

ROCKWOOD AREA EL SCH

435 Somerset Ave

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The Vision of the Rockwood Area School District is for all students to become lifelong learners and critical thinkers through a diverse education supported by- excellent teaching, informed community involvement, and positive parental guidance. Rockwood Shared Values:

Relationships – Developing and maintaining positive relationships with all stakeholders fostering a strong sense of community that supports our finest resource, our children. Opportunities – Providing opportunities to all students in all academic disciplines, in extra-curricular activities, and for social and personal well-being that enhance student performance and learning. Commitment– Making a commitment to empower all students to reach their personal goals by providing resources and career opportunities within our schools and access to community partners. Knowledge – Promoting high expectations and the acquisition of knowledge in academic experiences of high rigor that develop students into critical thinkers and prepares them for their post-secondary endeavors. Equality – Promoting equality to all stake holders the opportunities in education and support through acceptance and tolerance that will allow our students to understand the diversity of people within our great nation and world. Teaching – Facilitating rigorous and collaborative learning experiences with supportive interventions and differentiation, teaching students to reach their full potential. Safety – Ensuring the safety of all students and staff in an environment conducive to learning. All children can learn and grow in all skill areas. It is the responsibility of all school stakeholders to enable this growth and enrich the child's learning.

STEERING COMMITTEE

Name	Position	Building/Group
Jonathan Hale	Principal/Fed. Prog. Coord.	Rockwood Elementary
Sue Slope	Teacher	Rockwood Elementary
Melissa Gindlesperger	Teacher	Rockwood Elementary
Beth Miller	Reading Specialist	Rockwood Elementary
Jess Miller	Reading Specialist	Rockwood Elementary
Jenna Wintersteen	Special Ed. Teacher/Curriculum Coordinator	Rockwood Elementary
Heather Hale	Parent	Parent
Carissa Shipley	Community Member	Tax Collector
Jennifer Werner	Parent/Community Member	Parent
Joannie Pritts	Community Member	PTO/Parent
Brandi Wedge	Education Specialist	Guidance Counselor
Adam Sembower	Board Member	Rockwood Area School District

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Meeting the criteria of completion by the state. Need to develop student knowledge of college and career readiness applications/knowledge to situations. Connections to community.	Career Standards Benchmark
Value of education in the households and educational applications connected to learning and attendance.	Regular Attendance
Consistent application of instructional strategies to support learners.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Use of MTSS and supplemental instructional practices involved in MTSS, Title I, and the classroom.	Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy	
Tiered Instructional Groups supporting PDE SAS Standards- Data Driven Decision Making	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

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Balanced MTSS outcomes: Seeing appropriate tiers in the RAES	The faculty and staff of the Rockwood Area School District will be able to maintain and appropriate balance of students needing tiered support through MTSS, Title I and classroom interventions. 80% Tier 1, 15% tier 2, and 5% tier 3. Data review will be used. Appropriate goal may be 70, 20, 10 for the end of the 2023-24 school year.
Instructional Practices Guided Reading, MTSS, Acceleration Period, and Study Skills	Clear development of practices related to assessment, instructional interventions, and progress monitoring connected to MTSS, Guided Reading, Acceleration Period/Remediation, and Standards Skills. Assessment data will point to 70% or higher proficiency rates on both reading and math assessments. (DIBELS 8, DRAs, Link-It, and Software based program checks)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Grouping of Students based on DIBELS/95% Group Skills proficiencies to improve student learning outcomes related to early literacy skills and grade-level standards. Grade level and Data team meetings will take place bi-weekly to group students accordingly	2023-09-20 - 2024-06-28	Mr. Hale, Principal Mrs. Hetrick, School Psychologist	DIBELS and Link-It scores. Grouping Sheet for grade levels.

Anticipated Outcome
70% of students in Kindergarten through 6th grade will meet expected benchmarks for screeners (DIBELS/Link-It) through interventions/tutoring.

Monitoring/Evaluation
Assessment data, three times per year. DIBELS/Link-It data.

Evidence-based Strategy

College and Career Education Portfolio Items.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
College and Career Benchmarks	All students will experience College and Career Readiness lessons and develop artifacts to demonstrate efforts and learning through the College and Career Readiness standards.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implementation of STEM and College and Career Ed (Guidance Lessons) every 6 days in the Unified Arts rotation to all Elementary Students (K-6).	2023-09-20 - 2024-06-28	Mr. Hale, Principal Mrs. Wedge, Guidance Counselor	Electronic portfolios.

Anticipated Outcome

All K-6 students will develop knowledge related to STEM and College and Career education, building understanding of the job force and how learning connects. 100% of students will have one STEM or C&CE portfolio by the end of 2023-24

Monitoring/Evaluation

Mr. Hale, Principal, Mrs. Wedge, Guidance Counselor Quarterly discussion and online portfolio check.

Evidence-based Strategy

Attendance Meetings - Parent Engagement Community Events

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Econ. Disadvantaged
Attendance

Close the attendance rate gap between all students category and the economically Disadvantaged category from 6% to 4% by the end of 2023-24.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Parent Engagement meetings held throughout the 2023-24 school year will include information related to attendance and improving academics. Targeted truancy Letters and information will be sent to students with attendance issues.

2023-09-20 -
2024-06-28

Mr. Hale,
Principal Mrs.
Susan Clark,
School Social
Worker.

Letters, attendance data,
and fliers related to
attendance and academic
success.

Anticipated Outcome

Reduction of absences during the 2023-24 school year. 2021-22 6% absenteeism for ED students. target 4% for 2023-24

Monitoring/Evaluation

Quarterly review of truant students, letters, and documentation of information sent home to families.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The faculty and staff of the Rockwood Area School District will be able to maintain and appropriate balance of students needing tiered support through MTSS, Title I and classroom interventions. 80% Tier 1, 15% tier 2, and 5% tier 3. Data review will be used. Appropriate goal may be 70, 20, 10 for the end of the 2023-24 school year. (Balanced MTSS outcomes: Seeing appropriate tiers in the RAES)</p> <p>Clear development of practices related to assessment, instructional interventions, and progress monitoring connected to MTSS, Guided Reading, Acceleration Period/Remediation, and Standards Skills. Assessment data will point to 70% or higher proficiency rates on both reading and math assessments. (DIBELS 8, DRAs, Link-It, and Software based program checks) (Instructional Practices Guided Reading, MTSS, Acceleration Period, and Study Skills)</p>	<p>Tiered Instructional Groups supporting PDE SAS Standards-Data Driven Decision Making</p>	<p>Grouping of Students based on DIBELS/95% Group Skills proficiencies to improve student learning outcomes related to early literacy skills and grade-level standards. Grade level and Data team meetings will take place bi-weekly to group students accordingly</p>	<p>09/20/2023 - 06/28/2024</p>

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

Mark R. Bower

2023-09-06

School Improvement Facilitator Signature

Building Principal Signature

Jonathan Hale

2023-09-06

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

ELA (PSSA) proficiency levels in 3rd, 4th, 5th, and 6th Grade Above PA state averages (2019) and historically.

Mathematics (PSSA) proficiency levels in 3rd, 4th, 5th, and 6th Grade Above PA state averages (2019) and historically.

Economically disadvantaged students are meeting with growth and proficiency levels similar to all student groups.

Multi-Tiered System of Support used in Kindergarten through 3rd grade to support learners not meeting academic standards in ELA.

Acceleration Period used in 4th through 6th grade to enrich and remediate learning in ELA. Connected to PSSA scores

Data informed decision making. Use of assessments to determine student performance and needs for support.

Primary grade outcomes in reading are improving through MTSS supports. Based on DIBELS and DRA assessments.

Reading proficiency levels above 70% in primary grades on benchmark assessment. (DIBELS and DRAs).

Challenges

3rd grade ELA proficiency levels being lower than our building average. (PSSA)

Maintenance of STEM and College and Career Readiness opportunities for students in Kindergarten through 6th grade.

Math proficiency levels on PSSA not at the same performance level as ELA. 10% lower

School attendance for students meeting the criteria of economically disadvantaged is 5% lower than the general population.

Low performing students/Special Ed. students growing and meeting grade level standards.

Proficiency scores on PSSAs are below those of ELA consistently.

Implementation of Standards based Instruction/Assessments to move students forward.

Meeting the needs of students due to learning loss during the COVID-19 pandemic - all student groups.

Strengths

Historically, mathematics proficiency rates are above the state average in all grade levels.

Growth by All Students, Whites, and Economically Disadvantaged students exceeds state expectations in 2019.

Historically, RAES students have met proficiency levels above the state average on PSSA Science assessments. Proficiency levels have been at or above 90% historically.

Development of a STEM Lab with resources for STEM education. Used by all grade levels.

Integration of STEM into Science Curriculum.

Developing practices related to STEM education, integration into Science Curriculum. Focus 3rd to 6th grade.

Social Studies and Career Readiness taught at all grade levels and integrated to support the curriculum. Guidance Counselor support through periodic lessons.

Economically Disadvantaged students demonstrated growth that met or exceeded state targets in 2019 data. PSSA proficiency data is close to that of all students. Growth appears to have taken place in all Elementary grade levels during the 2023 PSSAs.

Challenges

Raising achievement of students with disabilities above the basic to proficient levels on PSSAs and to grade level on Benchmarks.

Implementation and consistent delivery of MTSS targeted support and Guided Reading Lessons in the Primary Grades.

Improving the learning outcomes of readers in K-3rd grade. 3rd grade proficiency levels on the ELA PSSA.

Fluency of basic operations for all students.

Developing practices to integrate STEM into all subjects.

STEM resources to be used for all grade levels, development of curriculum to meet career readiness.

Career Readiness education resources and instructional practices to foster knowledge of curriculum.

Attendance for Economically Disadvantaged students is slightly lower than All students. 6% lower in 2019 data.

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

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Strengths

Provide frequent, timely, and systematic feedback and support on instructional practices

Inclusionary practices are the focus for Special Education within the District.

All students within the RAES receive instruction in art, chorus, and band.

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

Identify and address individual student learning needs

Align curricular materials and lesson plans to the PA Standards

STEM taught as a unified Arts Special to all students k-6 during the 2023-24 school year.

Implementation of paraprofessionals in inclusive classrooms to support student learning.

Implementation of Behavioral Interventions to support Mental Health and behavioral concerns of students in K-6.

Challenges

Science core through Primary grades.



Most Notable Observations/Patterns

The Rockwood Area School District and Elementary team provided consistent academic instruction throughout the mandatory school closure in 2019-20. The faculty and staff also supported the community by providing materials, technology, and other resources to support student learning when school shut downs were required in 2020-21. 2022-23 will be spent reviewing curriculum, returning to pre-COVID levels expectations for academic performance, behavior, and instructional practices. 2023-24 sees the development of the PEBBLE room to support behavioral and academic concerns for students. Continued efforts using interventions in a tiered process to support student behaviors in the classroom. A focus to improve career education and STEM is being implemented with STEM instruction for 30 minutes every 6 days for Kindergarten through 6th grade.

Challenges	Discussion Point	Priority for Planning
3rd grade ELA proficiency levels being lower than our building average. (PSSA)	Curriculum alignment, data driven decision making, and supplemental instruction.	
Maintenance of STEM and College and Career Readiness opportunities for students in Kindergarten through 6th grade.	Career Readiness education, Science Curriculum alignment, and student engagement.	✓
Math proficiency levels on PSSA not at the same performance level as ELA. 10% lower	Scheduling and focus to improve reading. Title I Reading School.	
School attendance for students meeting the criteria of economically disadvantaged is 5% lower than the general population.	Value of education in homes and educational information supplied.	✓

Challenges	Discussion Point	Priority for Planning
Fluency of basic operations for all students.	Moving to Common Core Standards. Though processes are there however, fluency is lacking.	
STEM resources to be used for all grade levels, development of curriculum to meet career readiness.	Establishment of resource needs, teacher involvement in selections, and knowledge of content and resources available.	
Career Readiness education resources and instructional practices to foster knowledge of curriculum.	Establishment of resource needs, teacher involvement in selections, and knowledge of content and resources available.	
Implementation of Standards based Instruction/Assessments to move students forward.	Review of curriculum, implementation of instructional strategies, and scheduling instructional time focused on interventions, remediation, and enrichment.	
Partner with local businesses, community organizations, and other agencies to meet the needs of the school		
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Behavior support needed through School Psychologist and Guidance Counselor.	
Meeting the needs of students due to learning loss during the COVID-19 pandemic - all student groups.		
Implementation and consistent delivery of	COVID 19 guidelines are restrictive to the approach we take related to	✓

Challenges	Discussion Point	Priority for Planning
MTSS targeted support and Guided Reading Lessons in the Primary Grades.	these supports. Working on consistency of instructional practices through professional Development and educational resources.	
Improving the learning outcomes of readers in K-3rd grade. 3rd grade proficiency levels on the ELA PSSA.	Pre-School exposure, family dynamics, and resources within the community. School provided supports are improving this area.	✓
Raising achievement of students with disabilities above the basic to proficient levels on PSSAs and to grade level on Benchmarks.		
Attendance for Economically Disadvantaged students is slightly lower than All students. 6% lower in 2019 data.		
Science core through Primary grades.		

ADDENDUM B: ACTION PLAN

Action Plan: Tiered Instructional Groups supporting PDE SAS Standards- Data Driven Decision Making

Action Steps	Anticipated Start/Completion Date
Grouping of Students based on DIBELS/95% Group Skills proficiencies to improve student learning outcomes related to early literacy skills and grade-level standards. Grade level and Data team meetings will take place bi-weekly to group students accordingly	09/20/2023 - 06/28/2024

Monitoring/Evaluation	Anticipated Output
Assessment data, three times per year. DIBELS/Link-It data.	70% of students in Kindergarten through 6th grade will meet expected benchmarks for screeners (DIBELS/Link-It) through interventions/tutoring.

Material/Resources/Supports Needed	PD Step
DIBELS and Link-It scores. Grouping Sheet for grade levels.	yes



Action Plan: College and Career Education Portfolio Items.

Action Steps

Anticipated Start/Completion Date

Implementation of STEM and College and Career Ed (Guidance Lessons) every 6 days in the Unified Arts rotation to all Elementary Students (K-6).

09/20/2023 - 06/28/2024

Monitoring/Evaluation

Anticipated Output

Mr. Hale, Principal, Mrs. Wedge, Guidance Counselor
Quarterly discussion and online portfolio check.

All K-6 students will develop knowledge related to STEM and College and Career education, building understanding of the job force and how learning connects.
100% of students will have one STEM or C&CE portfolio by the end of 2023-24

Material/Resources/Supports Needed

PD Step

Electronic portfolios.



Action Plan: Attendance Meetings - Parent Engagement Community Events

Action Steps	Anticipated Start/Completion Date
Parent Engagement meetings held throughout the 2023-24 school year will include information related to attendance and improving academics. Targeted truancy Letters and information will be sent to students with attendance issues.	09/20/2023 - 06/28/2024
Monitoring/Evaluation	Anticipated Output
Quarterly review of truant students, letters, and documentation of information sent home to families.	Reduction of absences during the 2023-24 school year. 2021-22 6% absenteeism for ED students. target 4% for 2023-24
Material/Resources/Supports Needed	PD Step
Letters, attendance data, and fliers related to attendance and academic success.	

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The faculty and staff of the Rockwood Area School District will be able to maintain and appropriate balance of students needing tiered support through MTSS, Title I and classroom interventions. 80% Tier 1, 15% tier 2, and 5% tier 3. Data review will be used. Appropriate goal may be 70, 20, 10 for the end of the 2023-24 school year. (Balanced MTSS outcomes: Seeing appropriate tiers in the RAES)</p>	Tiered Instructional Groups supporting PDE SAS Standards-Data Driven Decision Making	Grouping of Students based on DIBELS/95% Group Skills proficiencies to improve student learning outcomes related to early literacy skills and grade-level standards. Grade level and Data team meetings will take place bi-weekly to group students accordingly	09/20/2023 - 06/28/2024
<p>Clear development of practices related to assessment, instructional interventions, and progress monitoring connected to MTSS, Guided Reading, Acceleration Period/Remediation, and Standards Skills. Assessment data will point to 70% or higher proficiency rates on both reading and math assessments. (DIBELS 8, DRAs, Link-It, and Software based program checks) (Instructional Practices Guided Reading, MTSS, Acceleration Period, and Study Skills)</p>			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Structured Literacy - Instructional and foundational understanding	All elementary, special ed. and reading certified teachers within the Rockwood Area School District.	Structured Literacy: Structured literacy supplements core instruction with an increased focus on the five essential components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension). Research on Pennsylvania’s Dyslexia Pilot and Expansion project demonstrated a significant impact for students and school systems in the use of structured literacy. This presentation will be systematic and in steps; (1) reading literacy skills of phonemic awareness, phonics, fluency, vocabulary and comprehension; (2) Differentiating instruction for teaching students with advanced reading skills and students with dyslexia or other language-based learning disabilities; (3) Identifying and teaching students with dyslexia and other language-based learning disabilities using appropriate scientific research and brain-based multisensory intervention methods and strategies; (4) Implementing reading instruction using high-quality instructional materials; (5) Using developmentally appropriate supports to ensure that students can effectively access reading instruction; and (6) Administering universal reading screeners to students.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Sign in sheets, agenda, and presentation materials	09/06/2023 - 06/28/2024	Mr. Jonathan Hale, Principal Mrs. Jessica Miller, Reading Curriculum Coordinator/Reading Specialist

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Structured Literacy

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Board Approval at the September 2023 Meeting	Entire Plan provided to the Board of Directors	Agenda Item	Board Members and Administration	September 19th, 2023
Rockwood Area School Wide Plan posted to Elementary website for public access	The Rockwood Elementary Schoolwide Plan sets programs and practices into place to support student learning. This plan outlines strengths, concerns, building programs and practices in place to support RAES students.	Web-based delivery	District Stakeholders	Entire 2023-24 school year.
