

SPRINGFIELD LITERACY CENTER

210 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, and Athletics/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
22.6% of first grade students were Proficient or Advanced on the grade 1 iReady Math diagnostic due to the disruption in direct, targeted, and individualized instruction in math that is based on their individual needs and strengths.	Mathematics
33.4% of the First grade students were Proficient and Advanced on the grade 1 iReady Reading diagnostic in March 2022 due to the disruption in direct, targeted, and individualized instruction in reading and direct instruction on how to analyze text and articulate their understanding in a cohesive written response.	English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy	
Targeted small group instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
First Grade Math	The percentage of first grade students achieving proficient and advanced on the Math iReady end of year

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

diagnostic assessment will increase from 460.9% to 75% on the 2023 assessment.

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

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

2022-10-10 -
2023-06-02

Ms. Susan
Trella

Additional math instruction and intervention curricular support materials.

Anticipated Outcome

By October 15th, 2022, all students will be identified and scheduled into in-addition-to 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 data and adjust interventions based on student mastery of standards and skills.

Evidence-based Strategy

Professional Development on Implementation and Student Outcomes

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

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

Career Readiness

Explore and select a grades 1-12 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 1-12 who will be responsible for implementing and engaging the students in the new Career readiness platform.

2022-08-22 -
2022-11-18

Dr Jeffery
Zweiback

smartfutures.org

Anticipated Outcome

Teachers will develop an understanding of the platform and how to support student engagement and maximize student outcomes.

Monitoring/Evaluation

Principals will monitor student completion of activities throughout the year. Student completion rates will be calculated at the end of the year.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Explore and select a grades 1-12 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 on Implementation and Student Outcomes	Professional development will be provided to the teachers 1-12 who will be responsible for implementing and engaging the students in the new Career readiness platform.	08/22/2022 - 11/18/2022

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

Susan Trella

2022-07-06

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

100% of grade 1 students complete the career readiness lessons in grade 1.

18.9% of grade 1 students with IEPs were proficient and advanced on the Grade 1 iReady Reading 2022 mid-year diagnostic.

SLC is a K-1 building and has no FRI data.

The 2021-22 Fall MAPS First Grade Reading assessment had an 8.7% lower number of the students as Proficient or Advanced.

100% of grade 1 students complete a "Occupation in the Community" lesson where students explore different occupations in the community.

On the 2021 Fall MAPS First Grade Math assessment 60.9% of the students were Proficient or Advanced. This is 6.3% higher than fall of 2019 (pre-pandemic).

This data is not tracked at the K-1 level.

Challenges

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.

18.9% is slightly below the overall 22.6% which was the overall performance of all students on the Grade 1 iReady Reading 2022 mid-year diagnostic.

SLC is a K-1 building and has no FRI data.

Grade 1 i-Ready Reading Diagnostic in March 2022 is 33.4%. This is 10.7% lower than 44.1% Grade 1 Reading Diagnostic in January 2020.

On the March 2022 iReady first Grade Math assessment, 22.6% of the students were Proficient or Advanced. This is 6.7% lower than the mid-year 2021 iReady Math data (during pandemic).

This data is not tracked at the K-1 level.

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

Strengths

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

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

Grade 1 i-Ready Reading Diagnostic in March 2022 is 33.4%. This is 10.7% lower than 44.1% Grade 1 Reading Diagnostic in January 2020.

On the March 2022 iReady first Grade Math assessment, 22.6% of the students were Proficient or Advanced. This is 6.7% lower than the mid-year 2021 iReady Math data (during pandemic).

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.

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

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 targeted small group instruction during the school day and schedule the addition instructional time in the student's daily schedule.	10/10/2022 - 06/02/2023

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 data and adjust interventions based on student mastery of standards and skills.	By October 15th, 2022, all students will be identified and scheduled into in-addition-to intervention and instruction.

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

Action Plan: Professional Development on Implementation and Student Outcomes

Action Steps	Anticipated Start/Completion Date
Professional development will be provided to the teachers 1-12 who will be responsible for implementing and engaging the students in the new Career readiness platform.	08/22/2022 - 11/18/2022
Monitoring/Evaluation	Anticipated Output
Principals will monitor student completion of activities throughout the year. Student completion rates will be calculated at the end of the year.	Teachers will develop an understanding of the platform and how to support student engagement and maximize student outcomes.
Material/Resources/Supports Needed	PD Step
smartfutures.org	yes
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Explore and select a grades 1-12 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 on Implementation and Student Outcomes	Professional development will be provided to the teachers 1-12 who will be responsible for implementing and engaging the students in the new Career readiness platform.	08/22/2022 - 11/18/2022



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 - 11/18/2022	Dr. Jeffrey Zwieback

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 SLC FRCP will be posted on the school website.	The introduction of the FRCP.	Website	Parents, Teachers, Staff, Community Members	June 30, 2022

