

SPRINGFIELD SD

200 S Rolling Road

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

To provide all students with an exceptional educational experience by maximizing individual potential to create life-long learners and contributing citizens. Our tagline for our mission is "Pride in All Things."

VISION STATEMENT

The vision of the Springfield School District is of a dynamic and innovative education system within its community, empowers its students to reach their fullest potential through creating challenging experiences in an environment of safety, respect, and tolerance, and prepares leaders who serve communities of the future. We utilize our four pillar approach - Academics, The Arts, Athletics and Service Please visit our website, which has been national recognized as one of the top public school websites in the country at <https://www.ssdcougars.org/>

EDUCATIONAL VALUE STATEMENTS

STUDENTS

To adhere to the mission and vision of the district via the shared values that the committee has agreed upon.

STAFF

We believe our schools are a cornerstone of the Springfield-Morton Community. We believe that, in particular, the family, the school, and the community should understand and reinforce the educational process. We believe our schools must continue to change and evolve to meet the needs of students to succeed in the world. We believe students benefit from a positive connection to the school and community, which builds self-esteem. We believe positive adult role models foster students' success. We believe a quality education is the foundation for an enriching and successful life. We believe literacy (reading, writing, listening, and speaking) is the essential component of a good education. We believe character education, including the teaching of ethics, promotes mutual respect and acceptance of others. We believe achievement is limitless and all individuals should have the opportunity to reach their potential through a variety of meaningful educational choices. We believe we must have alignment and a shared focus of district goals among all stakeholders. We believe the learning environment should be respectful, safe, secure, and caring. We believe in effective communication among stakeholders. We believe the Board of School Directors should provide the resources necessary to meet academic goals within financial limitations.

ADMINISTRATION

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PARENTS

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COMMUNITY

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OTHER (OPTIONAL)

The Mission is our charge. It speaks of today's work and is at the core of our business. Essentially, the mission defines who we are and to whom we serve. Likewise, it also answers the critical question, "Why are we here?" Mission statements INFORM the public, as they illuminate the rationale for the system. The Vision speaks to our future dreams and aspirations. The vision statement answers the critical question, "What do we hope to be?" Essentially, the vision determines the direction of the district in order to establish the mission. Vision statements INPIRE the public, both internal and external, as they define the branding of the dream. Our vision statement, from a branding standpoint, is Pride in All Things. The things that we have establish are represented in the majestic scope of the four pillars. The Theory of Action outlines organizational change to attend the vision, which will then reinforce the Mission (global) in a new and improved manner. Thus, it may become necessary to transform the vision once it has been attained. The Theory of Action DEFINES the grand changes to the public. The Theory of Action launches the academic identity of the organization. This academic distinctiveness should be ever-present and communicated to the public on a continuous basis. Our academic identities are: o SHS – The Academy o ETR – The Writing Center o Elementary – Go Blue

STEERING COMMITTEE

Name	Position	Building/Group
Rob Nelson	Staff Member	Secondary Teacher/Committee Member
Cynthia Mattei	Administrator	Ed Specialist Elementary/Committee Member
Jennifer Lofland	Board Member	School Board Member/Committee Member
Kimberly Wisneski	Staff Member	Elementary Teacher/Committee Member
Steve Todaro	Community Member	Local Business Representative/Committee Member
Dan Jones	Parent	Education Specialist/Committee Member
Jeffrey Zweiback	Administrator	Ed Specialist Secondary/Committee Member
Bruce Lord	Board Member	School Board Member/Committee Member
Beth Brady	Parent	Committee Member
Marnie Lorah	Staff Member	Special Education/Committee Member
Don Cadge	Community Member	Local Business Representative/Committee Member
Anthony Barber	Administrator	Superintendent/Committee Member
Students	Student	Student membership varies from year to year

Name	Position	Building/Group
Dan Tracy	Administrator	Comp. Plan Coordinator
Peter Brigg	Administrator	DOTL

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Our focus will be on providing the resources and professional development necessary to adopt a well aligned curriculum/program K-12. Drill down to specificity of individual student needs.	Mathematics
We are implementing a program for our complex learners that will meet their academic, social, and behavioral needs. Staff are receiving specific professional development and adopting a new curriculum (Unique Learning Systems). Likewise, instructional practices will mirror data analysis and focus on individual student needs.	Essential Practices 5: Allocate Resources Strategically and Equitably Essential Practices 5: Allocate Resources Strategically and Equitably

ACTION PLAN AND STEPS

Evidence-based Strategy	
Unique Learning Systems	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Complex Learners ELA	The % of student achieving the On Target Level on the ELA PASA will increase by 10% 24% to 34%

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Complex Learners Math

The % of student achieving the On Target Level on the Math PASA will increase by 10% 32% to 42%

Action Step**Anticipated
Start/Completion****Lead
Person/Position****Materials/Resources/Supports
Needed**

All teachers K-12 teaching students with Complex Learning needs will receive professional development using Unique Learning Systems to provide direct and targeted instruction to students in ELA and math

2023-08-24 -
2023-08-24

Daniel Tracy

Purchase Unique Learning
Systems**Anticipated Outcome**

- Teachers will be observed using Unique Learning Systems - Observations of classrooms will support changes as a result of the needs assessment completed at the end of the 2022-2023 school year.

Monitoring/Evaluation

Observation of Complex Learning classrooms by administration and contracted DCIU staff on a monthly basis. Monthly professional development sessions organized by DCIU staff.

Evidence-based Strategy

Professional Learning Communities

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
SSD Math Goal	Achievement on the mathematics PSSA/MAP will increase by 10%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Math teachers will meet with Professional Learning Communities (PLCs) on a weekly basis to plan, coordinate assessments, review progress, and adjust instruction as needed.	2023-08-29 - 2024-06-14	Walter Hartshorn	Time for meetings - teachers are scheduled with common planning
Specific and targeted instruction will be provided to students on areas of need as identified through data (PSSA, MAP)	2023-08-29 - 2024-06-14	Walter Hartshorn	Scheduling

Anticipated Outcome

- Teachers will develop common curriculum based assessments. - Teachers will adjust pacing and instructional practices based on the results of assessments.

Monitoring/Evaluation

Math teachers, weekly meetings, PLC

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The % of student achieving the On Target Level on the ELA PASA will increase by 10% 24% to 34% (Complex Learners ELA)	Unique Learning Systems	All teachers K-12 teaching students with Complex Learning needs will receive professional development using Unique Learning Systems to provide direct and targeted instruction to students in ELA and math	08/24/2023
The % of student achieving the On Target Level on the Math PASA will increase by 10% 32% to 42% (Complex Learners Math)			- 08/24/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Achievement on the mathematics PSSA/MAP will increase by 10%. (SSD Math Goal)	Professional Learning Communities	Math teachers will meet with Professional Learning Communities (PLCs) on a weekly basis to plan, coordinate assessments, review progress, and adjust instruction as needed.	08/29/2023 - 06/14/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The % of student achieving the On Target Level on the ELA PASA will increase by 10% 24% to 34% (Complex Learners ELA)	Unique Learning Systems	All teachers K-12 teaching students with Complex Learning needs will receive professional development using Unique Learning Systems to provide direct and targeted instruction to students in ELA and math	08/24/2023
The % of student achieving the On Target Level on the Math PASA will increase by 10% 32% to 42% (Complex Learners Math)			- 08/24/2023

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator	Dr. Anthony Barber	2023-08-30
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ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

At Sabold ES, 83.9% of all students were proficient/advanced on the ELA PSSA. At Scenic ES, 83.1% of all students were proficient or advanced on the ELA PSSA. At E.T. Richardson MS, 80.8% of all students were proficient or advanced on the ELA PSSA. At Springfield HS, 82% of all students were proficient or advanced on the Literature Keystone.

At Sabold ES, 82.8% of all students were proficient/advanced on the Math PSSA.

The Springfield Literacy Center had 97.9% of students with regular attendance. Sabold Elementary had 95.4% of students with regular attendance. Scenic Elementary had 98.3% of students with regular attendance.

At Springfield HS on the Literature Keystone, Asian students, Black students, White students, and students with disabilities are meeting or exceeding the statewide or interim growth standard (measured by PVAAS).

At E.T. Richardson MS on the ELA PSSA, the percent of proficient/advanced students increased by 10.4% for Asian students, by 17.1% for Black students, by 16% for Hispanic students,

Challenges

At E.T. Richardson MS, 49.6% of students were proficient or advanced on the Math PSSA.

At Springfield HS, 86.9% of students demonstrated regular attendance during the 2020-2021 school year.

At Sabold ES, 77.1% of Economically Disadvantaged students and 56.4% of students with disabilities were proficient or advanced on the Math PSSA. At Scenic ES, 62.5% of Economically Disadvantaged students, and 45.5% of students with disabilities were proficient or advanced on the Math PSSA.

On the Reading MAP, the percent of proficient/advanced 4th grade scores decreased by 7.4%, and the percent of proficient/advanced 5th grade scores decreased by 3.6% during the 2021-2022 school year.

On the Reading MAP, the percent of proficient/advanced 6th grade scores decreased by 14%, the percent of proficient/advanced 7th grade scores decreased by 7.9%, and the percent of proficient/advanced 8th grade scores decreased by 0.9% during the 2021-2022 school year.

Strengths

by 2.7% for White students, by 3.7% for Economically Disadvantaged students, by 27.9% for English Learner students, and by 3.2% for students with disabilities. At E.T. Richardson MS on the Math PSSA, the percent of proficient/advanced students increased by 15.2% for Asian students, by 14.4% for Black students, by 24% for Hispanic students, by 7.1% for White students, by 13.2% for Economically Disadvantaged students, by 19.2% for English Learner students, and by 6.3% for students with disabilities.

On the Reading MAP, 1st grade increased the percent of proficient/advanced by 11.8% in the 2021-2022 school year.

On the Reading MAP, 2nd grade increased the percent of proficient/advanced by 15%, and 3rd grade students increased the percent of proficient/advanced by 1.9% in the 2021-2022 school year.

On the Reading MAP, 6th grade students entered the school year at 85% proficient/advanced in the 2021-2022 school year.

At Springfield HS, we are approaching pre-pandemic proficiency numbers.

On the Math MAP, the percent of proficient/advanced 1st grade scores increased by 34.1% during the 2021-2022 school year.

On the Math MAP, the percent of proficient/advanced 2nd grade

Challenges

Addressing the impact of skill regression following the loss of instruction during the pandemic. Prior year's performance in Keystone ELA has been around 90% Adv/Pro.

On the Math MAP, the percent of proficient/advanced 3rd grade scores decreased by 7.2%, and the percent of proficient/advanced 5th grade scores decreased by 11.3% during the 2021-2022 school year.

On the Math MAP, the percent of proficient/advanced 7th grade scores decreased by 4.4%, and the percent of proficient/advanced 8th grade scores decreased by 4.4% during the 2021-2022 school year.

At Springfield HS, teachers and students continue to contend with skill regression resulting from loss of instruction from the pandemic. Students enter into the Keystone Algebra program at varied levels of performance and teachers struggle to provide individualized instruction.

On the Science MAP, the percent of proficient/advanced 7th grade scores decreased by 2.1% during the 2021-2022 school year.

At Springfield HS, students who are not motivated or have the ability to work more independently do not advance as quickly and need more support.

Strengths

scores increased by 17.8% during the 2021-2022 school year.

On the Math MAP, the percent of proficient/advanced 6th grade scores increased by 7% during the 2021-2022 school year.

At Springfield HS, instruction and assessment practices are student-centered, and teachers implement effective intervention strategies.

The Science Coach Assessment results represent an 45% increase in performance from March 2020.

On the Science MAP, the percent of proficient/advanced 6th grade scores increased by 2% during the 2021-2022 school year.

High percentage of students completing the Career Standards Benchmarks.

100% of students passing the PDE Civics Test

Between 25% and 30% of grade level enroll in AP Social Studies courses.

WE believe our mission and vision is spot on in connection to who we are and who we want to be - Mission –Why are we here? • To provide all students with an exceptional educational experience by maximizing individual potential to create life-long learners and contributing citizens. Vision –What we hope to become in order

Challenges

Increase graduation rate by identifying at-risk students sooner in the high school career.

Headed 2 is an elementary program that only offers programming for elementary students. It is limited in its ability to warehouse the annual data and provide longitudinal access for students.

6th grade students with IEPs had a growth index of -2.47 in math, well below the PVAAS growth standard. 7th grade students with IEPs had a growth index score of -2.19 in math, well below the PVAAS growth standard. 8th grade students had a growth index score of -1.74 in math, below the PVAAS growth standard.

Economically disadvantaged 5th grade students had a growth index of -2.26 in math, well below the PVAAS growth standard. Economically disadvantaged 7th grade students had a growth index of -1.3 in math, below the PVAAS growth standard. Economically disadvantaged 8th grade students had a growth index of -3.37, well below the PVAAS growth standard.

We are in the process of building a new system of support for our special education students post COVID. This work will take people, process, and a keen focus on data and the IEP process in elementary grades.

Economically disadvantaged students in 7th grade students had a growth index of -1.53 in ELA, below the PVAAS growth standard.

Strengths

to support the Mission? • Academics, Athletics, The Arts, Service - "Pride in All Things"

Our theory of action drives our instructional improvement. In other words, knowing who we want to be and "how" we want to be it enhances our ability to Get there. Theory of Action – What actions drive the Vision? • SHS – The Academy • ETR – The Writing Center • Elementary – Go Blue

5th grade students with IEPs had a growth index of .16 in math, meeting the PVAAS growth standard. In addition, students with IEPs taking the Keystone Algebra had a growth index score of 4.37, well above the PVAAS growth standard.

5th, 6th, 7th, and 8th grade students with IEPs had growth index scores in ELA that meet or are above the PVAAS growth standard. In addition, students with IEPs taking the Keystone Literature had a growth index score above the PVAAS growth standard.

Economically disadvantaged 6th grade students had a growth index of -0.78 in math, meeting the PVAAS growth standard. Economically disadvantaged high school students taking the Algebra Keystone had a growth index of 7.05, well above the PVAAS growth standard.

Economically disadvantaged students in 5th grade students had a growth index of 0.62 in ELA, meeting the PVAAS growth standard. Economically disadvantaged students in 6th grade

Challenges

Economically disadvantaged students in 8th grade students had a growth index of -1.6 in science, below the PVAAS growth standard.

93.1% of high school students met the Career Standards Benchmark.

Special education funding

Increasing mental health concerns with students.

Sharing funding with private and Catholic schools for services.

We are about to have new folks at central office via retirements and turn over. It will be critical to engage in a process of continuous development for all of us to ensure the mission and vision are being attained through our theory of action.

Strengths

students had a growth index of 0.38 in ELA, meeting the PVAAS growth standard. Economically disadvantaged students in 8th grade students had a growth index of -0.75 in ELA, meeting the PVAAS growth standard. Economically disadvantaged students in high school had a growth index of 2.63 on the Literature Keystone, well above the PVAAS growth standard.

Economically disadvantaged students in high school had a growth index of -0.16 on the Biology Keystone, meeting the PVAAS growth standard.

Guidance has implemented new technology to better serve our students and families in the college application process and to meet the requirements outlined in Chapter 339.

The addition of the Complex Learners Program at the elementary school level is anticipated to have a positive impact on the programming provided for the participating students. We believe we will better meet the needs of students and will see an increase in the ability of students to meet their annual IEP goals.

Title 1 services have expanded into our middle school.

Most Notable Observations/Patterns

We need to have a district wide focus on continuous growth and improvement. Creating a learning environment for our students and staff focused on growth will require developing positive and supportive relationships (teachers to students, administration - teachers). Springfield is about a culture of excellence, and in order to continue that focus we need to focus on improving. Understanding data will also assist us in analyzing the process and progress needed to establish our school and individual flight plans. Student success and scores matter. Thus, the details matter even more. Building that consistent message across the board will only strengthen our ability to attain the mission and vision. The realignment of administration will allow the district to have increased focus on improving the instruction in the classroom and to provide support where and when it is needed.

Challenges	Discussion Point	Priority for Planning
At E.T. Richardson MS, 49.6% of students were proficient or advanced on the Math PSSA.	Alignment of math practices and program K-12. Focus on and respond to the data at the student level.	✓
<p>On the Math MAP, the percent of proficient/advanced 3rd grade scores decreased by 7.2%, and the percent of proficient/advanced 5th grade scores decreased by 11.3% during the 2021-2022 school year.</p>		
<p>On the Math MAP, the percent of proficient/advanced 7th grade scores decreased by 4.4%, and the percent of proficient/advanced 8th grade scores decreased by 4.4% during the 2021-2022 school year.</p>		
We are in the process of building a new system of support for our special education students post COVID. This work will take people, process, and a keen focus on data and the IEP process in elementary grades.	New programming and professional development are occurring during the 2023-2026 Comprehensive Plan. The addition of staff in the schools, the addition of administrative supports, specialized professional development for teachers and learning assistants, and new curriculum, all are focused on meeting the individual needs of students.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Unique Learning Systems

Action Steps	Anticipated Start/Completion Date		
All teachers K-12 teaching students with Complex Learning needs will receive professional development using Unique Learning Systems to provide direct and targeted instruction to students in ELA and math	08/24/2023 - 08/24/2023		
Monitoring/Evaluation	Anticipated Output		
Observation of Complex Learning classrooms by administration and contracted DCIU staff on a monthly basis. Monthly professional development sessions organized by DCIU staff.	- Teachers will be observed using Unique Learning Systems - Observations of classrooms will support changes as a result of the needs assessment completed at the end of the 2022-2023 school year.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Purchase Unique Learning Systems	yes	yes	

Action Plan: Professional Learning Communities

Action Steps	Anticipated Start/Completion Date		
Math teachers will meet with Professional Learning Communities (PLCs) on a weekly basis to plan, coordinate assessments, review progress, and adjust instruction as needed.	08/29/2023 - 06/14/2024		
Monitoring/Evaluation	Anticipated Output		
Math teachers, weekly meetings, PLC	- Teachers will develop common curriculum based assessments. - Teachers will adjust pacing and instructional practices based on the results of assessments.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Time for meetings - teachers are scheduled with common planning	yes	no	

Action Steps	Anticipated Start/Completion Date
Specific and targeted instruction will be provided to students on areas of need as identified through data (PSSA, MAP)	08/29/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
Math teachers, weekly meetings, PLC	- Teachers will develop common curriculum based assessments. - Teachers will adjust pacing and instructional practices based on the results of assessments.

Material/Resources/Supports Needed	PD Step	Comm Step
Scheduling	no	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The % of student achieving the On Target Level on the ELA PASA will increase by 10% 24% to 34% (Complex Learners ELA)	Unique Learning Systems	All teachers K-12 teaching students with Complex Learning needs will receive professional development using Unique Learning Systems to provide direct and targeted instruction to students in ELA and math	08/24/2023 - 08/24/2023
The % of student achieving the On Target Level on the Math PASA will increase by 10% 32% to 42% (Complex Learners Math)			
Achievement on the mathematics PSSA/MAP will increase by 10%. (SSD Math Goal)	Professional Learning Communities	Math teachers will meet with Professional Learning Communities (PLCs) on a weekly basis to	08/29/2023 - 06/14/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		plan, coordinate assessments, review progress, and adjust instruction as needed.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Unique Learning Systems	Teachers in Complex Learning classrooms	Unique Learning Systems - Set up, lesson planning, implementation, assessments, progress monitoring, goal writing.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will utilize Unique Learning System curriculum in their classrooms.	08/24/2023 - 05/31/2024	Daniel Tracy

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

1a: Demonstrating Knowledge of Content and Pedagogy

3a: Communicating with Students

1b: Demonstrating Knowledge of Students

3b: Using Questioning and Discussion Techniques

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

3e: Demonstrating Flexibility and Responsiveness

1d: Demonstrating Knowledge of Resources

3d: Using Assessment in Instruction

1f: Designing Student Assessments

Professional Development Step**Audience****Topics of Prof. Dev**

PLC - Math

6-8 math teachers

Curriculum, pacing, instructional strategies,
assessment

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

Common assessments, responding to data

08/29/2023 - 05/31/2024

Walter Hartshorn, Principal

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

1e: Designing Coherent Instruction

1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

3e: Demonstrating Flexibility and Responsiveness

1b: Demonstrating Knowledge of Students

3d: Using Assessment in Instruction

1d: Demonstrating Knowledge of Resources

1c: Setting Instructional Outcomes

3c: Engaging Students in Learning

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The % of student achieving the On Target Level on the ELA PASA will increase by 10% 24% to 34% (Complex Learners ELA)	Unique Learning Systems	All teachers K-12 teaching students with Complex Learning needs will receive professional development using Unique Learning Systems to provide direct and targeted instruction to students in ELA and math	2023-08-24 - 2023-08-24
The % of student achieving the On Target Level on the Math PASA will increase by 10% 32% to 42% (Complex Learners Math)			

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Unique Learning Systems	Parents	Implementation of Unique Learning Systems. Progress monitoring data.
Anticipated Timeframe	Frequency	Delivery Method
08/29/2023 - 05/31/2024	During progress monitoring points throughout the school year.	Email
Lead Person/Position		
Daniel Tracy		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Social Media Website Public Meetings	The Comprehensive Plan Steps to Actions	Written Social Media	All stakeholders	Summer 2023

SPRINGFIELD SD

200 S Rolling Road

Induction Plan (Chapter 49) | 2023 - 2026

INDUCTION PLAN (CHAPTER 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists.
- The induction plan shall be prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

PROFILE AND PLAN ESSENTIALS

Springfield School District

125238502

200 S Rolling Road , Springfield , PA 19064

Peter Brigg

peter.brigg@ssdcougars.org

(610) 938-6000 Ext.

Dr. Anthony Barber

anthony.barber@ssdcougars.org

INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Anthony Barber	Superintendent	Administrator	School Board of Directors
Monica Conlin	SHS Chief Academic Officer	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Peter Brigg	DOTL	Administrator	Administration Personnel
Joseph Hepp	Principal and DOTL	Administrator	Administration Personnel
Melissa Butler	DOTL	Administrator	Administration Personnel
Jennifer Lofland	Board VP	Other	School Board of Directors
Dan Jones	Community	Education Specialist	School Board of Directors
Kimberly Wisneski	Teacher	Teacher	Teacher
Rob Nelson	Teacher	Teacher	Teacher

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

MENTORS

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No

OTHER

PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED

CHARACTERISTICS.

Directors and Principals identify potential mentors for the Induction Program using the observation and evaluation process.

NEEDS ASSESSMENT

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative & Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No

OTHER

BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE LEA'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

There is a two-year Induction program beginning in the 2024-2025 school year. There will be two full days prior to the start of the school year to cover a variety of topics including, Professional Ethics, Culturally Relevant and Sustaining Education, District policies and procedures, Instructional Technology, Observation and Evaluations, and Special Education. Monthly meetings will be held throughout the course of the school year. Along with these meetings, new teachers will be assigned required readings and assignments, which will be submitted monthly through our online platform. Meetings will be held both in-person and via Zoom. The topics include Observations and Evaluations, Culturally Relevant and Sustaining Education, Professional Ethics, Assessments, Special Education, Instructional Techniques and Strategies, Classroom Management and Student Engagement, Goal Setting, and Meeting the Needs of Diverse Learners. All new staff will be assigned a mentor for two years as part of Induction.

EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism	Year 3 Fall, Year 2 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 4b: Maintaining Accurate Records 1e: Designing Coherent Instruction 4a: Reflecting on Teaching 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments	Year 2 Spring, Year 2 Fall, Year 1 Fall, Year 3 Fall, Year 1 Spring, Year 3 Spring, Year 2 Winter, Year 1 Winter, Year 3 Winter

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning 1d: Demonstrating Knowledge of Resources 4d: Participating in a Professional Community 3e: Demonstrating Flexibility and Responsiveness 1f: Designing Student Assessments 3d: Using Assessment in Instruction 1e: Designing Coherent Instruction 4e: Growing and Developing Professionally 3b: Using Questioning and Discussion Techniques 1c: Setting Instructional Outcomes 4c: Communicating with Families 1a: Demonstrating Knowledge of Content and Pedagogy 4a: Reflecting on Teaching 3a: Communicating with Students 1b: Demonstrating Knowledge of	Year 2 Spring, Year 1 Winter, Year 3 Winter, Year 1 Fall, Year 3 Fall, Year 2 Winter, Year 1 Spring, Year 3 Spring, Year 2 Fall

Selected Danielson Framework(s)**Timeline**

Students

4b: Maintaining Accurate Records

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)**Timeline**

2b: Establishing a Culture for Learning

Year 1 Fall, Year 3 Fall, Year 2 Fall

2a: Creating an Environment of Respect
and Rapport

2c: Managing Classroom Procedures

2e: Organizing Physical Space

1b: Demonstrating Knowledge of
Students

2d: Managing Student Behavior

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)**Timeline**

1d: Demonstrating Knowledge of
Resources

Year 2 Winter, Year 3 Winter, Year 1 Fall, Year 1 Winter, Year 3 Fall, Year 2 Fall

Selected Danielson Framework(s)	Timeline
3e: Demonstrating Flexibility and Responsiveness	
3a: Communicating with Students	
1a: Demonstrating Knowledge of Content and Pedagogy	
3b: Using Questioning and Discussion Techniques	
1b: Demonstrating Knowledge of Students	
3c: Engaging Students in Learning	
1f: Designing Student Assessments	
4c: Communicating with Families	
1c: Setting Instructional Outcomes	
3d: Using Assessment in Instruction	

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes	Year 1 Spring, Year 3 Spring, Year 2 Fall, Year 1 Winter, Year 3 Winter, Year 2 Winter, Year 2
1b: Demonstrating Knowledge of Students	Spring, Year 1 Fall, Year 3 Fall
3d: Using Assessment in Instruction	

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
2a: Creating an Environment of Respect and Rapport	Year 2 Fall, Year 1 Fall, Year 3 Fall, Year 2 Spring, Year 1 Winter, Year 3 Winter, Year 1 Spring, Year 3 Spring, Year 2 Winter
2d: Managing Student Behavior	
2b: Establishing a Culture for Learning	
2e: Organizing Physical Space	
2c: Managing Classroom Procedures	

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
4c: Communicating with Families	Year 2 Fall, Year 1 Spring, Year 3 Spring, Year 1 Fall, Year 3 Fall, Year 2 Spring, Year 1 Winter, Year 3 Winter, Year 2 Winter
1a: Demonstrating Knowledge of Content and Pedagogy	
4f: Showing Professionalism	

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)**Timeline**

Year 3 Fall, Year 2 Fall

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES**Selected Danielson Framework(s)****Timeline**

3a: Communicating with Students

Year 3 Fall

2a: Creating an Environment of Respect
and Rapport

4c: Communicating with Families

EDUCATOR EFFECTIVENESS**Selected Danielson Framework(s)****Timeline**

4a: Reflecting on Teaching

Year 2 Fall, Year 1 Spring, Year 3 Spring, Year 1 Fall, Year 3 Fall, Year 2 Winter, Year 2 Spring,

4e: Growing and Developing
Professionally

Year 1 Winter, Year 3 Winter

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

Information on evaluations is introduced during the opening days of induction. This is reviewed by District administration, including the Human Resources Director, as well as the teacher union leadership. The topic of observations and evaluations is covered in greater detail during a scheduled Induction meeting during the school year. Progress of evaluation and success is monitored through observations using an online platform and regular conferences with principals and district administration. Mid-year and end-of-year evaluation meetings will be held and staff will receive specific, written feedback.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	Completion
Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes
Confirm that all first-year teachers are required to participate in the induction program.	Yes

IF "NO" IS SELECTED, PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Peter Brigg

Educator Induction Plan Coordinator

08/28/2023

Date

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Anthony Barber

Chief School Administrator

08/30/2023

Date

Springfield School District Two Year Plan for Induction	
Topic	Year
Goal Setting	2024-2025
Observations & Evaluation	2024-2025; 2025-2026
Professional Ethics (On going to be completed by:)	2024-2025; 2025-2026
Building Community	2024-2025; 2025-2026
Assessment Practices	2024-2025; 2025-2026
Special Education	2024-2025; 2025-2026
Instructional Techniques and Strategies	2024-2025; 2025-2026
Classroom Management & Student Engagement	2024-2025; 2025-2026
Meeting the Needs of Diverse Learners	2024-2025; 2025-2026
Culturally Relevant and Sustaining Education (On going to be completed by:)	2025-2026

SPRINGFIELD SD

200 S Rolling Road

Professional Development Plan (Act 48) | 2023 - 2026

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Anthony Barber	Superintendent	Administrator	School Board of Directors
Monica Conlin	SHS Chief Academic Officer	Administrator	Administration Personnel
Joseph Hepp	Principal	Administrator	Administration Personnel
Melissa Butler	DOTL	Administrator	Administration Personnel
Peter Brigg	DOTL - Chairperson	Administrator	Administration Personnel
Jeffrey Zweiback	Director of Educational Services	Administrator	Administration Personnel
Jennifer Lofland	Board VP	Community Member	School Board of Directors
Don Cadge	Community	Community Member	School Board of Directors
Steve Todaro	Community	Local Business Representative	School Board of Directors
Dan Jones	Community	Education Specialist	Education Specialist
Rob Nelson	Teacher	K-12 Teacher	Teacher
Daniel Tracy	Manager of Special Ed.	Administrator	Administration Personnel
Beth Brady	Parent	Parent of Child Attending	School Board of Directors

Name	Title	Committee Role	Appointed By
Kimberly Wisneski	Teacher	K-12 Teacher	Teacher

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

Monthly Educational and professional development opportunities Sub committees form from large topic discussions

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

UNIQUE LEARNING SYSTEMS

Action Step	Audience	Topics to be Included	Evidence of Learning
All teachers K-12 teaching students with Complex Learning needs will receive professional development using Unique Learning Systems to provide direct and targeted instruction to students in ELA and math	Teachers in Complex Learning classrooms	Unique Learning Systems - Set up, lesson planning, implementation, assessments, progress monitoring, goal writing.	Teachers will utilize Unique Learning System curriculum in their classrooms.
Lead Person/Position	Anticipated Timeline		
Daniel Tracy	08/24/2023 - 05/31/2024		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Monthly	1b: Demonstrating Knowledge of Students 3b: Using Questioning and Discussion Techniques 1d: Demonstrating Knowledge of Resources	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3d: Using Assessment in Instruction	
		1c: Setting Instructional Outcomes	
		3c: Engaging Students in Learning	
		1e: Designing Coherent Instruction	
		3e: Demonstrating Flexibility and Responsiveness	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		3a: Communicating with Students	
		1f: Designing Student Assessments	

PLC - MATH

Action Step	Audience	Topics to be Included	Evidence of Learning
Math teachers will meet with Professional Learning Communities (PLCs) on a weekly basis to plan, coordinate assessments, review progress, and adjust instruction as needed.	6-8 math teachers	Curriculum, pacing, instructional strategies, assessment	Common assessments, responding to data

Lead Person/Position**Anticipated Timeline**

Walter Hartshorn, Principal

08/29/2023 - 05/31/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Weekly	1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 1f: Designing Student Assessments	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

Professional Education Plan Guidelines**Yes/No**

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

When is the first year the LEA will offer Structured Literacy Training to the staff?

2024-

2025

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

Only required certifications will receive the training.

Is the LEA using or planning to implement Structured Literacy (Select One)?

Hybrid, Structured Literacy components integrated into reading program.

SPRINGFIELD SD

200 S Rolling Road

Professional Development Plan (Act 48) | 2023 - 2026

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- g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

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Name	Title	Committee Role	Appointed By
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Lead Person/Position	Anticipated Timeline		
Daniel Tracy	08/24/2023 - 05/31/2024		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Monthly	1b: Demonstrating Knowledge of Students 3b: Using Questioning and Discussion Techniques 1c: Setting Instructional Outcomes	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3c: Engaging Students in Learning	
		1e: Designing Coherent Instruction	
		3e: Demonstrating Flexibility and Responsiveness	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		3a: Communicating with Students	
		1d: Demonstrating Knowledge of Resources	
		3d: Using Assessment in Instruction	
		1f: Designing Student Assessments	

PLC - MATH

Action Step	Audience	Topics to be Included	Evidence of Learning
Math teachers will meet with Professional Learning Communities (PLCs) on a weekly basis to plan, coordinate assessments, review progress, and adjust instruction as needed.	6-8 math teachers	Curriculum, pacing, instructional strategies, assessment	Common assessments, responding to data

Lead Person/Position

Walter Hartshorn, Principal

Anticipated Timeline

08/29/2023 - 05/31/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Weekly	1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 1e: Designing Coherent Instruction	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

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PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

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Yes

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Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

When is the first year the LEA will offer Structured Literacy Training to the staff?

2024-
2025

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

Only required certifications will receive the training.

Is the LEA using or planning to implement Structured Literacy (Select One)?

Hybrid, Structured Literacy components integrated into reading program.

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

The Professional Development Plan is reviewed annually and revised with in the SSD Education Committee, which is comprised a variety of stakeholder groups including board members, administration, teachers, community members, parents, students, and business leaders. Surveys of the participants are used as a primary tool to gather information about the effectiveness of the professional development. Surveys allow data on the use of new knowledge and skills, participant learning, participant reaction, and organization change to be collected. In addition, the evaluation of student outcomes is a primary tool used to evaluate the impact of professional development and the needs for future professional development. Data from local, state, and national assessments is monitored and evaluated to determine areas of strength and need.

PD Activity Name	Audience	Topics to be Included	Lead Person/ Position	Anticipated Timeframe	Types of Activities	Frequency of Activities	Observation & Practice Framework	State Required Training?
Structured Literacy	All K-8; Special Ed, RS Certificate Holders	Evidence-based intervention practices on structured literacy; Explicit and systematic instruction in phonological and phonemic awareness; The alphabetic principle, decoding and encoding, fluency and vocabulary; Reading comprehension and building content knowledge	Directors of Teaching and Learning	Opening PD Day 2024	Presentation; Modeling; Team Planning; Practice; Reflection	Daily practice/ implementation; Periodic review and reflection through observation and team meetings	Planning & Preparation; Instruction	Yes
Professional Ethics	All Staff	Professional conduct; professional and ethical practice; commitment to students; commitment to colleagues and community; professional and ethical communication	Human Resources Director	Fall PD 2024	Presentation; Discussion; Review and Reflection	Initial implementation; yearly review and reminders through induction	Professional Responsibilities	Yes
Culturally Responsive and Sustaining Education	All Staff	Reflecting on One's cultural lens; Identify, Deepen, Understanding of, and Take Steps to Address Bias in the System; Bringing Real World Experiences into Educational Spaces; Equitable and Differentiated Opportunities to Learn & Succeed; Promote Asset-based Perspectives about Differences; Authentic Engagement with Families and Communities; Linguistically and Culturally Responsive Communication; High Expectations for Each Learner; Impact of Microaggressions	Human Resources Director and District Administration	Fall PD 2025	Presentation; Discussion; Review and Reflection	Daily practice/ implementation; Periodic review and reflection through observation and team meetings	Planning & Preparation; Classroom Environment; Instruction; Professional Responsibilities	Yes
Teaching Diverse Learners in Inclusive Settings	All Staff	Effective strategies; Collaboration with teachers, parents & students; Teaching Advocacy; Accommodations and Differentiation	Directors of Teaching and Learning; Special Education Supervisors	Spring PD 2024	Presentation; Modeling; Team Planning; Practice; Reflection	Daily practice/ implementation; Periodic review and reflection through observation and team meetings	Planning & Preparation; Classroom Environment; Instruction	Yes
Trauma Informed Care Training	All Staff	Recognition of signs of trauma; best practices regarding trauma informed approaches; recognition of the signs of the impact of secondary trauma on school employees; policies regarding trauma-informed approaches and supporting students	Guidance Counselors	Act 80 Day 2024	Presentation; Discussion; Review and Reflection	Initial implementation; yearly review and reminders	Classroom Environment; Professional Responsibilities	Yes
Act 13 & Educator Effectiveness	All Staff	Act 13 Requirements; Student Performance Measurements; Educator Effectiveness; Evaluations	District Administration	Fall PD 2023	Presentation; Discussion; Review and Reflection	Initial implementation; yearly review and reminders	Planning & Preparation; Classroom Environment; Instruction; Professional Responsibilities	No
Pension & 403B	All Staff	Retirement; Financial literacy	Human Resources Director and Cooperating Financial Institutions	Fall PD 2023	Presentation	Yearly	NA	No
Performance Matters	All Staff	Implementation; Data collection and analysis; Program tools	District Administration; Lead Teachers	Act 80 Day 2023	Presentation; Modeling; Team Planning; Practice; Reflection	Daily practice/ implementation; Periodic review and reflection through observation and team meetings	Planning & Preparation; Instruction	No
Math Program Implementation Training	All Elementary Staff; Middle & HS Math Teachers	Program overview; Scope and Sequence; Assessment; Activities	SAVVAS Trainers; Department Heads	Fall PD 2024	Presentation; Modeling; Team Planning; Practice; Reflection	Daily practice/ implementation; Periodic review and reflection through observation and team meetings	Planning & Preparation; Instruction	No
Differentiated Supervision	All Staff	Educator Effectiveness; Methods; Practices	District Administration	Spring 2024	Presentation; Discussion; Review and Reflection	Initial implementation; yearly review and reminders	Planning & Preparation; Classroom Environment; Instruction; Professional Responsibilities	No
Health & Wellness	All Staff	Mental Health of Staff; Physical health & wellness	District Administration; Teachers; Trained experts in various fields	Spring 2025	Presentation; Discussion; Practice and Reflection	Initial implementation; reminders	Professional Responsibilities	No
Instructional Technology	All Staff	SMART panels; Lumio; Effective educational tools	District Technology Team; Building Principals	Act 80 Day 2025	Presentation; Modeling; Team Planning; Practice; Reflection	Daily practice/ implementation; Periodic review and reflection through observation and team meetings	Instruction	No
CPR Training	All Staff	Training for CPR	Certified trainers	Act 80 Day 2026	Presentation, Modeling, Practice	Every 3 Years	Professional Responsibilities	No

SPRINGFIELD SD

200 S Rolling Road

Academic Standards and Assessment Requirements (Chapter 4) | 2023 - 2026

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments “to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined”. As part of the Comprehensive Planning process, each LEA will report on their curriculum and assessment alignment to the Academic Standards.

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band.

A written curriculum framework specifies what and when content is taught for each subject within the LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

1. Identify your school entity type from the drop-down list:

School District

2. Identify the grade bands taught in your school entity and enter student population numbers:

Grade Bands	Taught in your School Entity	Student Population Numbers	
Pre K - 2	Yes	940	
3 - 5	Yes	984	
6 - 8	Yes	1068	
9 - 12	Yes	1361	
		Total	4353

Chapter 4**Curriculum and Instruction Requirements****Written Curriculum Framework****Taught within the Grade Span**

PA-Core English Language Arts

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

PA-Core Mathematics

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Science and Technology

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Environment and Ecology

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Civics and Government

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Economics

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Geography

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

History

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Arts and Humanities

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Health, Safety, and Physical Education

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Family and Consumer Sciences

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Reading and Writing for Science and Technical Subjects

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Reading and Writing for History and Social Studies

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Career Education and Work

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

ASSURANCES: STANDARDS ALIGNMENT, CURRICULUM, AND PLANNED INSTRUCTION

- | | |
|--|-----|
| 1. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards | Yes |
| 2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards | Yes |
| 3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards | Yes |
| 4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards | Yes |
| 5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards | Yes |

☐ **Elementary Grade Level content does not apply.**

☐ **Secondary Grade Level content does not apply.**

6. Describe your LEA's cycle and process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.

In core areas we work on a 3 year / 5-year cycle. All core curriculum is reviewed for alignment every three years and full update is completed within a 5-year cycle. Elective or cycle area courses are reviewed on a similar cycle review but over a 4 and 6-year span. These cycles are adjusted accordingly when the state makes major updates such as the shift to NGSS in science.

7. List resources, supports or models that are used in developing and aligning curriculum.

We have refined and defined our own proprietary process for curriculum development. We utilize a collaborative team model that draws upon a variety of instructional delivery models, coupled with strict adherence to defining measurable acquisition of skills aligned to the state standards. We utilize a structured assessment program of benchmarks testing that allows us to refine our curriculum when student achievement isn't maximized within a particular set of standards.

8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials.

All teachers are provided copies of the curriculum at year start. We warehouse the originals and distribute them according to assignment each fall. We also provide summer workshop hours to provide teachers access and overviews of the program before teachers begin the units of study.

Planned instruction consists of at least the following elements: (Chapter 4.12)

- | | |
|--|-----|
| 9. LEA develops/maintains a standard format that includes scope, sequence, and pacing. | Yes |
| 10. Essential content is developed from PA Core/Academic Content Standards. | Yes |
| 11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards. | Yes |
| 12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist. | Yes |
| 13. Courses and units of study are developed from measurable outcomes and/or objectives. | Yes |
| 14. Course objectives to be achieved by all students are identified. | Yes |
| 15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists. | Yes |

16. Describe your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)

The district has completed a comprehensive curriculum review. At this time the district is only looking to implement PDE Chapter regulations.

Based on the responses above, would written curriculum be a priority in your comprehensive plan?	Yes
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Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?	Yes
--	-----

ASSURANCES: EDUCATOR EFFECTIVENESS

Act 13

☐ Check if Act 13 is NOT used in educator evaluations (Charter/Cyber Charter Schools only).

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories? (Total percent sum of the 4 response boxes must equal 100%)

A. Data Available Classroom Teachers	8
B. Non-Data Available Classroom Teachers	82
C. Non-Teaching Professionals	8
D. Principals	2
Total	100

2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1a: Demonstrating Knowledge of Content and Pedagogy	1b: Demonstrating Knowledge of Students	1a: Demonstrating Knowledge of Content and Pedagogy

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2c: Managing Classroom Procedures	2b: Establishing a Culture for Learning	2b: Establishing a Culture for Learning
Domain 3: Instruction	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4e: Growing and Developing Professionally	4f: Showing Professionalism	4d: Participating in a Professional Community

3. What action steps are implemented or will be implemented to build upon the strengths found in the classroom teacher observations?

Teachers are departmentalized in math and content areas; this has assisted in developing an expertise in content. We will continue to have them complete peer observations and collaborate in order to develop knowledge of content among all teachers. We continue to find ways to maximize instructional time through fine-tuning classroom procedures and scheduling supports in the classroom. The content-specific vocabulary has been and will be a point of emphasis as teachers develop their content knowledge. Staff demonstrate eagerness and self-accountability to continue to learn, grow, and master their crafts by seeking out personal professional development and taking post-graduate courses.

4. On what observational components are classroom teachers rated the lowest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1d: Demonstrating Knowledge of Resources	1f: Designing Student Assessments	1c: Setting Instructional Outcomes

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2b: Establishing a Culture for Learning	2d: Managing Student Behavior	2c: Managing Classroom Procedures
Domain 3: Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	4e: Growing and Developing Professionally	4e: Growing and Developing Professionally

5. What action steps are implemented or will be implemented to improve the challenges found in the classroom teachers observations?

Our teachers will benefit from exploring resources available in addition to the curriculum. Our teachers will receive professional development on using resources provided by the state from the SAS website, PVAAS data, and emetric data. We will have more professional development so teachers understand that there needs to be direct alignment and correlation between the objectives- activities and assessment. We will look to improve the use of pre-assessments through professional development and collaboration. Using pre-assessment, formative, and summative assessment data to guide our instruction will be included in our professional development opportunities and literature provided to staff. We will continue to assist and support teachers in doing this by allocating funds and resources to do so. While teachers do a good job of collecting data and entering it into a data warehouse, we will be using a more effective and updated system that will allow for easier student access and better data analysis.

6. What information is used to determine Principal Performance Goals?

Goals Set	Comments/Considerations
------------------	--------------------------------

Provided at the district level	Standardized Assessment Data (PSSA, Keystone, MAP) Danielson Framework Safety Protocols and Procedures District wide policies and procedures District Goals related to the 4 Pillars (Academics, Athletics, Arts, Service) Special Education Services
Provided at the building level	School Safety and Discipline Data PAETEP - Observation Data and Compliance Grades Assessments
Individual principal choice	All principal goals will be based on school data and the 4 Pillars of SSD (Academics, Athletics, Arts, and Service). All goals must be measurable through quantitative or qualitative methods.
Other (state what other is)	Board committees Community outreach and needs

7. Under Act 13, classroom teachers are required to utilize LEA Selected Measures to develop the Student Performance Measures and possibly the IEP Goals Progress Measures. List student assessments examples each grade/content area will use to develop LEA Selected Measures.

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Locally Developed School District Rubric	K-12 Writing Rubric K-5 Math Problem Solving Scoring Rubric	Springfield Writing Rubric Open-ended math problems
District-Designed Measure & Examination	K-12 Writing K-12 Math, Reading, Science K-5 Reading and Writing	TDA and Scored Writing Tasks Curriculum Assessments Quarterly Assessments Final Exams Literacy Screeners

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Nationally Recognized Standardized Test	1 - 12 Language Arts, Math, and Science	PSSA, Keystone, NWEA MAP, PSAT, Pre-ACT, SAT, ACT
Industry Certification Examination	9-12 - Computer Technology	Microsoft and Google Certification
Student Projects Pursuant to Local Requirements	9-12 - STEM 9-12 - Economics	Student Projects graded by rubric
Student Portfolios Pursuant to Local Requirements	9-12 - Art K-12 Career and College	Art portfolios SMART Futures

Based on the responses above, would instructional practices be a priority in your comprehensive plan?

Yes

ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment NWEA/MAPS

Type of Assessment Diagnostic

Frequency or Date Given	K-2	3-5	6-8	9-12
Fall/Spring 2x per year	Yes	Yes	Yes	No

Assessment PSAT 8, 9, 10, 11

Type of Assessment

Frequency or Date Given	K-2	3-5	6-8	9-12
1x per year	No	No	Yes	Yes

Assessment Achieve/Pre ACT

Type of Assessment

Frequency or Date Given	K-2	3-5	6-8	9-12
1x per year	No	No	No	Yes

Assessment
Local Assessment / Benchmark Testing

Frequency or Date Given	K-2	3-5	6-8	9-12
End of Unit (Recurring)	Yes	Yes	Yes	Yes

Assessment
PSSAs

Type of Assessment
Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
1x per subject area	No	Yes	Yes	No

Assessment
Keystones

Type of Assessment
Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
1x per subject test	No	No	No	Yes

Assessment
AP Exams

Type of Assessment
Summative

Frequency or Date Given	K-2	3-5	6-8	9-12
1x per subject test	No	No	No	Yes

ASSESSMENT (CONTINUED)

EDUCATION AREAS OF CERTIFICATION

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – Yes

Future Ready PA Index's Grade 7 Early Indicators of Success - Yes

Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?

We have regularly scheduled data analysis meetings where all assessment data is reviewed and utilized to adjust instruction and target students needing additional supports. This is a highly refined process within the district that we continue to work on and develop.

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan? Yes

SIGNATURE AND QUALITY ASSURANCE

EDUCATION AREAS OF CERTIFICATION

As Chief School Administrator, I affirm that this LEA's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Anthony Barber
Chief School Administrator

08/30/2023
Date

SPRINGFIELD SD

200 S Rolling Road

Gifted Education Plan Assurances (Chapter 16) | 2023 - 2026

CHAPTER 16

Chapter 16 of the PA Code specifies how Pennsylvania will meet its obligations to suspected and identified gifted students who require gifted education to reach their potential. Gifted students are to be provided with quality gifted education services and programs. Requirements for Gifted Education Plans can be found in the Pennsylvania Code (22 Pa Code §16.32).

In accordance with 22 Pa. Code § 4.13(e) (relating to strategic plans) and 22 Pa. Code § 16.4, each school district shall develop and implement a gifted education plan every 6 years.

- a. The plan shall include the process for identifying children who are gifted and in need of specially designed instruction, as well as the gifted special education programs offered.
- b. The school districts shall make its gifted education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school district's board of directors.
- c. Each school district shall provide, as the Department may require, reports of students, personnel and program elements, including the costs of the elements, which are relevant to the delivery of gifted education. (22 Pa. Code § 16.4)

1. Describe your district's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

We include statements regarding Gifted programming and screening in our school handbooks (sent year start) and district website. (<https://www.ssdcougars.org/district/district-departments/student-services-special-education/special-education/child-find>)

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.

The Springfield and Morton communities are blessed with many talented, high-achieving, and inquisitive children. However, it is often difficult for districts to engage in the process of screening for Giftedness because most students that proceed through the initial screening process do not ultimately end up being identified as a Gifted child in need of specially designed instruction. We want to assure you that our administrators, teachers, and school psychologists will be caring, supportive and responsive to parents throughout the entire screening & evaluation process. Being asked to proceed to Level II screening is both an exciting and stressful process for families. Please do not hesitate to contact your child's counselor or administrator to speak with them if you have questions or concerns around how this may impact your child and/or family. One of the most difficult conversations a school can have with a family is explaining to a parent or guardian, that their child is highly talented, high achieving and creative, but does not qualify under Chapter 16 for Gifted Services. We recognize that for some families there can be both joy and disappointment at the outcome of this process. Most experts in the field of Gifted research believe that approximately 3,000,000 children in the US qualify as "Gifted". This represents roughly 6% of the school-aged population. We have included a link to the National Association for Gifted Children which highlights many of the FAQs related to giftedness. Chapter 16 of the PA Code requires that we screen and actively seek to identify those children within our communities in need of specially designed instruction for gifted educational services. It is important to note that the screening process is a district driven, on-going, process. Parents, as outlined in the Chapter 16 regulations always have the right to request an evaluation for Gifted Services. For more information regarding this type of request and the district's responsibility regarding such a request, please contact your child's guidance counselor or building administrator for more information. We have also included the Education Law Center's document on, "The Rights of Gifted Students in PA." Springfield's screening process follows Chapter 16's guidance in identifying Gifted students within the school district.

3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

SSD Gifted Screening Procedure (rev. 6/01/14) SSD Gifted Screening Process The following guidelines list the "entry" points by grade level for a district initiated screening of children for Gifted services as defined by Chapter 16 of PA Code. It is important to note that Gifted

Screening is a term and process that directly relates to a school district's legal mandate to conduct Child Find screening activities. These screenings are undertaken with the express interest of identifying children within our schools that may be in need of specially designed instruction for either IDEA or Gifted related special education services. It is important to note that screenings are not the same as an evaluation. The district may, with parent permission, or through direct parent request engage in a Multidisciplinary Evaluation (MDE) of any child it has reason to suspect may be in need of special education services – either Gifted or IDEA Special Education. The result of an MDE may or may not result in the team's determination that a child is eligible for either IDEA or Gifted related special education services. A screening, on the other hand, is a systematic and global approach towards assisting the District in gathering data on all children that may help the team in determining whether a particular child may have IDEA or Gifted related special education needs. Screenings, by definition, occur at all levels of the district and gather data on various academic, social and emotional points which then allows the team to review such data and subsequently make an informed decision regarding the potential need to progress towards a more thorough, individualized, evaluation.

Kindergarten: Steps- 1) At the end of trimester II, the data team at the SLC will compile a list of all students that are reading at a RIGBY Level of "I" or greater. The "I" level approximately equates to being in the 90 th percentile and the "J" level the 95 th percentile. 2) If a child is reading at a RIGBY Level "I" or greater, then a Teacher CHUSKA is filled out by the child's teacher. Teachers can access a link for the CHUSKA from within the district intranet. The CHUSKA is automatically scored. 3) A Gifted Screening Matrix is started at District Level where the CHUSKA and Reading Level scores are entered into the matrix. ...This process will typically be completed by the last Friday in April * Special care must be taken not to over generalize the perceived qualities of a gifted child at this level. Teachers and administrators should take great care in recognizing potential intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation that may be masking gifted abilities

SSD Gifted Screening Procedure (rev. 6/01/14) SSD Gifted Screening Process (continued) GRADES 1-2: Steps- 1) MAP Scores are run at District Level in Mid-February / Early March from the Fall Administration. 2) Students with raw scores in the TOP 10% of their whole grade level class are compiled in a "Pre-Screen" list. (The list will show the 90 th percentile cuts and the 95 th percentile cuts for addition into the Gifted Matrix.) ...Typically completed by the middle of March 3) This "Pre-Screen" list is forwarded to principals so that the classroom teacher of each student on the list can fill out the Teacher CHUSKA on each student's behalf. Teachers can utilize the CHUSKA link from the district' s intranet website for each student they have on the pre-screen list. Scores will be automatically forwarded to District Office. (District will check to see if the student is already in the Gifted Program at SSD; however, we ask that the list be reviewed a second time at the building level in case there are any students in the process but not yet identified.) 4) The Teacher CHUSKA score is automatically scored and forwarded electronically to District Office. A Gifted Screening Matrix is started at District Office where the CHUSKA and MAPS scores are

entered into the matrix. ...Typically completed by the end of April / early May 5) Once steps 1-4 are complete, based on the scores on the Matrix at this point, a decision is made at this time whether or not to schedule the Naglieri or similar assessment to complete LEVEL 1 of the Child Find Gifted Screening Matrix. Naglieri's are scheduled in individual sessions for up to 15 students at a time. They can be administered by any school staff member including but not limited to a guidance counselor, classroom teacher, school psychologist, or learning assistant. ...Typically, the Naglieri or similar assessment is scheduled and completed by June 1 st . 6) If a teacher or administrator recognizes or believes a child could qualify as a child in need of Gifted Services and s/he does not appear on the "Pre-Screen" list, then the process begins at Step 3, and a review of the data at hand will proceed with School Psychologist and the Director of Student Services. The teacher will fill out a Teacher CHUSKA and the process proceeds as listed above. 7) Parents of students qualifying for LEVEL 2 Initial Referral / Inquiry are notified through District Office and Achievement testing is scheduled by the building School Psychologist once the Permission to Test has been received. ...Typically completed by the end of September following the Summer break

SSD Gifted Screening Procedure (rev. 6/01/14)

SSD Gifted Screening Process (continued)

GRADES 3-5: Steps-

- 1) The prior year's PSSAs and/or the current year Fall administration MAPS are reviewed to create a "Pre- Screen" list of students that scored in the Top 5% of the entire grade level on any one assessment in either Reading or Mathematics. This list is cross checked with any student that is either receiving Gifted Services or may have been fully screened / evaluated in the past.
- 2) Those students that are on the "Pre-Screen" list for the first time will continue with the screening process as noted in the Grades 1-2 section beginning with Step 3. For any student that has been screened through Level 1 and/or evaluated in the past by our district for Gifted services, the guidance counselor will investigate further the child's entire assessment portfolio and speak with the classroom teacher. If the consensus of the counselor and teacher is that the child does demonstrate the potential to be a child in need of Gifted services, then the process picks up at Step 3 in the GRADES 1-2 section.

GRADES 6-12:

- 1) Guidance Counselors will periodically review standardized test data from the child's current year and identify children performing in the 95 th percentile or higher.
- 2) If any child from that review, is believed to be a child in need of Gifted services, then a TEACHER CHUSKA should be filled out by any member of the child's 4 core content areas.
- 3) If the Teacher CHUSKA scores 2 pts. or higher, then a Gifted Matrix is started and the standardized scores are entered to determine if the child should move forward to LEVEL 2 Initial Referral / Inquiry.
- 4) Parents of students qualifying for LEVEL 2 Initial Referral / Inquiry are notified through District Office and Achievement testing is scheduled by the building School Psychologist once the Permission to Test has been received.

PLEASE NOTE: Screening is an on-going process; however, psychologists are not employed during the summer break. The screening process that begins in the Spring of one school year is not completed until the Fall of the next school year, provided all permissions are signed and returned in a timely fashion. Parents are notified only if there child proceeds past the first level of the screening. On-going updates are not provided individually, as there are a variety of

factors that can impact the timeliness of the process. Parents are notified via permissions that are mailed (when appropriate) as to the progress of their child / children through the screening process.

4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option.

Our district uses a "Mode" program at the elementary and middle school levels where students are afforded the opportunity to elect and enroll in specific enrichment activities that align with their areas of giftedness. At the high school level advanced college level coursework is available grades 9-12. Students are placed in these based on demonstrated need for enrichment and expansion of grade level learning opportunities, K-12 we utilize a supplementary online learning program (Edmentum) which provides student the opportunity for acceleration in coursework that is grade leveled. This way, students above grade level can maintain connection to peers and most coursework but also be afforded the opportunity to accelerate in areas of demonstrated need and academic acceleration.

Dr. Anthony Barber
Chief School Administrator

01/12/2023
Date

SPRINGFIELD SD

200 S Rolling Road

Student Services Assurances (Chapter 12) | 2023 - 2026

STUDENT SERVICES ASSURANCES (CHAPTER 12)

Chapter 12, Section 12.32, establishes the elements required in an LEA's Student and Student Services Plan. The plan for student records must conform with applicable State and Federal laws, regulations, and directives identified in guidelines issued by the Department.

PROFILE AND PLAN ESSENTIALS

Springfield School District

125238502

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Dr. Anthony Barber

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STUDENT SERVICES ASSURANCE

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § 13-1303-AI)	Yes
School-wide Positive Behavioral Programs	Yes
Bullying Prevention Program	Yes
Conflict Resolution or Dispute Management	Yes

Safe Schools Programs, Strategies and Actions**In Compliance? Yes or No**

Peer Helper Programs

Yes

Safety and Violence Prevention Program

Yes

Comprehensive School Safety and Violence Prevention Plans (Article XIII-B of the School Code)

Yes

Purchase of Security-Related Technology

Yes

Student, Staff and Visitor Identification Systems

Yes

Placement of School Resource Officers

Yes

Counseling Services available for all Students

Yes

Internet Web-Based System for the Management of Student Discipline

Yes

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Other Chapter 12 Requirements	In Compliance? Yes or No
Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))	Yes
Free Education and Attendance (in compliance with § 12.1)	Yes
School Rules (in compliance with § 12.3)	Yes
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)	Yes
Discrimination (in compliance with § 12.4)	Yes
Corporal Punishment (in compliance with § 12.5)	Yes
Exclusion from School, Classes, Hearings (in compliance with § 12.6 , § 12.7 , § 12.8)	Yes
Freedom of Expression (in compliance with § 12.9)	Yes
Confidential Communications (in compliance with § 12.12)	Yes
Searches (in compliance with § 12.14)	Yes
Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)	Yes

Other Chapter 12 Requirements**In Compliance? Yes or No**

Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

Yes

Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

Yes

Development and Implementation of Local Wellness Program (in compliance with 42 USCS §1758b)

Yes

Establishment and Implementation of Student Assistance Programs at all of levels of the school system (§12.42)

Yes

Acceptable Use Policy for Technology Resources 24 P.S. § 4604

Yes

As Chief School Administrator, I affirm that this LEA complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.

Dr. Anthony Barber

Superintendent/CEO Electronic Signature

01/12/2023

Date