

DARBY TWP SCH

801 Ashland Avenue

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

The Southeast Delco School District fosters a student-centered learning environment in which students are problem-solvers, informed decision makers, as well as collaborative and cooperative learners. All students have access to powerful technological tools, which enable them to make connections between knowledge and understanding. In this stimulating atmosphere, access to information and communication with others is unlimited. This nurturing environment provides a quality education by which all our students can achieve academic excellence. The faculty, students and community of Darby Township School are committed to maintaining a safe, caring, educational environment, dedicated to providing a well-rounded program, with an emphasis on Purpose, Respect, Integrity, Dedication, and Empathy (PRIDE).

STEERING COMMITTEE

Name	Position	Building/Group
LeAnne Hudson	Principal	Darby Township School
Jeffrey Esposito	Assistant Principal	Darby Township School
Danny Fynes	Community Representative	Darby Township Police
Shabnam Custer	Guidance Counselor	Darby Township School
Jeanine Gannon	Elementary Teacher	Darby Township School
Carl Breithaupt	Middle School Teacher	Darby Township School
Cathy Preston	Elementary School Teacher	Darby Township School
Paul Smith	Special Education Teacher	Darby Township School
Francesca Barley	Parent	Community Member
Margaret Bing	Parent	Community Member
Jacqueline Muldoon	Reading Interventionist	Darby Township School
Alisha Guest	Reading Interventionst	Darby Township School
Yasir Roundtree	Assistant Superintendent of Schools	Central Office

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Some students are below grade level and we have minimal resources to help support struggling students. Regularly scheduled MTSS meetings need to be scheduled to help address the academic needs of our students.	Essential Practices 3: Provide Student-Centered Support Systems
More differentiated and small group instruction is needed to help support the individual needs of students. Professional development and administrative support will be a priority to help support student learning needs.	Essential Practices 1: Focus on Continuous Improvement of Instruction
School Improvement Plan committee needs to revisit the plan during the school year and make the necessary changes.	Essential Practices 2: Empower Leadership

ACTION PLAN AND STEPS

Evidence-based Strategy			
Student Data Review			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
MTSS for Academics	Students with Multi-Tiered System of Supports (MTSS) plans in grades 1-4 will show an increase by at least 5% on Lexia between the baseline testing in September of 2020 and June of 2021. We will use Rigby to track student progress. According to their Rigby scores, the Average Developmental Reading Assessment levels as of September 29, 2020 are: 1st grade: 2 (baseline) and the goal will be 3 2nd grade: 2.5 (baseline) and the goal will be 3 3rd grade: 15 (baseline) and the goal will be 16 4th grade: 16 (baseline) and the goal will be 17		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
1. Review MTSS process for academics with instructional staff. 2. Administer diagnostic assessments. 3. Implement core instruction using curriculum, progress monitor students, and adjust strategies as needed. 4. Refer students for Tier II and Tier III MTSS academic supports and progress monitor.	2020-09-14 - 2021-06-12	Reading interventionists (Alisha Guest, Lissette Parson, and Jackie Muldoon)	Time, Instructional Materials, Reading Scores/Levels

Anticipated Outcome

Increase in Student Academic Achievement.

Monitoring/Evaluation

Lexia Data, Walkthroughs, Lesson Plan Review, Informed Observations by Administrators, and PLC Data Meetings

Evidence-based Strategy

Empower Leadership-collectively shape the vision for continuous improvement of teaching and learning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
School Vision and Stakeholder Engagement	Since Darby Township School does not currently have a vision statement, the goal is 75% of all staff members will be able to explain the school's vision statement and communicate their understanding of the school plan which will support the delivery of high-quality instruction which, in turn, will lead to academic growth before June of 2021.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Revisit, update, and communicate with stakeholders about vision and school plan in order to drive instruction and get buy in. The revision of the plan will reflect the needs of the building and drive instruction.	2020-09-14 - 2021-06-12	Principal, LeAnne Hudson and Assistant Principal, Jeffrey Esposito	Time, School Improvement Plan, data to support necessary changes

Anticipated Outcome

Staff Ownership of the Work and Increased High-Quality Instruction

Monitoring/Evaluation

Improved Culture and Climate as demonstrated by staff attendance and ownership of the success of school initiatives and programs.

Evidence-based Strategy

Focus on Continuous Improvement of Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Data-Driven Instructional Planning	100% of teacher's lesson plans will include differentiation in all grades to individualize instruction for student growth and achievement by June 2021.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
1. Provide expectations to instructional staff for data-driven instruction planning. 2. Provide tools, resources, and supports	2020-09-14 - 2021-06-12	Principal, LeAnne Hudson and Assistant Principal,	data, time, resources

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
to ensure that staff are successful in addressing and responds to students needs. 3. Promote cross content area and grade level instructional planning by instructional staff.		Jeffrey Esposito	

Anticipated Outcome

Increase in student engagement and achievement across grade levels and content areas.

Monitoring/Evaluation

Benchmarks, iObservations, Climate, Lesson Plan Review

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students with Multi-Tiered System of Supports (MTSS) plans in grades 1-4 will show an increase by at least 5% on Lexia between the baseline testing in September of 2020 and June of 2021. We will use Rigby to track student progress. According to their Rigby scores, the Average Developmental Reading Assessment levels as of September 29, 2020 are: 1st grade: 2 (baseline) and the goal will be 3 2nd grade: 2.5 (baseline) and the goal will be 3 3rd grade: 15 (baseline) and the goal will be 16 4th grade: 16 (baseline) and the goal will be 17 (MTSS for Academics)	Student Data Review	1. Review MTSS process for academics with instructional staff. 2. Administer diagnostic assessments. 3. Implement core instruction using curriculum, progress monitor students, and adjust strategies as needed. 4. Refer students for Tier II and Tier III MTSS academic supports and progress monitor.	09/14/2020 - 06/12/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of teacher's lesson plans will include differentiation in all grades to individualize instruction for student growth and achievement by June 2021. (Data-Driven Instructional Planning)	Focus on Continuous Improvement of Instruction	1. Provide expectations to instructional staff for data-driven instruction planning. 2. Provide tools, resources, and supports to ensure that staff are successful in addressing and responds to students needs. 3. Promote cross content area and grade level instructional planning by instructional staff.	09/14/2020 - 06/12/2021

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).

Superintendent/Chief Executive Officer

School Improvement
Facilitator Signature

Building Principal Signature

LeAnne Hudson

2020-05-28

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

From September to January, in first grade, we went from 8 students at the on or above benchmark level to 22 on Acadience.

From September to January, in first grade, we went from 49 students at the needs support/phonics benchmark level to 28 on Acadience.

5th grade math went from 18.2% in 2018 to 33.7% in 2019.

There was an overall increase of 6.6% on the Science PSSA

Naviance is a useful tool for students to ensure that all students have access to early college and career planning.

The student career fair is a great opportunity to introduce students to a variety of careers and have them gain understanding of the requirements of the jobs.

Aimsweb testing provides important data to stakeholders about individual students.

All students receiving free breakfast and lunch helps provide the basic necessities to our struggling students.

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

Met annual academic growth expectations in ELA.

Challenges

Two second grade special education students went from at or above benchmark to needs support on Acadience.

Only 24.6% of our overall students earned proficient or advanced on the PSSA.

Only 40.6% of students earned proficient or advanced on the Science PSSA

Due to economic challenges, not all students have college shirts for First Fridays. The PBIS team will be purchasing some College shirts for the school store.

Career Fair is limited to grades 5-8

The increase in ELD students is a challenge for some teachers. More PD on supporting ELD students need to be provided in order to properly support this growing population.

Identify and address individual student learning needs

We need to do better at fostering a culture of high expectations for success for all students, educators, families, and community members

We need to do better at implementing evidence-based strategies to engage families to support learning

Student academic achievement needs to continue to grow.

Need for systematic quality instruction.

Strengths

Met annual academic growth expectations in math/algebra.

Challenges

Student discipline continues to be a challenge.

Darby Township School did not meet the performance standard for student attendance

Darby Township School does not have a clear vision and the school plan was not revisited during the school year.

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Student academic achievement needs to continue to grow.

Some students are below grade level and we have minimal resources to help support struggling students.



Identify and address individual student learning needs

More differentiated and small group instruction is needed to help support the individual needs of students.



Darby Township School does not have a clear vision and the school plan was not revisited during the school year.

The School Improvement Plan committee needs to revisit the plan during the school year.



ADDENDUM B: ACTION PLAN

Action Plan: Student Data Review

Action Steps	Anticipated Start/Completion Date
1. Review MTSS process for academics with instructional staff. 2. Administer diagnostic assessments. 3. Implement core instruction using curriculum, progress monitor students, and adjust strategies as needed. 4. Refer students for Tier II and Tier III MTSS academic supports and progress monitor.	09/14/2020 - 06/12/2021
Monitoring/Evaluation	Anticipated Output
Lexia Data, Walkthroughs, Lesson Plan Review, Informed Observations by Administrators, and PLC Data Meetings	Increase in Student Academic Achievement.
Material/Resources/Supports Needed	PD Step
Time, Instructional Materials, Reading Scores/Levels	yes

Action Plan: Empower Leadership-collectively shape the vision for continuous improvement of teaching and learning

Action Steps	Anticipated Start/Completion Date
Revisit, update, and communicate with stakeholders about vision and school plan in order to drive instruction and get buy in. The revision of the plan will reflect the needs of the building and drive instruction.	09/14/2020 - 06/12/2021

Monitoring/Evaluation	Anticipated Output
Improved Culture and Climate as demonstrated by staff attendance and ownership of the success of school initiatives and programs.	Staff Ownership of the Work and Increased High-Quality Instruction

Material/Resources/Supports Needed	PD Step
Time, School Improvement Plan, data to support necessary changes	yes

Action Plan: Focus on Continuous Improvement of Instruction

Action Steps	Anticipated Start/Completion Date
1. Provide expectations to instructional staff for data-driven instruction planning. 2. Provide tools, resources, and supports to ensure that staff are successful in addressing and responds to students needs. 3. Promote cross content area and grade level instructional planning by instructional staff.	09/14/2020 - 06/12/2021

Monitoring/Evaluation	Anticipated Output
Benchmarks, iObservations, Climate, Lesson Plan Review	Increase in student engagement and achievement across grade levels and content areas.

Material/Resources/Supports Needed	PD Step
data, time, resources	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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100% of teacher's lesson plans will include differentiation in all grades to individualize instruction for student growth and achievement by June 2021.	Focus on Continuous Improvement of Instruction	1. Provide expectations to instructional staff for data-driven	09/14/2020 - 06/12/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
(Data-Driven Instructional Planning)		instruction planning. 2. Provide tools, resources, and supports to ensure that staff are successful in addressing and responds to students needs. 3. Promote cross content area and grade level instructional planning by instructional staff.	
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS Process	All faculty	Overview of MTSS process and teacher responsibilities for documentation and progress monitoring.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will implement MTSS plans more regularly and with fidelity.	09/14/2020 - 06/01/2021	Reading interventionists (Alisha Guest, Lisette Parson, and Jackie Muldoon)

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting
1c: Setting Instructional Outcomes	
1d: Demonstrating Knowledge of Resources	
1e: Designing Coherent Instruction	
1f: Designing Student Assessments	
3d: Using Assessment in Instruction	
3e: Demonstrating Flexibility and Responsiveness	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
School Improvement Plan team will review final plan and share with stakeholders	3 priorities of school improvement plan are MTSS, Empower Leadership, and Focus on Continuous Improvement of Instruction with emphasis on differentiation and small group instruction	Zoom and In-Person meetings. Discussions are encouraged	stakeholders	School Improvement Plan team and leadership teams will work on strategies this summer and faculty will start implementing at the onset of the student school year.
