

ROBERT REID EL SCH

201 Oberlin Road

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
Kate Korsak	Reading Specialist	Robert G. Reid
Shelly Lehew	Intervention Specialist	Robert G. Reid
Sue Blatt	Autistic Support Teacher	Robert G. Reid
Gina Pronesti	Regular Education Teacher	Robert G. Reid
Kim Whetsell	Community Member	Robert G. Reid
Samantha Mowers	Regular Education Teacher	Robert G. Reid
Laura Ribec	Teacher	Robert G. Reid
Chelton Hunter	Chief School Administrator	Robert G. Reid
Carolyn Whittle	Parent	Robert G. Reid

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Interim targets will be met in order to improve achievement and growth in math.	Mathematics
	Mathematics
	Mathematics
Interim targets will be met in order to improve achievement in ELA	English Language Arts
Interim targets will be met in order to improve achievement for students with disabilities in ELA	English Language Arts
	English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy	
Standards Aligned Instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Achievement	Reid will meet the interim target of 69% proficient or advanced on the 23-24 PSSA.

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

Students with Disabilities
ELA

Students with disabilities will meet interim target of 38% proficient on ELA PSSA

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

Implementation of an evidence-based literacy series for
grades K-5

2023-08-28 -
2024-07-07

Amy
Rehmeyer

CKLA

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

2023-08-28 -
2024-06-07

Amy
Rehmeyer

Spring Math training and resources for all
teachers K-5 Acadience training and
resources for all teachers K-5

Redesign of programming for students with disabilities

2023-08-28 -
2024-06-07

Amy
Rehmeyer

PEAK, ULS

Anticipated Outcome

Increased performance in ELA and Math for all student groups

Monitoring/Evaluation

teachers, monthly, Acadience, Spring Math, and iReady



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Reid will meet the interim target of 69% proficient or advanced on the 23-24 PSSA. (ELA Achievement)	Standards Aligned Instruction	Implementation of an evidence-based literacy series for grades K-5	08/28/2023 - 07/07/2024
Students with disabilities will meet interim target of 38% proficient on ELA PSSA (Students with Disabilities ELA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Reid will meet the interim target of 69% proficient or advanced on the 23-24 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
Students with disabilities will meet interim target of 38% proficient on ELA PSSA (Students with Disabilities ELA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Reid will meet the interim target of 69% proficient or advanced on the 23-24 PSSA. (ELA Achievement)	Standards Aligned Instruction	Redesign of programming for students with disabilities	08/28/2023 - 06/07/2024
Students with disabilities will meet interim target of 38% proficient on ELA PSSA (Students with Disabilities ELA)			

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

Amy M. Rehmeyer

2023-07-26

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All students completed career readiness portfolios

The number of advanced and proficient students in grades 3, 4, and 5 increased in 22-23 compared to 21-22.

Attendance was improved.

Teaching the science of reading from phonemic awareness and phonics to reading text has really helped establish the foundations we need for successful readers.

Professional development in Spring Math

We have 4 autistic support classrooms and we are redesigning our special education programming to include ULS and PEAK

Our teachers teacher STEM activities at least monthly.

Our school-wide positive behavior support plan has been a focus at Reid and we continue to implement the SWIS data management system.

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

Challenges

Students were below the statewide average for interim achievement targets in math (56%).

Students were below the interim achievement target in ELA (67%).

Students with disabilities are not meeting achievement targets in ELA.

Spring Math is new for teachers and students

Lack of math interventions to address skill deficits

Time for professional development for teachers in best practices

We need to dedicate more time to Science instruction.

Collecting career portfolio information for new students from previous schools.

Monitor and evaluate the impact of professional learning on staff practices and student learning - more time for professional learning opportunities for staff and cross grade level collaboration.

Implement evidence-based strategies to engage families to

Strengths

Use Grade Level meetings to analyze data and monitor student progress, accommodations and interventions.

Implementation of evidence-based instructional strategies

Development and implementation of standards-aligned curriculum and common assessments

Implementation of an evidence-based literacy series of grades K-5 - CKLA

We are teaching science cross-curricula with ELA.

In grade 4, PSSA science scores exceeded statewide average

School counselor career readiness lessons.

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

Development and implementation of standards-aligned curriculum and common assessments

Implementation of evidence-based instructional strategies

Career day held by the school counselor.

Collection of data for career portfolios.

Challenges

support learning

Identifying additional support to students not mastering content/grade level standards

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Identifying appropriate interventions for students not mastering standards

Strengths

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Students were below the statewide average for interim achievement targets in math (56%).

Lack of evidence based instructional strategies and consistent resources

✓

Students were below the interim achievement target in ELA (67%).

Lack of evidence based instructional strategies and consistent resources

✓

Spring Math is new for teachers and students

Our achievement continues to drop in math and that is a major concern to the staff and community.

Lack of math interventions to address skill deficits

Collecting career portfolio information for new students from previous schools.

Monitor and evaluate the impact of professional learning on staff practices

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

and student learning - more time for professional learning opportunities for staff and cross grade level collaboration.

Implement evidence-based strategies to engage families to support learning

Time for professional development for teachers in best practices

Identifying additional support to students not mastering content/grade level standards

We need to dedicate more time to Science instruction.

Students with disabilities are not meeting achievement targets in ELA.

Lack of resources

✓

Identifying appropriate interventions for students not mastering standards

ADDENDUM B: ACTION PLAN

Action Plan: Standards Aligned Instruction

Action Steps	Anticipated Start/Completion Date
Implementation of an evidence-based literacy series for grades K-5	08/28/2023 - 07/07/2024
Monitoring/Evaluation	Anticipated Output
teachers, monthly, Acadience, Spring Math, and iReady	Increased performance in ELA and Math for 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, Spring Math, and iReady

Increased performance in ELA and Math for all student groups

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

Spring Math training and resources for all teachers K-5 Acadience training and resources for all teachers K-5

yes



Action Steps**Anticipated Start/Completion Date**

Redesign of programming for students with disabilities

08/28/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

teachers, monthly, Acadience, Spring Math, and iReady

Increased performance in ELA and Math for all student groups

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

PEAK, ULS

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Reid will meet the interim target of 69% proficient or advanced on the 23-24 PSSA. (ELA Achievement) Students with disabilities will meet interim target of 38% proficient on ELA PSSA (Students with Disabilities ELA)	Standards Aligned Instruction	Implementation of an evidence-based literacy series for grades K-5	08/28/2023 - 07/07/2024
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
CKLA Training	Teachers	science of reading, vocabulary strategies, reading and writing instruction, comprehension strategies
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved instructional strategies and increased student achievement	08/28/2023 - 06/07/2024	Amy Rehmeyer
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
1e: Designing Coherent Instruction	Structured Literacy	
1c: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students	
4e: Growing and Developing Professionally		
4a: Reflecting on Teaching		

Professional Development Step	Audience	Topics of Prof. Dev
Spring Math and Acadience Training	Teachers	Identifying and addressing math strengths and weaknesses

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved performance, increased achievement	08/28/2023 - 06/07/2024	Amy Rehmeyer

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

Professional Development Step	Audience	Topics of Prof. Dev
Special Education Training	Special Education Teachers and Reading Specialists	Use of ULS, PEAK, and other strategies/intervention to address students' needs

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved performance for students with disabilities	08/28/2023 - 07/07/2024	Amy Rehmeyer

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
Communication of plan during September School Board Meeting	Communicate committee, vision, goals, and action steps	face to face presentation	School Community	September 2023
Present plan during PTO Meeting	Communicate committee, vision, goals, and action steps	face to face presentation	Families	September 2023
Present plan during faculty meeting	Communicate committee, vision, goals, and action steps	face to face presentation	staff members	September 2023
