

RICHARDSON MS

20 W Woodland Ave

School Plan | 2022 - 2023

VISION FOR LEARNING

The vision of the Springfield School District is of a dynamic and innovative education system within its community, that empowers its students to reach their fullest potential through creating challenging experiences focused on the following four pillars - Academics, The Arts, Athletics/Activities, and Service.

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Students would benefit from a platform that adapts to their changing developmental needs and meets age appropriate career interest allowing the student to see his or her longitudinal progress in career readiness.	Career Standards Benchmark
Middle School slides in proficiencies across the grade span are not unusual; however, the disruptions to education caused by Covid-19 resulted in a greater than typical gap that needs o be addressed with targeted Re-teaching and remediation programming	English Language Arts
Students with disabilities were 13.0% Proficient and advanced on the Math PSSA due to the disruption in direct , targeted, and individualized instruction in math that is based on their individual needs and strengths.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
Targeted small group instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
MS Math PSSA	The percentage of Grade 6-8 students with IEPs achieving proficient and advanced on the Math PSSA will

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

increase from 13.0% to 20% or greater on the 2023 assessment.

ELA MAP Growth

The percentage proficiency on ELA MAPS will increase 5% points over the course of three years of MS.

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

Using student data identify students for in-addition-to / Workshop targeted small group instruction during the school day and schedule the addition instructional time in the student's daily schedule.

2022-10-01 -
2022-06-02

Monica Conlin

Additional math & ELA instruction and intervention curricular support materials.

Anticipated Outcome

By October 1th all students will be identified and scheduled into in-addition-to/ workshop intervention and instruction.

Monitoring/Evaluation

Ongoing student data will be monitored closely by the principal, grade level team and CST who will continue to monitor and evaluate the dat and adjust interventions based on student mastery of standards and skills.

Evidence-based Strategy

Professional Development

Measurable Goals

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

Career Readiness

Explore and select a 3-12 platform that meets the career readiness standards by grade level, that supports longitudinal data collection and warehousing, and supports vertical alignment of career readiness based on age appropriate activities.

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

Professional development will be provided to the teachers 3-12 who will be responsible for implementing and engaging the students in the new Career readiness platform.

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Dr. Jeffrey
Zweiback

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Anticipated Outcome**Monitoring/Evaluation**

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Explore and select a 3-12 platform that meets the career readiness standards by grade level, that supports longitudinal data collection and warehousing, and supports vertical alignment of career readiness based on age appropriate activities. (Career Readiness)	Professional Development	Professional development will be provided to the teachers 3-12 who will be responsible for implementing and engaging the students in the new Career readiness platform.	01/01/0001 - 01/01/0001

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

Dr. Anthony Barber

2022-06-28

School Improvement Facilitator Signature

Building Principal Signature

Monica M. Conlin

2022-07-20

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

76.4 % of all students were Proficient or Advanced on the ELA PSSA.

Economically Disadvantaged Students: ELA PSSA 64.8 % Proficient or Advanced

The 2021-22 Fall MAPS 6th Grade Reading assessment had 85% of the students as Proficient or Advanced.

The 2021-22 Fall MAPS 8th Grade Reading assessment had 76.5% of the students as Proficient or Advanced.

The 2021-22 Fall MAPS 8th grade Math assessment had 39.7% of the students as Proficient or Advanced.

87.4% of students complete the career readiness lessons in grades 6, 7 & 8

The 2021-22 Fall MAPS 8th Grade Science assessment had 74.0% of the students as Proficient or Advanced.

Economically Disadvantaged 6th Grade students had a growth index of .62 in ELA meeting the PVAAS growth standard.

Challenges

41.2% of all students were Proficient or Advanced on the Math PSSA.

Students with disabilities: MATH PSSA 13.0 % Proficient and Advanced

There is an 8.5 % proficiency drop in students ELA MAP Scores while transitioning from grade 6 to grade 8.

The 2021-22 Fall MAPS 6th Grade Math assessment had 43.8% of the students as Proficient or Advanced.

The 2021-22 Fall MAPS 6th Grade Science assessment had 69.0% of the students as Proficient or Advanced.

Naviance doesn't share data across buildings. we will be utilizing a new system in the Fall of 22 Smartfutures.org.

26.4% of 8th grade students with IEPs were proficient and advanced on the Science PSSA.

Economically Disadvantaged 8th Grade students had a growth index of -3.37 in Math below the PVAAS growth standard.

Strengths

8th Grade students with IEPs had a growth index of .95 in ELA meeting the PVAAS growth standard.

A systematic, collaborative planning processes is used to ensure instruction is coordinated, aligned, and evidence-based *

A variety of assessments (including diagnostic, formative, and summative) are used to monitor student learning and adjust programs and instructional practices, especially in reading and math.

There is a strong culture of high expectations for success for all students, educators, and families that is supported by the entire school community.

Challenges

Identify professional learning needs through analysis of a variety of data would support and improve instruction and student achievement.

Formalizing the use of a tiered and individualized professional learning designs would support the learning needs of staff and improve instruction.

Most Notable Observations/Patterns

Challenges

**Discussion
Point**

Priority for Planning

Students with disabilities: MATH PSSA 13.0 % Proficient and Advanced

There is an 8.5 % proficiency drop in students ELA MAP Scores while transitioning from grade 6 to grade 8.

Naviance doesn't share data across buildings. we will be utilizing a new system in the Fall of 22
Smartfutures.org.

26.4% of 8th grade students with IEPs were proficient and advanced on the Science PSSA.

ADDENDUM B: ACTION PLAN

Action Plan: Targeted small group instruction

Action Steps	Anticipated Start/Completion Date
Using student data identify students for in-addition-to / Workshop targeted small group instruction during the school day and schedule the addition instructional time in the student's daily schedule.	10/01/2022 - 06/02/2022

Monitoring/Evaluation	Anticipated Output
Ongoing student data will be monitored closely by the principal, grade level team and CST who will continue to monitor and evaluate the dat and adjust interventions based on student mastery of standards and skills.	By October 1th all students will be identified and scheduled into in-addition-to/ workshop intervention and instruction.

Material/Resources/Supports Needed	PD Step
Additional math & ELA instruction and intervention curricular support materials.	no

Action Plan: Professional Development

Action Steps	Anticipated Start/Completion Date
Professional development will be provided to the teachers 3-12 who will be responsible for implementing and engaging the students in the new Career readiness platform.	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step
smartfutures.org	yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Explore and select a 3-12 platform that meets the career readiness standards by grade level, that supports longitudinal data collection and warehousing, and supports vertical alignment of career readiness based on age appropriate activities. (Career Readiness)	Professional Development	Professional development will be provided to the teachers 3-12 who will be responsible for implementing and engaging the students in the new Career readiness platform.	01/01/0001 - 01/01/0001



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Career Readiness	Professional Teachers	Career Readiness platform

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Successful implementation of the program	08/22/2022 - 11/14/2022	Dr. Jeffrey Zweiback

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The ETR FRCP will be posted on the school website.	The introduction of the FRCP.	Website	Parents, Teachers, Staff, Community Members	June 30, 2022
