

EDGAR FAHS SMITH STEAM ACADEMY

701 Texas Ave

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

To empower students to be inspired, life-long learners who are innovative problem-solvers in a global society.

STEERING COMMITTEE

Name	Position	Building/Group
Heather Myers	Principal	STEAM Academy
Carly Wood	STEAM Coordinator	Penn State University
Dr. Anna Bickford	STEAM/ELA Coach	SDCY
Adrienne Mannino	Teacher	STEAM Academy
Josh Renner	Teacher	STEAM Academy
Roxanne Elfreth	Teacher	STEAM Academy
TBD	Technology Teacher	STEAM Academy
Dr. LeTrecia Gloster	Assistant Superintendent	Central Administration
Steve Patrick	Supervisor of Data & Assessment	Central Administration
TBD	Parent Liaison	STEAM Academy
Ali Greenawalt	Teacher	STEAM Academy
Erica Easter	Education Specialist	STEAM Academy
Kayla McKenna	Teacher	STEAM Academy

Name	Position	Building/Group
Nicole DiGiovanni	Education Specialist	STEAM Academy
Suzanne Crosskey	Teacher	STEAM Academy

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
E5: Provide frequent, timely, and systematic feedback and support on instructional practices	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 3: Provide Student-Centered Support Systems
EP9: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Essential Practices 1: Focus on Continuous Improvement of Instruction

Priority Statement	Outcome Category
<p>EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. All educators including the principal, inconsistently analyze appropriate data informing decisions for improving student behavior. All educators, including the principal, inconsistently use assessment results to identify instructional practices that are linked to student success in mastering Social Emotional learning objectives. All educators, including the principal, do not engage students in the monitoring of their own 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. All educators including principal, inconsistently engage student families as resource experts to build strong and effective partnerships that help children and families thrive.</p>	<p>Social emotional learning Parent and family engagement</p>
<p>EP 1: Align curricular materials and lesson plans to the PA Standards All educators including the principal, inconsistently analyze appropriate data 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>English Language Arts Mathematics STEM</p>

ACTION PLAN AND STEPS

<p>Evidence-based Strategy</p>
<p>Professional Learning Community</p>
<p>Measurable Goals</p>

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Improvement	The percent of ALL students that achieve proficiency on the ELA PSSA during the 2022-2023 school year will increase by at least 5% points to 40.4%
Math Improvement	The percent of ALL students that achieve proficiency on the Math PSSA during the 2022-2023 school year will increase by at least 5% points to 11.7%.
Science Improvement	The percent of ALL grade 4 & 8 students that achieve proficiency on the Science PSSA during the 2022-2023 school year will increase by at least 4% points to 48.2%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop a professional development calendar to address progress toward 6-week instructional action plan goal/s	2022-08-22 - 2022-09-02	Heather Myers MTSS Coach Instructional Leadership Team	Driven by Data Resources to be funded with Title I money.
Meet weekly to discuss curriculum and classroom instruction, and review student work or teacher lesson plan design.	2022-08-29 - 2023-05-30	Heather Myers MTSS Coach E3Coach Instructional Coach	Curriculum maps, Coaching supports Resources to be funded with Title I money.

Anticipated Outcome

Hold data review sessions to analyze data from formative assessments.

Monitoring/Evaluation

Hold after each formative assessment.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percent of ALL students that achieve proficiency on the ELA PSSA during the 2022-2023 school year will increase by at least 5% points to 40.4% (ELA Improvement)	Professional Learning Community	Develop a professional development calendar to address progress toward 6-week instructional action plan goal/s	08/22/2022 - 09/02/2022
The percent of ALL students that achieve proficiency on the Math PSSA during the 2022-2023 school year will increase by at least 5% points to 11.7%. (Math Improvement)			
The percent of ALL grade 4 & 8 students that achieve proficiency on the Science PSSA during the 2022-2023 school year will increase by at least 4% points to 48.2% (Science Improvement)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percent of ALL students that achieve proficiency on the ELA PSSA during the 2022-2023 school year will increase by at least 5% points to 40.4% (ELA Improvement)	Professional Learning Community	Meet weekly to discuss curriculum and classroom instruction, and review student work or teacher lesson plan design.	08/29/2022
The percent of ALL students that achieve proficiency on the Math PSSA during the 2022-2023 school year will increase by at least 5% points to 11.7%. (Math Improvement)			-
The percent of ALL grade 4 & 8 students that achieve proficiency on the Science PSSA during the 2022-2023 school year will increase by at least 4% points to 48.2% (Science Improvement)			05/30/2023

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

ELA: All Student Group exceeds the standard demonstrating growth - Blue trending down. English learner group exceeds the standard demonstrating growth ELA - blue trending up

College and Career Measures: All Student Group Exceeds Performance Standard - Blue, 99.1%

Attendance: All Student Group Meets Performance Standard, 91.21% (state 85.8%) Black, White, and English Learner Groups exceeded school and state performance.

Math: English Learner Group met the interim goal and exceeded the school academic growth score +1.7 points - green trending upward

Science: Hispanic Group met the interim target goal exceeding the school academic growth score +6 points - green trending down.

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

Students with disabilities' attendance percentage (90.5) exceed the state attendance percentage of 85.8%. All Student Group

Challenges

Math: All Student Group Meets the Standard Demonstrating Growth - Green trending down Black Group did not meet the standard demonstrating growth in Math- Red trending down

Math: School proficient or advanced, 6.7% Black student group 2.3% proficient or advanced, 2 or more races 3.1% proficient or advanced, Students with Disabilities group 4.0% proficient or advanced

ELA: All student group exceeds the standard demonstrating growth in ELA - blue down Black Group is the only subgroup not exceeding growth in ELA- Green trending down

Science: All Student Group did not meet the standard demonstrating growth - Science, red trending down

N/A

Percent English Language Growth and Attainment- All Student Group did not meet the 2021 ESSA target for the number of students reaching reaching English Language proficiency. In 2021 3.6% of students were PRO/ADV, 33.4% less than the target of 37%.

Strengths

Meets Performance Standard.

English Learners group- All Student Group Exceeds the Standard Demonstrating Growth in ELA with 84% trending upward.

In math, the English learner group meets the standard demonstrating growth, green trending up, and exceeds the academic growth score.

Community Partnerships - STEAM Challenges, PSU, STEAM Advisory Team

PBIS - implementation of districtwide PRIDE teaching and expectations

Grade 5 showed moderate evidence that it exceeded the standard for PA Academic Growth in ELA- Light Blue (2021 PVAAS)

ELA All Student Group exceeded the standard for PA Academic Growth, however, growth is trending downward. (2020-2021 FRPAI)

Grade 8 Math showed moderate evidence that it exceeded the standard for PA Academic Growth. Moved from green to light blue growth (PVAAS)

Math All Student Group maintained the standard for

Challenges

Percent English Language Growth and Attainment- All Student Group is trending downward in regard to ELP. In 2022 3.6% of students were PRO/ADV while 24.2% were PRO/ADV in 2019. This is a 20.6% decrease in performance.

Black Student Group does not meet the Standard Demonstrating Growth in Math- Red trending down 63.2%. 2.3% of the student group are PRO/ADV.

EP 1: Align curricular materials and lesson plans to the PA Standards (Big Rock: DDI)

EP 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices (Big Rock: DDI)

E5: Provide frequent, timely, and systematic feedback and support on instructional practices * (Big Rock: Improving Instructional Practices)

EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. (Big Rock: Positive School Culture and Climate)

EP9: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the

Strengths

demonstrating growth. English Learner Math student group exceeded the standard demonstrating growth, blue trending upward. (FRPAI & Davis Future Ready Interim Targets)

Grade 8 Science showed moderate evidence that it exceeded the standard for PA Academic growth. Grades 8 Science growth was light blue growth during both the 2018-2019 school year and the 2021-2022 school years. (PVAAS School Value-Added)

Science All Student Group did not meet the standard for PA Academic Growth. Growth is trending downward, however, the Hispanic student group exceeded the All Student group academic growth score and was green. (2020-2021 FRPAI)

Challenges

school community (Big Rock: Allocation of Resources)

All Student Group did not meet its 2021 ELA ESSA target for the number of students reaching the PRO/ADV categories. ELA All Student Group had 35.4% of its students reach the PRO/ADV categories, which was 32.2% short of its 2021 target of 67.6%. (FRPAI & Davis Future Ready Interim Targets)

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

ELA All Student Group was at 52.5% PRO/ADV in 2019, and trended downward to 34.5% PRO/ADV in 2021, which was a decrease of 18%.

NEED ACCESS TO EMETRIC DATA FOR THIS STATEMENT ALL PSSA tested grades have three or more core anchors where students scored 33% or less in those anchors; based on raw scores. (2019 PSSA Building Level Anchor Breakdown) Grades 5, 6, & 8 Text-Dependent Analysis Grades 3,5, 6, & 8 Conventions

All Student Group did not meet its 2021 Math ESSA target for the number of students reaching the PRO/ADV categories. (FRPAI & Davis Future Ready Interim Targets)

All Student Group is trending downward in regard to the students that are PRO/ADV in Math. (FRPAI & Davis Future Ready Interim

Challenges

Targets)

All Student Group had 6.7% of its students reach the Math PRO/ADV categories, which was 45.3% short of its 2021 target of 52%.

NEED EMETRIC DATA ACESS All PSSA tested grades have three or more core anchors where students scored 33% or less in those anchors; based on raw scores. (2019 PSSA Building Level Anchor Breakdown) Grades 3, 4, & 6 Fractions Grades 6, 7, & 8 Rational and Irrational Numbers

Science All Student Group did not meet its 2021 ESSA target for the number of students reaching the PRO/ADV categories. 44.2% of the All Student Group were PRO/ADV, which was 26.2% short of its 2021 target of 70.4%. (FRPAI & Davis Future Ready Interim Targets)

Science All Student Group is trending down in regard to students that are PRO/ADV. 44.2% of students were PRO/ADV in 2022, which is a downward trend from 62.17% in 2019. This is a decrease of 17.97%. (FRPAI & Davis Future Ready Interim Targets)

NEED EMETRIC DATA ACESS Each PSSA tested grade had three or more core anchors where students scored 33% or less in those anchors; based on raw scores. (2021 PSSA Building Level Anchor Breakdown)- Several anchors parallel between grades 4 and 8

Challenges

Lowest anchors by grade Grade 4: Anchor 2.3 Ecological Behavior & Systems 31.06% Anchor 3.2 Transfer of Energy 18.94% Anchor 4.3 Structure of the Universe 28.79% Grade 8: Anchor 3.1 Matter & Energy 39.26% Anchor 4.2 Weather & Climate 44.44% Anchor 4.3 Structure of the Universe 38.89%

Most Notable Observations/Patterns

Challenges

All Student Group did not meet its 2021 Math ESSA target for the number of students reaching the PRO/ADV categories. (FRPAI & Davis Future Ready Interim Targets)

Discussion Point

All educators including the principal, inconsistently analyze appropriate data 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. Math

Priority for Planning

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

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

All Student Group had 6.7% of its students reach the Math PRO/ADV categories, which was 45.3% short of its 2021 target of 52%.

EP 1: Align curricular materials and lesson plans to the PA Standards (Big Rock: DDI)

Big Rock: Data-Driven Instruction

EP 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices (Big Rock: DDI)

Big Rock: Data-Driven Instruction

E5: Provide frequent,

E5: Provide frequent, timely, and systematic feedback and support on instructional

Challenges	Discussion Point	Priority for Planning
<p>timely, and systematic feedback and support on instructional practices * (Big Rock: Improving Instructional Practices)</p>	<p>practices All educators including the principal, inconsistently analyze appropriate data 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. Math and ELA Big Rock: Improving Instructional Practices</p>	
<p>EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. (Big Rock: Positive School Culture and Climate)</p>	<p>EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. (Big Rock: Positive School Culture and Climate)</p>	
<p>All Student Group did not meet its 2021 ELA ESSA target for the number of students reaching the PRO/ADV categories. ELA</p>	<p>All educators including the principal, inconsistently analyze appropriate data 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</p>	

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

All Student Group had 35.4% of its students reach the PRO/ADV categories, which was 32.2% short of its 2021 target of 67.6%. (FRPAI & Davis Future Ready Interim Targets)

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. ELA

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

ELA All Student Group was at 52.5% PRO/ADV in 2019, and trended downward to 34.5% PRO/ADV in 2021, which was a decrease of 18%.

Science All Student Group did not meet its 2021 ESSA target for the number of students reaching the PRO/ADV categories.

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

44.2% of the All Student Group were PRO/ADV, which was 26.2% short of its 2021 target of 70.4%. (FRPAI & Davis Future Ready Interim Targets)

EP9: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community (Big Rock: Allocation of Resources)

All educators including the principal, inconsistently analyze appropriate data 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.

ADDENDUM B: ACTION PLAN

Action Plan: Professional Learning Community

Action Steps	Anticipated Start/Completion Date
Develop a professional development calendar to address progress toward 6-week instructional action plan goal/s	08/22/2022 - 09/02/2022
Monitoring/Evaluation	Anticipated Output
Hold after each formative assessment.	Hold data review sessions to analyze data from formative assessments.
Material/Resources/Supports Needed	PD Step
Driven by Data Resources to be funded with Title I money.	yes

Action Steps**Anticipated Start/Completion Date**

Meet weekly to discuss curriculum and classroom instruction, and review student work or teacher lesson plan design.

08/29/2022 - 05/30/2023

Monitoring/Evaluation**Anticipated Output**

Hold after each formative assessment.

Hold data review sessions to analyze data from formative assessments.

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

Curriculum maps, Coaching supports Resources to be funded with Title I money.

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The percent of ALL students that achieve proficiency on the ELA PSSA during the 2022-2023 school year will increase by at least 5% points to 40.4% (ELA Improvement)</p> <p>The percent of ALL students that achieve proficiency on the Math PSSA during the 2022-2023 school year will increase by at least 5% points to 11.7%. (Math Improvement)</p> <p>The percent of ALL grade 4 & 8 students that achieve proficiency on the Science PSSA during the 2022-2023 school year will increase by at least 4% points to 48.2% (Science Improvement)</p>	Professional Learning Community	Develop a professional development calendar to address progress toward 6-week instructional action plan goal/s	08/22/2022 - 09/02/2022
<p>The percent of ALL students that achieve proficiency on the ELA PSSA during the 2022-2023 school year will increase by at least 5% points to 40.4% (ELA Improvement)</p> <p>The percent of ALL students that achieve proficiency on the Math PSSA during the 2022-2023 school year will increase by at least 5% points to 11.7%. (Math Improvement)</p> <p>The percent of ALL grade 4 & 8 students that achieve proficiency on the Science PSSA during the 2022-2023 school year will increase by at least 4% points to 48.2% (Science Improvement)</p>	Professional Learning Community	Meet weekly to discuss curriculum and classroom instruction, and review student work or teacher lesson plan design.	08/29/2022 - 05/30/2023



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Illuminate Training	Instructional staff	How to use the data warehouse to access formative assessment data

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The teacher will access the site to mine data.	08/01/2022 - 08/31/2022	vendor lead Teacher-trainer lead

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
Review plan at Open House in September	Present commitment to the implementation of the plan	Group presentation	Parents and guardians	September Open House
