did not meet the interim goal / improvement target for Math with only 27.2% of students receiving scores of Proficient or Advanced on the PSSA’s. Students with disabilities decreased their performance and growth in the area of mathematics.



All students' CDT scores, on average, are below the green/blue area. If CDT scores improved, it would positively impact PSSA achievement.

CRIS is working on implementing math interventions for Tier 3.

Data showed 46% of 3rd Grade students were at benchmark on the Acadience composite score at the end of the year. If we address and target reading difficulties early on to help improve the composite score, more students would be reading and comprehending on grade level which would positively impact PSSA scores.

Data showed 37% of 4th Grade students were at benchmark on the Acadience composite score at the end of the year. If we address and target reading difficulties early on to help improve the composite score, more students would be reading and comprehending on grade level which would positively impact PSSA scores.

On the end of the year Math CDT, 12% of CRIS students with disabilities made a scale score range landing them in the green (proficient) or blue (above proficient) category.

On the mid year ELA Writing CDT, 23% of CRIS EL students made a scale score range landing them in the

**Challenges**

**Discussion  
Point**

**Priority for Planning**

---

green (proficient) or blue (above proficient) category.

Data showed 36% of 5th Grade students were at benchmark on the Acadience composite score at the end of the year. If we address and target reading difficulties early on to help improve the composite score, more students would be reading and comprehending on grade level which would positively impact PSSA scores.

For the 2021-2022 school year, the EL subgroup did not meet the state targets for ELA and Math on the PSSA.



## ADDENDUM B: ACTION PLAN

### Action Plan: MTSS Framework

Action Steps	Anticipated Start/Completion Date
Analyze data on a regular basis to determine specific skill needs and progress of individual students.	09/08/2023 - 06/05/2024
Monitoring/Evaluation	Anticipated Output
Building administration will monitor and review the implementation of the action plan on a monthly basis.	Monthly grade level meetings. Completed student support forms.
Material/Resources/Supports Needed	PD Step
Benchmark data, diagnostic data, progress monitoring data, supplies and materials for data meetings, salaries for substitute teachers, professional development resources and supplies, salaries and benefits for teachers	yes

---



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

Implement Tier 1, Tier 2, and Tier 3 supports based on student data.

09/08/2023 - 06/05/2024

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

Building administration will monitor and review the implementation of the action plan on a monthly basis.

Monthly grade level meetings. Completed student support forms.

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

Tier 1, Tier 2, and Tier 3 materials, resources, supplies, and intervention programs. Salaries and benefits of teachers who provide tiered supports. Substitute teacher salaries. Professional development resources, supplies, and materials. Salaries and benefits for teachers to review, revise, and align curriculum, instruction, and assessments.

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Students will increase their Acadience Reading Composite score from the beginning of year to the end of year by at least 10% on average. (Acadience Reading)</p> <p>Students will increase their Math CDT score from the beginning of year to the end of year by at least 10% on average. (Math CDT)</p> <p>English Language Learners will increase their Acadience Reading Composite score from the beginning of year to the end of year by at least 10% on average. (English Learners)</p>	<p>MTSS Framework</p>	<p>Analyze data on a regular basis to determine specific skill needs and progress of individual students.</p>	<p>09/08/2023 - 06/05/2024</p>
<p>Students will increase their Acadience Reading Composite score from the beginning of year to the end of year by at least 10% on average. (Acadience Reading)</p> <p>Students will increase their Math CDT score from the beginning of year to the end of year by at least 10% on average. (Math CDT)</p> <p>English Language Learners will increase their Acadience Reading Composite score from the beginning of year to the end of year by at least 10% on average. (English Learners)</p>	<p>MTSS Framework</p>	<p>Implement Tier 1, Tier 2, and Tier 3 supports based on student data.</p>	<p>09/08/2023 - 06/05/2024</p>



## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data analysis	All staff	CDT, Acadience, Performance Matters, Imagine Math, Lexia, IXL, First in Math, Las Links
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Google form to check for teachers' understanding.	08/22/2023 - 06/09/2024	Administration, IST, Math and Reading Support Teachers
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
Post on website for 28 days for public review.	Review of TSI Plan	Website Posting	School Community	July 2023

---

-----