

SPRINGFIELD HS

200 S Rolling Road

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 and Service.

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We hope to see a return higher rates of regular attendance as we continue to emerge from the impacts of the pandemic. Administration and teachers will need to reinforce the importance of attending daily and identify the impacts of irregular attendance on knowledge and skill acquisition. This is especially important for these two subgroups of students who present with skill deficits and diminished resources and supports.	Regular Attendance
The % of students achieving industry standards is unacceptable. Administration and guidance counselors will make this a priority to identify root causes and work with students and Career Technical HS representatives on a solution.	Industry-Based Learning
We hope to see a return higher rates of regular attendance as we continue to emerge from the impacts of the pandemic. Administration and teachers will need to reinforce the importance of attending daily and identify the impacts of irregular attendance on knowledge and skill acquisition.	Regular Attendance
In the area of mathematics, administration and teachers need to assess and more closely analyzed the range of deficiencies. This will involve the use of diagnostic instruments and frequent meetings with teachers to review instructional practices and analyze data.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

Explicit instructional and intervention strategies.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student performance on school and statewide assessments in the subject of mathematics.	Student performance in mathematics was negatively impacted the most by the pandemic, The goal will be to increase student proficiency on school-based curriculum assessment and outcomes on Keystone exams by 5%. In the 2021-2022 school year, 73% of students tested proficient. A 5% increase would equate to an increase of approximately a 15 student increase scoring proficient.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administration will meet regularly, at least 1 time each four weeks, to review and discuss instruction and intervention strategies and to analyze student performance data on curriculum based assessments.	2022-09-19 - 2023-05-22	Daniel Tracy, Principal	Teacher classroom observation data and student outcomes data

Anticipated Outcome

Teachers and administrators will identify most and least effective strategies and work to implement the most effective instruction and intervention strategies to maximize student proficiency.

Monitoring/Evaluation

Principal will provide Director of Teaching and Learning with periodic and detailed reports.

Evidence-based Strategy

Bi-weekly review of attendance data.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular Attendance All Students	Improve regular attendance for all students from 88.6% to 93%.
Regular attendance for students with disabilities and economically disadvantaged.	Improve regular attendance for students with disabilities and economically disadvantaged from 79.9% to 90%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
High school administration, counselors, and attendance personnel will conduct bi-weekly attendance review meetings to monitor regular attendance rates and identify at-risk students.	2022-09-19 - 2023-05-05	Daniel Tracy, Principal	Attendance Data Reports

Anticipated Outcome

The team will identify habitually absent students and work to implement attendance improvement plans.

Monitoring/Evaluation

The principal and HS team will submit monthly attendance reports to the DOTL for review.

Evidence-based Strategy

Monthly correspondence with Delaware County Technical High School teachers and counselors.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
DCTS Industry Standards Assessments	Increase % of students passing industry-based by 5% for NOCTI/NIMS Competent or Advanced [7.8% to 13%] and Industry-Recognized Credential [13.8% to 19%].

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The high school administrative and guidance staff will coordinate monthly meetings with DCTS teachers and counselors to discuss progress of each student toward a proficient score on their NOCTI or Industry-Based Exam. To the greatest extent possible, DCTS teachers will provide standards-based grade updates on each student.	2022-09-26 - 2023-05-22	Daniel Tracy, Principal and Hilary Campbell, DCTS Liaison	Monthly student progress updates

Anticipated Outcome

Administrators, teachers, and counselors will review student progress and make recommendations, as needed, to improve student performance. Students and parents should be aware of the areas of needed improvement or focus.

Monitoring/Evaluation

HS Principal will provide monthly updates to the DOTL.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Student performance in mathematics was negatively impacted the most by the pandemic, The goal will be to increase student proficiency on school-based curriculum assessment and outcomes on Keystone exams by 5%. In the 2021-2022 school year, 73% of students tested proficient. A 5% increase would equate to an increase of approximately a 15 student increase scoring proficient. (Student performance on school and statewide assessments in the subject of mathematics.)</p>	Explicit instructional and intervention strategies.	Administration will meet regularly, at least 1 time each four weeks, to review and discuss instruction and intervention strategies and to analyze student performance data on curriculum based assessments.	09/19/2022 - 05/22/2023

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

School Board Minutes or Affirmation Statement

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

Chief School Administrator

Dr. Anthony Barber

2022-06-28

School Improvement Facilitator Signature

Building Principal Signature

Dr. Daniel Tracy

2023-07-05

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

No data available for 2020-2021 School Year. Students did not take the Keystone ELA exam in 2019-2020. However, our students historically perform nearly 90% Adv/Pro on the Keystone ELA exam.

Instruction and assessment practices are student-centered and teachers implement effective intervention strategies.

Teachers deliver a student-centered, tailored approach to learning that allows students to work at their own pace. This program is supported with teacher created and online resources.

95% of students Pro/Adv in Keystone Algebra.

84.9% of students Pro/Adv in Keystone Biology.

25% increase in the number of students scoring advanced on Algebra and 34.6% increase in the number of students scoring advanced on Biology.

21.2% increase in the number of students scoring advanced on Algebra and 14.3% increase in students scoring advanced on Biology.

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. We hope to achieve those levels in coming years.

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.

Students who are not motivated or have the ability to work more independently do not advance as quickly and need more support.

Fewer than 30% of students scoring Advanced on Keystone ELA.

88.6% of students with regular attendance.

2018-2019 data indicates average of 50% of students with disabilities achieving proficiency on Keystone Exams.

Improve % of students achieved industry credentials.

Strengths

Our career readiness program, comprised of Academies and College/Career lessons and surveys, assists our students in making programming decisions and prepares them for life after high school.

100% of students passing the PDE Civics Test.

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

Students of color and students with disabilities have demonstrated increased levels for performance in tested subjects.

% of Asian students enrolled in Honors and AP exceeds % of student population.

Standards aligned curriculum.

Instruction and assessment practices closely aligned to standards with frequent data and feedback.

Professional development aligned to needs of teachers to improve effective practices.

Challenges

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

Increase the % of minority students enrolled in advanced level classes to more closely align the % of these students in the school population.

Increase proficiency levels of students with disabilities on tested subjects.

79.9% of students with disabilities and economically disadvantaged regularly attend compared to average of 88.6% for all students.

More closely align instructional practices to individual students needs especially those of historically underperforming or under represented students.

Partnerships with parents and students to improve attendance.

Improve efforts to improve building culture and focus on student academic growth and success.

Most Notable Observations/Patterns

While we do employ effective strategies, and our past high-levels of performance demonstrate this, we realize we can focus on several areas for improvement including: more focus on individual student needs; more closely examine and identify student deficiencies with basic skills; re-establish a culture for learning, growth and achievement very prevalent prior to the pandemic; restore confidence and capacity within students and teachers in their ability to be successful.

Challenges

Discussion
Point

Priority for Planning

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. We hope to achieve those levels in coming years.

Students enter into the Keystone Algebra program at varied levels of performance and teachers struggle to provide individualized instruction.

88.6% of students with regular attendance.

Improve % of students achieved industry credentials.

Increase the % of minority students enrolled in advanced level classes to more closely align the % of these students in the school population.

2018-2019 data indicates average of 50% of students with disabilities achieving proficiency on Keystone Exams.

79.9% of students with disabilities and economically disadvantaged regularly attend compared to average of 88.6% for all students.

More closely align instructional practices to individual students needs especially those of historically underperforming or under represented students.

ADDENDUM B: ACTION PLAN

Action Plan: Explicit instructional and intervention strategies.

Action Steps	Anticipated Start/Completion Date
Administration will meet regularly, at least 1 time each four weeks, to review and discuss instruction and intervention strategies and to analyze student performance data on curriculum based assessments.	09/19/2022 - 05/22/2023

Monitoring/Evaluation	Anticipated Output
Principal will provide Director of Teaching and Learning with periodic and detailed reports.	Teachers and administrators will identify most and least effective strategies and work to implement the most effective instruction and intervention strategies to maximize student proficiency.

Material/Resources/Supports Needed	PD Step
Teacher classroom observation data and student outcomes data	yes

Action Plan: Bi-weekly review of attendance data.

Action Steps

Anticipated Start/Completion Date

High school administration, counselors, and attendance personnel will conduct bi-weekly attendance review meetings to monitor regular attendance rates and identify at-risk students.

09/19/2022 - 05/05/2023

Monitoring/Evaluation

Anticipated Output

The principal and HS team will submit monthly attendance reports to the DOTL for review.

The team will identify habitually absent students and work to implement attendance improvement plans.

Material/Resources/Supports Needed

PD Step

Attendance Data Reports

no



Action Plan: Monthly correspondence with Delaware County Technical High School teachers and counselors.

Action Steps

Anticipated Start/Completion Date

The high school administrative and guidance staff will coordinate monthly meetings with DCTS teachers and counselors to discuss progress of each student toward a proficient score on their NOCTI or Industry-Based Exam. To the greatest extent possible, DCTS teachers will provide standards-based grade updates on each student.

09/26/2022 - 05/22/2023

Monitoring/Evaluation

Anticipated Output

HS Principal will provide monthly updates to the DOTL.

Administrators, teachers, and counselors will review student progress and make recommendations, as needed, to improve student performance. Students and parents should be aware of the areas of needed improvement or focus.

Material/Resources/Supports Needed

PD Step

Monthly student progress updates

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Student performance in mathematics was negatively impacted the most by the pandemic, The goal will be to increase student proficiency on school-based curriculum assessment and outcomes on Keystone exams by 5%. In the 2021-2022 school year, 73% of students tested proficient. A 5% increase would equate to an increase of approximately a 15 student increase scoring proficient. (Student performance on school and statewide assessments in the subject of mathematics.)</p>	Explicit instructional and intervention strategies.	Administration will meet regularly, at least 1 time each four weeks, to review and discuss instruction and intervention strategies and to analyze student performance data on curriculum based assessments.	09/19/2022 - 05/22/2023



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Implementing Most Effective Instruction and Intervention Strategies	High School Teachers - with particular attention given to math teachers	Instructional Strategies, Intervention Strategies, Assessment Design and Analysis of Assessment Data

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will complete a reflective journal on changes to practice and observable outcomes resulting from these changes.	09/19/2022 - 05/22/2023	Dan Tracy, Principal and Joseph Hepp, DOTL

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	
3b: Using Questioning and Discussion Techniques	



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

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

