

FINK EL SCH

150 N Race Street

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The vision of the Middletown Area School District in partnership with our community, is for all students to graduate equipped with the knowledge and skills that will enable them to thrive in a rapidly changing world.

STEERING COMMITTEE

Name	Position	Building/Group
Jodi Jackson	Principal	Fink Elementary
Krystal Firster	Reading Specialist	Fink Elementary
Shelly LeHew	Intervention Specialist	Middletown Area School District
Louisa Clinkscale	Special Education Teacher	Fink Elementary
Lisa DiNunzio	Special Education Teacher	Fink Elementary
Kim Guyer	School Counselor	Fink Elementary
Sherry Margucci	Regular Education Teacher	Fink Elementary School
Chelton Hunter	Chief School Administrator	Superintendent
Kristy Mock	Community Member	Community Member
Amanda Geesaman	Parent	Parent
Lori Miller	Education Specialist	Middletown Area School District
Alicia King	Education Specialist	Middletown Area School District

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
School did not meet interim achievement target in ELA.	English Language Arts
School did not meet interim achievement target in Math.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
Standards Aligned Instruction

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Achievement	Fink will meet the interim target of 67% proficient or advanced on the 2024 PSSA.
Math Achievement	Fink will meet the interim target of 54.4% proficient or advanced on the 2024 PSSA.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implementation of a Evidenced Based Literacy Program for grades K-5.	2023-08-28 -	Jodi Jackson	CKLA

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Development and implementation of interventions in computation, concepts and applications and number sense in Math.	2023-08-28 - 2024-06-07	Jodi Jackson	SpringMath and Acadience Math

Anticipated Outcome
 Increased performance in ELA and Math in all student groups.

Monitoring/Evaluation
 Teachers, monthly, Acadience, SpringMath, iready



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Fink will meet the interim target of 67% proficient or advanced on the 2024 PSSA. (ELA Achievement)	Standards Aligned Instruction	Implementation of a Evidenced Based Literacy Program for grades K-5.	08/28/2023 - 06/07/2024
Fink will meet the interim target of 54.4% proficient or advanced on the 2024 PSSA. (Math Achievement)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Fink will meet the interim target of 67% proficient or advanced on the 2024 PSSA. (ELA Achievement)	Standards Aligned Instruction	Development and implementation of interventions in computation, concepts and applications and number sense in Math.	08/28/2023 - 06/07/2024
Fink will meet the interim target of 54.4% proficient or advanced on the 2024 PSSA. (Math Achievement)			

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

Dr. Chelton Hunter

2023-08-29

School Improvement Facilitator Signature

Building Principal Signature

Jodi Jackson

2023-08-31

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The number of on or above benchmark students increased in K and 5 on Acadience reading K - BOY 41% EOY 67% 5 - BOY 41% EOY 49%

3rd grade PSSA ELA achievement increased between 2022 and 2023

3rd, 4th and 5th grade Math PSSA achievement increased between 2022 and 2023

Students made significant growth from beginning of year to middle of year on measures of phonemic awareness.

Student showed significant gains in accuracy.

The school counselor delivers lessons on career readiness.

Teacher efficacy is very high.

Most students showed growth in conceptual understanding of base ten knowledge.

Significantly higher than both ELA and Math state levels.

Challenges

School did not make target achievement in ELA.

School did not make target achievement in Math.

An improvement in oral reading fluency would lead to more positive outcomes for all students across the grades.

Students lack basic number sense and computation skills

Implementing a planning for standard approach in math lesson planning would improve student outcomes.

Improving tier 1 reading instruction would significantly improve achievement of all student.

Preparing age appropriate lessons can some times be challenging and create a problem for artifact collection.

Ensuring best practice strategies are implement in the classroom - Reading and Math

Increasing professional capacity around the speech to print connection would improve pedagogical decision making.

Strengths

The portfolios are record of progression over time that encapsulates the developmental stages of students.

Curriculum activities foster career exploration and readiness.

Economically Disadvantaged students showed significant growth in ELA.

Students with disabilities made some gains.

Using data to provide differentiated and embedded professional development for staff.

Realign curriculum and materials to correspond with the Science of Reading.

Teachers plan for instruction collaboratively.

Challenges

Increasing professional capacity around data interpretation and analysis would result in more informed instructional decision making.

Overall, students lack deep understanding of foundational math skills.

Increasing professional capacity around developmentally appropriate practices would improve student outcomes.

The transient population that we serve makes it difficult at times to collect the requisite artifacts.

The school's transient ELL population presents a challenge in continuity of educational services.

Fostering collegial trust and collaboration among all staff.

Writing lesson plans that focus on standards delivery and best instructional practice should increase achievement in Science.

Providing rigorous tier 1 reading instruction to all students.

Planning purposeful intervention for students with the most needs considering available resources.

Increasing reading and math skills would bolster achievement in science.

Challenges

Systematic review of all concepts introduced in Kindergarten through third grade would increase achievement in science.

Maintaining consistency of educational language, practices and interventions among all staff.

Managing the resource of time to allow for more consistent feedback on instructional practices.

Most Notable Observations/Patterns

We need to address some of the challenges from a system-wide perspective keeping equity in mind.

Challenges

Discussion Point

Priority for Planning

School did not make target achievement in ELA.

School did not meet interim achievement target in ELA.

✓

School did not make target achievement in Math.

School did not meet interim achievement target in Math.

✓

Students lack basic number sense and computation skills

Implementing a planning for standard approach in math

Planning initiative begins in September.

Challenges	Discussion Point	Priority for Planning
lesson planning would improve student outcomes.		
Preparing age appropriate lessons can some times be challenging and create a problem for artifact collection.	Planning initiative begins in September.	
Overall, students lack deep understanding of foundational math skills.	Instructional practices inconsistent with child development and best practices.	
Increasing professional capacity around developmentally appropriate practices would improve student outcomes.	High quality professional development would help to increase collective efficacy and help teachers feel more confident.	
The transient population that we serve makes it difficult at times to collect the requisite artifacts.		
Ensuring best practice strategies are implement in the classroom - Reading and Math	Teachers need to employ the Science of Reading and use the standards math planning template when planning for instruction.	
Fostering collegial trust and collaboration among all staff.	Teachers need to work collaboratively and be willing to be lead by interventionists.	
Managing the resource of time to allow for more consistent feedback on instructional practices.	Creative scheduling solutions are needed in order to allow a small number of interventionists to help improve all tiers of instruction.	
An improvement in oral reading fluency would lead to more positive outcomes for all students across the		

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

grades.

Increasing professional capacity around the speech to print connection would improve pedagogical decision making.

Increasing professional capacity around data interpretation and analysis would result in more informed instructional decision making.

Improving tier 1 reading instruction would significantly improve achievement of all student.

Teachers need to work with Reading Specialist as consultants to better plan for small group instruction.

The school's transient ELL population presents a challenge in continuity of educational services.

Maintaining consistency of educational language, practices and interventions among all staff.

Providing rigorous tier 1 reading instruction to all students.

Planning purposeful intervention for students with the most needs considering available resources.

We must focus intervention on k-5 tier 2 and 3 readers.

Writing lesson plans that focus on standards delivery and best instructional practice should increase achievement in Science.

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

Increasing reading and math skills would bolster achievement in science.

Systematic review of all concepts introduced in Kindergarten through third grade would increase achievement in science.

ADDENDUM B: ACTION PLAN

Action Plan: Standards Aligned Instruction

Action Steps	Anticipated Start/Completion Date
Implementation of a Evidenced Based Literacy Program for grades K-5.	08/28/2023 - 06/07/2024
Monitoring/Evaluation	Anticipated Output
Teachers, monthly, Acadience, SpringMath, iready	Increased performance in ELA and Math in all student groups.
Material/Resources/Supports Needed	PD Step
CKLA	yes



Action Steps**Anticipated Start/Completion Date**

Development and implementation of interventions in computation, concepts and applications and number sense in Math.

08/28/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Teachers, monthly, Acadience, SpringMath, iready

Increased performance in ELA and Math in all student groups.

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

SpringMath and Acadience Math

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Fink will meet the interim target of 67% proficient or advanced on the 2024 PSSA. (ELA Achievement)	Standards Aligned Instruction	Implementation of a Evidenced Based Literacy Program for grades K-5.	08/28/2023 - 06/07/2024
Fink will meet the interim target of 54.4% proficient or advanced on the 2024 PSSA. (Math Achievement)	Standards Aligned Instruction	Development and implementation of interventions in computation, concepts and applications and number sense in Math.	08/28/2023 - 06/07/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
CKLA Training	Teachers	Science of Reading, comprehension, vocabulary strategies, reading and writing instructions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved instructional strategies and student achievement.	08/28/2023 - 06/07/2024	Jodi Jackson

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction 4e: Growing and Developing Professionally	Structured Literacy Language and Literacy Acquisition for All Students



Professional Development Step	Audience	Topics of Prof. Dev
SpringMath and Acadience Math	Teachers	Identifying and addressing strengths and weaknesses in Math.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved achievement in Math.	08/28/2023 - 06/07/2024	Jodi Jackson

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

Teaching Diverse Learners in Inclusive Settings

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Communication of plan during September Board Meeting.	Communicate community, vision, goals, and action steps	Face to face presentation.	School Community	September 2023
Communication of plan during September PTO Meetings.	Communicate community, vision, goals, and action steps	Face to face presentation.	Families	September 2023
Communication of plan during September staff Meetings.	Communicate community, vision, goals, and action steps	Face to face presentation.	Staff	September 2023
