

DEVERS SCH

801 Chanceford Ave

TSI Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

At Devers, we are creating a culture where every student, family, and staff member is valued, appreciated, and treated with dignity. We are committed to providing strong instruction, deep engagement, and high expectations to create lifelong learners. Every Student! Every Class! Everyday!

STEERING COMMITTEE

Name	Position	Building/Group
Alynn Hanson	Principal	Devers
Christina Greene	Assistant Principal	Devers
Charity Shannon	Team Member	Devers
Kim McMahan	Team Member	Devers
Jennifer Amend	Team Member	Devers
Denise Waughtel	Team Member	Devers
Brittany Bell	Team Member	Devers
Dr. LeTrecia Gloster	Assistant Superintendent	Central Admin
Steve Patrick	Supervisor of Data & Assessment	Central Admin
Dr. Michael Thew	Other	Consultant
Kelly Overstreet	Parent	Devers
Joan Wright	Community Member	Martin Library

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

EP 4: Identify and address individual student learning needs. (Big Rock-DDI)

Essential Practices 1: Focus on Continuous Improvement of Instruction

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Essential Practices 3: Provide Student-Centered Support Systems

EP 3: Use a variety of assessments to monitor student learning and adjust programs and instructional practices. (Big Rock-DDI)

English Language Arts

Mathematics

STEM

EP 5: Provide frequent, timely, and systematic feedback and support on instructional practices. (Big Rock- Improving Instructional Practice)

Essential Practices 4: Foster Quality Professional Learning

Essential Practices 4: Foster Quality Professional Learning

EP 9: Align Title I Funds with SIPs (Big Rock- Allocation of Resources)

Essential Practices 2: Empower Leadership

ACTION PLAN AND STEPS

Evidence-based Strategy

Data Driven Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
EP 3: DDI (ELA-)	The percentage of ALL students that achieve proficiency on the ELA PSSA during the 2021-2022 school year will increase by at least 7.7% to 28.37%. (Determined by taking the 2018-2019 proficiency avg. of 20.67% and subtracting it from the 2024-2025 ESSA target of 59% and then dividing by 5.)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop professional development calendar to address progress toward 6 week instructional action plan goals	2022-08-08 - 2022-09-02	Alynnne Hanson Christina Greene	District PD calendar Driven by Data 2.0 Goals Supported by Title 1 funds

Anticipated Outcome

Hold data Review sessions to analyze data from formative assessments

Monitoring/Evaluation

held after each formative assessment

Evidence-based Strategy

PBIS/ SEL

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
EP 4: Student centered support systems	Staff will be given professional learning to help provide students with more PBIS and social emotional support in learning. Implementation of PBIS and SEL with a higher level of fidelity. Multitiered systems of support will become more data driven. Data systems will be utilized for students to provide feedback on the culture and climate of the school.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Hold monthly data review sessions around student discipline data.	2022-08-15 - 2022-09-05	Christina Greene	PBIS funding materials to fully implement Live school Title 1 funds will be used to support this goal Sapphire Data student perceptual survey

Anticipated Outcome

Reduction of discipline infractions

Monitoring/Evaluation

Sapphire infraction code - decrease student survey satisfaction increase

Evidence-based Strategy

Feedback & Support

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
EP 5: Feedback and Support differentiated teacher PD	Increase teacher collaboration and differentiate professional development opportunities for teachers to increase rigorous support in change efforts.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
100% of teachers will receive feedback through classroom observation and written feedback in Domain 1 of Danielson for development of their 6 -week action plan	2022-09-05 - 2022-12-12	Alyne Hanson Christina Greene	Danielson framework PA-ETap Universal Design for Learning tool Title 1 funds will be used to support this goal

Anticipated Outcome

Teachers develop better Tier 1 instructional supports and differentiated target supports for Tier 2 and Tier 3 students in the MTSS process to support academic growth

Monitoring/Evaluation

formative assessments

Evidence-based Strategy

Data Driven Instruction (Math)

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

EP 3: DDI (Math)

The percentage of ALL students that achieve proficiency on the math PSSA during the 2021-2022 school year will increase by at least 7.7% to 17.11%. (Determined by taking the 2020-2021 proficiency avg. of 9.41% and subtracting it from the 2024-2025 ESSA target of 47.9% and then dividing by 5.)

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Develop professional development calendar to address progress toward 6 week instructional action plan goals (in cycles)

2022-08-15 -
2023-04-25

Alynn Hanson
Christina
Greene
ILT team

formative assessment data Driven by Data 2.0
Universal design for learning
Title 1 funds will be used to support this goal

Anticipated Outcome

Increase in student proficiency on grade level formative assessments

Monitoring/Evaluation

formative assessments 6-week action plans

Evidence-based Strategy

Data Driven Instruction (Science)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
EP 4: DDI (science)	The percentage of ALL student that achieve proficiency on the Science PSSA during the 2022-2023 school year will increase by at least 10 % from 20.4% to 30.4%. (Determined by taking the 21-22 proficiency 20.4 and subtracting it from the 2024-25 ESSA target of 61.9 and then dividing by 5)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers develop better Tier 1 instructional supports and differentiated target supports through experiential learning and labs for science or Tier 2 and Tier 3 students in the MTSS process to support academic growth	2022-08-15 - 2023-06-01	Hanson	VR lab and experience learning Title funds will be used to support this goal Universal Design for Learning Teacher professional development

Anticipated Outcome

Increase in Science proficient and advanced achievement on PSSA

Monitoring/Evaluation

Walk-through tools measure hands-on learning activities 100% student participation in at least 1 hands-on learning activity connected to science and STEM learning

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Staff will be given professional learning to help provide students with more PBIS and social emotional support in learning. Implementation of PBIS and SEL with a higher level of fidelity. Multitiered systems of support will become more data driven. Data systems will be utilized for students to provide feedback on the culture and climate of the school. (EP 4: Student centered support systems)</p>	PBIS/ SEL	Hold monthly data review sessions around student discipline data.	08/15/2022 - 09/05/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase teacher collaboration and differentiate professional development opportunities for teachers to increase rigorous support in change efforts. (EP 5: Feedback and Support differentiated teacher PD)	Feedback & Support	100% of teachers will receive feedback through classroom observation and written feedback in Domain 1 of Danielson for development of their 6 -week action plan	09/05/2022 - 12/12/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The percentage of ALL students that achieve proficiency on the math PSSA during the 2021-2022 school year will increase by at least 7.7% to 17.11%. (Determined by taking the 2020-2021 proficiency avg. of 9.41% and subtracting it from the 2024-2025 ESSA target of 47.9% and then dividing by 5.) (EP 3: DDI (Math))</p>	<p>Data Driven Instruction (Math)</p>	<p>Develop professional development calendar to address progress toward 6 week instructional action plan goals (in cycles)</p>	<p>08/15/2022 - 04/25/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The percentage of ALL student that achieve proficiency on the Science PSSA during the 2022-2023 school year will increase by at least 10 % from 20.4% to 30.4%. (Determined by taking the 21-22 proficiency 20.4 and subtracting it from the 2024-25 ESSA target of 61.9 and then dividing by 5) (EP 4: DDI (science))</p>	<p>Data Driven Instruction (Science)</p>	<p>Teachers develop better Tier 1 instructional supports and differentiated target supports through experiential learning and labs for science or Tier 2 and Tier 3 students in the MTSS process to support academic growth</p>	<p>08/15/2022 - 06/01/2023</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.

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

Students w/Disabilities group exceeded the growth standard for ELA. Students demonstrated Light Blue growth at 92.0.

All student group met the growth standard in math at 78.0.

EL student group exceeded the growth standard for math at 85.0.

Hispanic student group exceeded the growth standard in ELA at 87.0.

Students with disabilities met the growth standard in math and the group is trending upward.

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

Identify professional learning needs through analysis of a variety of data *

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

Leadership team collaboration

Challenges

All student groups did not meet interim goal/improvement target for achievement in ELA/Literature.

All student groups did not meet interim goal/improvement target for achievement in math.

English learners percentage of Math Adv/Prof was at 5.9%

Students with disabilities percentage of Math Adv/Prof was at 1.3%.

Students designated as economically disadvantaged percentage of Math Adv/Prof was at 9.6%.

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

Identify and address individual student learning needs

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community*

Promote and sustain a positive school environment where all

Strengths

The All Student Group met the standard for PA Academic Growth, and growth is trending upward. (2018-2019 FRPAI & 2017-2018 FRPAI)

Grades 5 & 6 met the standard for PA Academic growth, while grades 4 & 7 showed moderate evidence that it did not meet the standard for PA Academic Growth. (PVAAS School Value-Added)

Grades 5, 6 & 8 increased their growth color from the previous school year, while grades 4 & 7 lost ground in the area of student growth. (PVAAS School Value-Added)

Grade 8 met the standard for PA Academic growth, grades 5 & 6 showed significant evidence that it exceeded the standard for PA Academic Growth, and grades 4 & 7 showed significant evidence that they did not meet the standard for PA Academic Growth. (PVAAS School Value-Added)

Grades 5 & 6 gained ground in the areas of student growth over the previous year. Grades 4, 7 & 8 lost ground in the area of student growth. (PVAAS School Value-Added)

Grades 5 & 6 had dark blue growth while grade 8 maintained at green.

The All Student Group is trending upward in regard to students that are PRO/ADV. (FRPAI & Devers Future Ready Interim Targets)

Challenges

members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Student input and feedback systems around instruction and SEL

The All Student Group did not meet its 2019 ELA ESSA target for the number of students reaching the PRO/ADV categories. (FRPAI & Devers Future Ready Interim Targets)

The All Student Group is trending downward in regard to students that are PRO/ADV in ELA. (FRPAI & Devers Future Ready Interim Targets)

The All Student Group had 20.1% of its students reach the ELA PRO/ADV categories, which was 12.4% short of its 2019 target of 32.5%.

The All Student Group did not meet its 2019 ESSA target for the number of students reaching the PRO/ADV categories. (FRPAI & Devers Future Ready Interim Targets)

The All Student Group is trending downward in regard to students that are PRO/ADV. (FRPAI & Devers Future Ready Interim Targets)

The All Student Group did not meet the standard for PA Academic Growth, and growth is trending downward. (2018-2019 FRPAI & 2017-2018 FRPAI)

Strengths

Grade 4 maintained the same category of growth from the previous year, while grade 8 lost ground in the area of student growth. (PVAAS School Value-Added)

The all student group exceeded the expectation for the career standards benchmark. (FRPAI)

The all student group had 98.2% of its students complete the required pieces of evidence as outlined by ESSA in grades 3-5 & grades 6-8.

Challenges

The All Student Group did not meet its 2019 ESSA target for the number of students reaching the PRO/ADV categories. (FRPAI & Devers Future Ready Interim Targets)

The All Student Group did not meet the standard for PA Academic Growth, and growth is trending downward. (2018-2019 FRPAI & 2017-2018 FRPAI)

Grades 4 & 8 showed significant evidence that they did not meet the standard for PA Academic growth. (PVAAS School Value-Added)

Hispanic and EL subgroups had a lower rate completion rate for career standards benchmark than other subgroups.

Hispanic and EL subgroups were green for the career standards benchmark whereas the other subgroups were blue.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
<p>Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically</p>		
<p>Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community*</p>	<p>All educators, including principal inconsistently analyze the appropriate data for informing decisions for improving student learning. All educators, including the principal, inconsistently use assessment results to identify instructional practices that are linked to student success in mastering specific assessment anchors, PA core content, or standards-aligned learning objectives. All educators, including the principal, do not engage students in the monitoring of their own achievement goals. Administration/instructional staff have not ensured that instructional practices being used in each classroom are research based. Administration/instructional staff have not used data to determine if instructional practices being used are effective.</p>	
<p>The All Student Group did not meet its 2019 ELA ESSA target for the number of students reaching the</p>	<p>All educators, including principal inconsistently analyze the appropriate data for informing decisions for improving student learning. All educators, including the principal, inconsistently use assessment results to identify instructional practices that are linked to student success in mastering specific assessment anchors, PA core content, or standards-aligned learning objectives. All educators, including the principal, do not engage students in the monitoring of their own achievement goals. Administration/instructional staff have not ensured that</p>	

Challenges	Discussion Point	Priority for Planning
<p>PRO/ADV categories. (FRPAI & Devers Future Ready Interim Targets)</p>	<p>instructional practices being used in each classroom are research based. Administration/instructional staff have not used data to determine if instructional practices being used are effective.</p>	
<p>The All Student Group is trending downward in regard to students that are PRO/ADV in ELA. (FRPAI & Devers Future Ready Interim Targets)</p>	<p>All educators, including principal inconsistently analyze the appropriate data for informing decisions for improving student learning. All educators, including the principal, inconsistently use assessment results to identify instructional practices that are linked to student success in mastering specific assessment anchors, PA core content, or standards-aligned learning objectives. All educators, including the principal, do not engage students in the monitoring of their own achievement goals. Administration/instructional staff have not ensured that instructional practices being used in each classroom are research based. Administration/instructional staff have not used data to determine if instructional practices being used are effective.</p>	
<p>The All Student Group had 20.1% of its students reach the ELA PRO/ADV categories, which was 12.4% short of its 2019 target of 32.5%.</p>	<p>All educators, including principal inconsistently analyze the appropriate data for informing decisions for improving student learning. All educators, including the principal, inconsistently use assessment results to identify instructional practices that are linked to student success in mastering specific assessment anchors, PA core content, or standards-aligned learning objectives. All educators, including the principal, do not engage students in the monitoring of their own achievement goals. Administration/instructional staff have not ensured that instructional practices being used in each classroom are research based. Administration/instructional staff have not used data to determine if instructional practices being used are effective.</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Data Driven Instruction

Action Steps	Anticipated Start/Completion Date
Develop professional development calendar to address progress toward 6 week instructional action plan goals	08/08/2022 - 09/02/2022
Monitoring/Evaluation	Anticipated Output
held after each formative assessment	Hold data Review sessions to analyze data from formative assessments
Material/Resources/Supports Needed	PD Step
District PD calendar Driven by Data 2.0 Goals Supported by Title 1 funds	no



Action Plan: PBIS/ SEL

Action Steps	Anticipated Start/Completion Date
Hold monthly data review sessions around student discipline data.	08/15/2022 - 09/05/2022

Monitoring/Evaluation	Anticipated Output
Sapphire infraction code - decrease student survey satisfaction increase	Reduction of discipline infractions

Material/Resources/Supports Needed	PD Step
PBIS funding materials to fully implement Live school Title 1 funds will be used to support this goal Sapphire Data student perceptual survey	yes



Action Plan: Feedback & Support

Action Steps	Anticipated Start/Completion Date
100% of teachers will receive feedback through classroom observation and written feedback in Domain 1 of Danielson for development of their 6 - week action plan	09/05/2022 - 12/12/2022
Monitoring/Evaluation	Anticipated Output
formative assessments	Teachers develop better Tier 1 instructional supports and differentiated target supports for Tier 2 and Tier 3 students in the MTSS process to support academic growth
Material/Resources/Supports Needed	PD Step
Danielson framework PA-ETap Universal Design for Learning tool Title 1 funds will be used to support this goal	yes
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Action Plan: Data Driven Instruction (Math)

Action Steps	Anticipated Start/Completion Date
Develop professional development calendar to address progress toward 6 week instructional action plan goals (in cycles)	08/15/2022 - 04/25/2023

Monitoring/Evaluation	Anticipated Output
formative assessments 6-week action plans	Increase in student proficiency on grade level formative assessments

Material/Resources/Supports Needed	PD Step
formative assessment data Driven by Data 2.0 Universal design for learning Title 1 funds will be used to support this goal	yes

Action Plan: Data Driven Instruction (Science)

Action Steps	Anticipated Start/Completion Date
Teachers develop better Tier 1 instructional supports and differentiated target supports through experiential learning and labs for science or Tier 2 and Tier 3 students in the MTSS process to support academic growth	08/15/2022 - 06/01/2023
Monitoring/Evaluation	Anticipated Output
Walk-through tools measure hands-on learning activities 100% student participation in at least 1 hands-on learning activity connected to science and STEM learning	Increase in Science proficient and advanced achievement on PSSA
Material/Resources/Supports Needed	PD Step
VR lab and experience learning Title funds will be used to support this goal Universal Design for Learning Teacher professional development	yes
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Staff will be given professional learning to help provide students with more PBIS and social emotional support in learning. Implementation of PBIS and SEL with a higher level of fidelity. Multitiered systems of support will become more data driven. Data systems will be utilized for students to provide feedback on the culture and climate of the school. (EP 4: Student centered support systems)</p>	PBIS/ SEL	Hold monthly data review sessions around student discipline data.	08/15/2022 - 09/05/2022
<p>Increase teacher collaboration and differentiate professional development opportunities for teachers to increase rigorous support in change efforts. (EP 5: Feedback and Support differentiated teacher PD)</p>	Feedback & Support	100% of teachers will receive feedback through classroom observation and written feedback in Domain 1 of Danielson for development of their 6 -week action plan	09/05/2022 - 12/12/2022
<p>The percentage of ALL students that achieve proficiency on the math PSSA during the 2021-2022 school year will increase by at least 7.7% to 17.11%. (Determined by taking the 2020-2021 proficiency avg. of 9.41% and subtracting it from the 2024-2025 ESSA target of 47.9% and then dividing by 5.) (EP 3: DDI (Math))</p>	Data Driven Instruction (Math)	Develop professional development calendar to	08/15/2022 - 04/25/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		address progress toward 6 week instructional action plan goals (in cycles)	
The percentage of ALL student that achieve proficiency on the Science PSSA during the 2022-2023 school year will increase by at least 10 % from 20.4% to 30.4%. (Determined by taking the 21-22 proficiency 20.4 and subtracting it from the 2024-25 ESSA target of 61.9 and then dividing by 5) (EP 4: DDI (science))	Data Driven Instruction (Science)	Teachers develop better Tier 1 instructional supports and differentiated target supports through experiential learning and labs for science or Tier 2 and Tier 3 students in the MTSS process to support academic growth	08/15/2022 - 06/01/2023



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Formative Assessment data review -	Teachers	TDA UDL Live School Discipline Data

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student gains on formative assessments reduction of out of class placements	09/05/2022 - 06/01/2023	Alynn Hanson Christina Greene

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

