

DAVIS SCH

300 S Ogontz St

TSI Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

Create an environment where our learning community is rooted in data driven student achievement and consistent school-wide discipline system through effective instructional collaboration enabling us to maximize student learning in the classrooms.

ESTABLISHED PRIORITIES

Priority Statement

The priority need is for each teacher to meet with small groups of students to provide targeted instruction based on the students' needs as determined through relevant data in math and ELA.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction

The priority need is to consistently engage families in academic collaboration that will build strong and effective partnerships that can help children and families thrive.

Parent and family engagement

ACTION PLAN AND STEPS

Evidence-based Strategy

EP 14: Implement evidence-based strategies to engage families to support learning

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Family Engagement

By June of 2023, Phineas Davis School will increase family engagement by the use of Back to School Night, Parent-Teacher Conferences, Literacy on the Lawn, and various communication tools (7 ways) as measured by the results of the Family Satisfaction Survey and administrative reports.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Back to School Night-- Literacy Resources Academic Tent	2022-08-11 - 2022-08-11	Millan (MTSS Specialist)	Tent, Interactive Resources, Activities
Create a Family Satisfaction Survey to collect data in the beginning, middle, and end of the year	2022-08-11 - 2023-06-02	Administration, Rignanesi (IL, Teacher)	
Team planning for monthly “Literacy on the Lawn” during student dismissal.	2022-08-15 - 2022-10-28	ILT Team	Weekly meetings

Anticipated Outcome

Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.

Monitoring/Evaluation

“ Team meeting agendas “ School calendar of events “ District/school website “ Professional learning plan, materials “ Educator focus groups “ Student focus groups “ Educator survey “ Family survey

Evidence-based Strategy

EP 4: : Identify and address individual student learning needs. Focus on Continuous Improvement of Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student achievement and/or growth	The students at Phineas Davis will show increased achievement and/or growth in literacy, numeracy, and science over the next academic school year utilizing small group instruction.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Scheduled PLCs for data analysis in the ILT structured format	2022-08-15 - 2022-08-31	Erin Kim--Instructional Leader/Coach/Teacher	Professional Development Schedule
Professional Development and Coaching: 1. Pulling data 2. Using the data for small groups 3. Logistics for Small Group	2022-08-15 - 2023-06-02	ILT Team, Teachers, MTSS Specialist, Coaches	People, Time, Data Resources

Anticipated Outcome

Structures, practices, and protocols guide educators use of individual student data to identify evidence-based strategies and differentiate instruction to address students' academic needs, resulting in rigorous instruction that meets the needs of each student. Educators regularly collaborate to assess implementation and effectiveness of differentiation strategies.

Monitoring/Evaluation

" Data analysis protocol " Data warehouse/information system " Examples of student work " Feedback forms for students " Lesson plans " Student data notebooks " Professional learning plans " Classroom visits " Plans/agendas from cross-role meetings about shared students " Educator focus groups " Student focus groups " Educator survey



Evidence-based Strategy

EP 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Positive Action Training	2022-08-17 - 2023-06-02	Wilkerson (IL/Teacher), Millan (IL/MTSS Specialist), Romer (Social Worker)	Positive Action Curriculum and Kits for all staff. Technology. Resources
Pilot a Buddy Classrooms Program in conjunction with PBIS rewards.	2022-11-07 - 2023-06-02	Rignanesi/IL/Teacher	Time to collaborate and plan, Time to present to staff
Create a Resource Bank of Staff Experts	2022-08-15 - 2022-09-06	Administration and Millan (MTSS Specialist)	Google Forms

Anticipated Outcome

The school demonstrates each of the following evidence-based climate standards: 1. A shared vision and plan for promoting, enhancing, and sustaining a positive, school climate; 2. A comprehensive system to address barriers to learning and teaching and re-engage students who have become disengaged; and 3. Practices to promote the learning and positive social, emotional, ethical, and civic development of students.

Monitoring/Evaluation

“ Classroom/building posters and publications “ School website “ Campus/building walk-through “ Professional learning plan, materials “
Educator focus groups “ Student focus groups “ Family survey

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The students at Phineas Davis will show increased achievement and/or growth in literacy, numeracy, and science over the next academic school year utilizing small group instruction. (Student achievement and/or growth)	EP 4: : Identify and address individual student learning needs. Focus on Continuous Improvement of Instruction	Professional Development and Coaching: 1. Pulling data 2. Using the data for small groups 3. Logistics for Small Group	08/15/2022 - 06/02/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	EP 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Positive Action Training	08/17/2022 - 06/02/2023

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.

School Board Minutes or Affirmation Statement

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

Even though our ELA proficiency was in the red at 17.4% ADV/PRO, the Hispanic population was trending upward.

Even though our ELA proficiency was in the red at 16.0% ADV/PRO, the Economically Disadvantaged was trending upward.

The All Student Group was at 10.9% PRO/ADV in 2018, and trended upward to 15.9% PRO/ADV in 2019, which was an increase of 5%.

The All Student Group was green for growth with an Academic Growth Score of 70, which is trending upward from its previous Academic Growth Score of 62 during the 2017-2018 school year.

Grades 4 had light blue growth. Grade 6 had dark blue growth.

The All Student Group was at 5.4% PRO/ADV in 2018, and trended upward to 6.21% PRO/ADV in 2019, which was an increase of .81%.

Grade 5 moved from yellow to green growth. Grade 6 stayed dark blue.

The All Student Group was at 18.8% PRO/ADV in 2018, and trended upward to 21.82% PRO/ADV in 2019, which was an

Challenges

This subgroup (Students with Disabilities) was only at 3.2% PRO/ADV in ELA and was trending downward.

This subgroup (Students with Disabilities) was only at 2.9% PRO/ADV in MATH and was trending downward.

This subgroup (Hispanic) was only at 4.3% PRO/ADV in MATH and was trending downward.

The All Student Group had 15.9% of its students reach the ELA PRO/ADV categories, which was 12.8% short of its 2019 target of 28.7%.

Grades 4-7 had green growth during the 2018-2019 school year, while Grade 8 had yellow growth.

All PSSA tested grades have three or more core anchors where students are scoring 33% or less in those anchors based on their raw scores.

The All Student Group had 6.21% of its students reach the Math PRO/ADV categories, which was 10.89% short of its 2019 target of 17.1%.

Strengths

increase of 3.02%.

The Hispanic, English Learner, and Students with Disabilities sub-populations are all at 100%

Students with Disabilities is not a TSI designation.

Align curricular materials and lesson plans to the PA Standards

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Identify professional learning needs through analysis of a variety of data

Challenges

The All Student Group was red for growth with an Academic Growth Score of 66, which is trending downward from its previous Academic Growth Score of 100 during the 2017-2018 school year.

Grade 7 moved from dark blue to red growth. Grade 8 moved from green to red growth.

All PSSA tested grades have three or more core anchors where students scored 33% or less in those anchors; based on raw scores.

The All Student Group had 21.82% of its students reach the PRO/ADV categories, which was 8.38% short of its 2019 target of 30.2%.

The All Student Group was red for growth with an Academic Growth Score of 57, which is trending downward from its previous Academic Growth Score of 63 during the 2017-2018 school year.

Grades 4 & 8 had red growth during the 2018-2019 school year.

Grade 4 stayed red Grade 8 moved from yellow to red growth.

The Black sub-population is green at 96.6% while all other sub-populations are above 99%.

The growth indicator for ELA is trending downward for the English Learner sub-population. With proficiency as low as it is and not

Challenges

hitting our targets, green growth is a concern.

The percentage of ADV/PRO in ELA is at 6.9% for the Economically Disadvantaged sub-population. This was the only sub-population in Profile 4.

The percentage of ADV/PRO in Math is at 4.3% and is trending downward for the Hispanic sub-population.

Use multiple professional learning designs to support the learning needs of staff

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 *

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

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
<p>This subgroup (Students with Disabilities) was only at 3.2% PRO/ADV in ELA and was trending downward.</p>		
<p>This subgroup (Students with Disabilities) was only at 2.9% PRO/ADV in MATH and was trending downward.</p>	<p>Administrators and teachers do not systematically use established protocols to analyze appropriate data for informing decisions for improving student learning.</p>	
<p>This subgroup (Hispanic) was only at 4.3% PRO/ADV in MATH and was trending downward.</p>	<p>Administrators and teachers do not systematically use established protocols to analyze appropriate data for informing decisions for improving student learning.</p>	
<p>The All Student Group had 6.21% of its students reach the Math PRO/ADV categories, which was 10.89% short of its 2019 target of 17.1%.</p>	<p>Administrators and teachers do not systematically use established protocols to analyze appropriate data for informing decisions for improving student learning.</p>	
<p>The All Student Group was red for growth with an Academic Growth Score of 66, which is trending downward from its previous Academic Growth Score of 100 during the 2017-2018 school year.</p>		
<p>Grade 7 moved from dark blue to red growth. Grade 8 moved from green to red growth.</p>		

Challenges

Discussion Point

Priority for Planning

All PSSA tested grades have three or more core anchors where students scored 33% or less in those anchors; based on raw scores.

The Black sub-population is green at 96.6% while all other sub-populations are above 99%.

Use multiple professional learning designs to support the learning needs of staff

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 *

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

The All Student Group had 15.9% of its students reach the ELA PRO/ADV categories, which was 12.8% short of its 2019 target of 28.7%.

Administrators and teachers do not systematically use established protocols to analyze appropriate data for informing decisions for improving student learning.

Grades 4-7 had green growth during the 2018-2019 school year, while Grade 8 had yellow growth.

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

All PSSA tested grades have three or more core anchors where students are scoring 33% or less in those anchors based on their raw scores.

The growth indicator for ELA is trending downward for the English Learner sub-population. With proficiency as low as it is and not hitting our targets, green growth is a concern.

The percentage of ADV/PRO in ELA is at 6.9% for the Economically Disadvantaged sub-population. This was the only sub-population in Profile 4.

The percentage of ADV/PRO in Math is at 4.3% and is trending downward for the Hispanic sub-population.

The All Student Group had 21.82% of its students reach the PRO/ADV categories, which was 8.38% short of its 2019 target of 30.2%.

The All Student Group was red for growth with an Academic Growth Score of 57, which is trending downward from its previous Academic Growth Score of 63 during the 2017-2018 school year.

Grades 4 & 8 had red growth during the 2018-2019 school year.

Grade 4 stayed red Grade 8 moved from yellow to red growth.

ADDENDUM B: ACTION PLAN

Action Plan: EP 14: Implement evidence-based strategies to engage families to support learning

Action Steps	Anticipated Start/Completion Date
Back to School Night-- Literacy Resources Academic Tent	08/11/2022 - 08/11/2022
Monitoring/Evaluation	Anticipated Output
" Team meeting agendas " School calendar of events " District/school website " Professional learning plan, materials " Educator focus groups " Student focus groups " Educator survey " Family survey	Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.
Material/Resources/Supports Needed	PD Step
Tent, Interactive Resources, Activities	no

Action Steps**Anticipated Start/Completion Date**

Create a Family Satisfaction Survey to collect data in the beginning, middle, and end of the year

08/11/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

• Team meeting agendas • School calendar of events
• District/school website • Professional learning plan, materials
• Educator focus groups • Student focus groups
• Educator survey • Family survey

Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.

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

no



Action Steps**Anticipated Start/Completion Date**

Team planning for monthly “Literacy on the Lawn” during student dismissal.

08/15/2022 - 10/28/2022

Monitoring/Evaluation**Anticipated Output**

“ Team meeting agendas “ School calendar of events
 “ District/school website “ Professional learning plan, materials
 “ Educator focus groups “ Student focus groups
 “ Educator survey “ Family survey

Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.

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

Weekly meetings

no

Action Plan: EP 4: : Identify and address individual student learning needs. Focus on Continuous Improvement of Instruction

Action Steps**Anticipated Start/Completion Date**

Scheduled PLCs for data analysis in the ILT structured format

08/15/2022 - 08/31/2022

Monitoring/Evaluation**Anticipated Output**

“ Data analysis protocol “ Data warehouse/information system “ Examples of student work “ Feedback forms for students “ Lesson plans “ Student data notebooks “ Professional learning plans “ Classroom visits “ Plans/agendas from cross-role meetings about shared students “ Educator focus groups “ Student focus groups “ Educator survey

Structures, practices, and protocols guide educators use of individual student data to identify evidence-based strategies and differentiate instruction to address students’ academic needs, resulting in rigorous instruction that meets the needs of each student. Educators regularly collaborate to assess implementation and effectiveness of differentiation strategies.

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

Professional Development Schedule

no



Action Steps**Anticipated Start/Completion Date**

Professional Development and Coaching: 1. Pulling data 2. Using the data for small groups 3. Logistics for Small Group

08/15/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

“ Data analysis protocol “ Data warehouse/information system “ Examples of student work “ Feedback forms for students “ Lesson plans “ Student data notebooks “ Professional learning plans “ Classroom visits “ Plans/agendas from cross-role meetings about shared students “ Educator focus groups “ Student focus groups “ Educator survey

Structures, practices, and protocols guide educators use of individual student data to identify evidence-based strategies and differentiate instruction to address students’ academic needs, resulting in rigorous instruction that meets the needs of each student. Educators regularly collaborate to assess implementation and effectiveness of differentiation strategies.

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

People, Time, Data Resources

yes

Action Plan: EP 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Action Steps**Anticipated Start/Completion Date**

Positive Action Training

08/17/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

“ Classroom/building posters and publications “
School website “ Campus/building walk-through “
Professional learning plan, materials “ Educator focus
groups “ Student focus groups “ Family survey

The school demonstrates each of the following evidence-based climate standards:
1. A shared vision and plan for promoting, enhancing, and sustaining a positive,
school climate; 2. A comprehensive system to address barriers to learning and
teaching and re-engage students who have become disengaged; and 3. Practices
to promote the learning and positive social, emotional, ethical, and civic
development of students.

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

Positive Action Curriculum and Kits for all staff. Technology. Resources

yes



Action Steps**Anticipated Start/Completion Date**

Pilot a Buddy Classrooms Program in conjunction with PBIS rewards.

11/07/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

• Classroom/building posters and publications • School website • Campus/building walk-through • Professional learning plan, materials • Educator focus groups • Student focus groups • Family survey

The school demonstrates each of the following evidence-based climate standards:
1. A shared vision and plan for promoting, enhancing, and sustaining a positive, school climate; 2. A comprehensive system to address barriers to learning and teaching and re-engage students who have become disengaged; and 3. Practices to promote the learning and positive social, emotional, ethical, and civic development of students.

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

Time to collaborate and plan, Time to present to staff

no



Action Steps**Anticipated Start/Completion Date**

Create a Resource Bank of Staff Experts

08/15/2022 - 09/06/2022

Monitoring/Evaluation**Anticipated Output**

• Classroom/building posters and publications •
School website • Campus/building walk-through •
Professional learning plan, materials • Educator focus
groups • Student focus groups • Family survey

The school demonstrates each of the following evidence-based climate standards:
1. A shared vision and plan for promoting, enhancing, and sustaining a positive,
school climate; 2. A comprehensive system to address barriers to learning and
teaching and re-engage students who have become disengaged; and 3. Practices
to promote the learning and positive social, emotional, ethical, and civic
development of students.

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

Google Forms

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The students at Phineas Davis will show increased achievement and/or growth in literacy, numeracy, and science over the next academic school year utilizing small group instruction. (Student achievement and/or growth)	EP 4: : Identify and address individual student learning needs. Focus on Continuous Improvement of Instruction	Professional Development and Coaching: 1. Pulling data 2. Using the data for small groups 3. Logistics for Small Group	08/15/2022 - 06/02/2023
	EP 11: Promote and sustain a positive school environment where all members feel welcomed,	Positive Action Training	08/17/2022 - 06/02/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	supported, and safe in school: socially, emotionally, intellectually and physically		

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
Positive Action	All staff grade Pre-K to 8.	SEL learning.	
Evidence of Learning	Anticipated Timeframe	Lead Person/Position	
<p>--Reduce the incident referrals for the three D's (disruption of school, defiance, and disrespect) by 10% for the 2022-2023 school year. --</p> <p>Evidence of Positive Action in at least 90% of the classrooms according to walkthrough data across the K-8 buildings. --Increase pre and post test completion by 80% for the 2022-2023 school year.</p>	08/15/2022 - 06/02/2023	Romer (Social Worker), Millan (MTSS Specialist), Wilkerson (IL/Teacher)	

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2b: Establishing a Culture for Learning

Trauma Informed Training (Act 18)

Professional Development Step

Audience

Topics of Prof. Dev

Small Group Instruction

All Pre-K to 8 teaching staff.

1. Pulling data 2. Using the data for small groups 3. Logistics for Small Group

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Use of small group instruction with fidelity.

08/15/2022 - 06/02/2023

Instructional Leadership Team

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

