

## **SABOLD EL SCH**

468 E Thomson Ave

School Plan | 2022 - 2023

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## **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
58% of the Fourth grade students were Proficient and Advanced on Math PSSA due to the disruption in direct instruction that they require to master the mathematical grade level standards and skills.	Mathematics
Students with disabilities were 41.9% 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
29.4% of Fourth grade students achieved proficiency on the PSSA TDA questions due to the disruption in direct instruction on how to analyze text, and articulate their understanding in a cohesive written response.	English Language Growth and Attainment
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

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Targeted small group instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
Fourth grade TDA Achievement	The percentage of Fourth grade students achieving Proficient or Advanced on the TDA section of the ELA PSSA will increase from 29.4% to 50% or greater on the 2023 assessment.
Fourth Grade Math PSSA	The percentage of Fourth grade students achieving proficient and or advanced on the Math PSSA will increase from 58% to 75% or greater on the 2023 assessment.
IEP Math Achievement	The percentage of Fourth grade students with IEPs achieving proficient and advanced on the Math PSSA will increase from 41.9% to 65% or greater on the 2023 assessment.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
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	Dr. Brigg, Principal	Additional math instruction and intervention curricular support materials.

### **Anticipated Outcome**

By October 15th 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 dat 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)

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.

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.

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## 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 on Implementation and Student Outcomes	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.	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.**



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School Board Minutes or Affirmation Statement

2022-06-28

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

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Chief School Administrator

Dr. Anthony Barber

2022-06-28

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School Improvement Facilitator Signature

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Building Principal Signature

Dr. Peter Brigg

2022-06-28

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### 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.

100% of students complete the career readiness lessons in grades 3, 4 & 5

Fifth grade students with IEPs had a growth index of 2.15 in ELA which is well above the PVAAS growth standard.

83% of the students were Proficient or Advanced on the ELA PSSA.

88.4% of fifth grade students were Proficient or Advanced on the ELA PSSA.

### 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.

Students with Disabilities: Math PSSA 41.9 % Proficient or Advanced

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.

Economically Disadvantaged Fifth Grade students had a growth index of -1.88 in Math below the PVAAS growth standard.

69.7% of fourth grade students with IEPs were proficient and advanced on the Science PSSA.

64.6% of the fifth grade students were Proficient or Advanced on the Math PSSA.

## Strengths

The 2021-22 Fall MAPS Fifth Grade Reading assessment had 78.7% of the students as Proficient or Advanced.

The 2021-22 Fall MAPS Fourth Grade Reading assessment had 78.8% of the students as Proficient or Advanced.

59.1% Fifth Grade students were Proficient on the TDA scored Writing assessment in February 2022

On the 2020-21 Fall MAPS Fifth Grade Math assessment 50.6% of the students were Proficient or Advanced.

Science Coach Assessment March 2022 57.9% students were Proficient

Fifth Grade students with IEPs had a growth index of .95 in Math meeting the PVAAS growth standard.

## Challenges

58% of the fourth grade students were Proficient or Advanced on the Math PSSA.

Grade 4 i-Ready Reading Diagnostic in March 2022 is 40.7%.

29.4% Fourth Grade students were Proficient on the TDA scored Writing assessment in February 2022

On the 2020-21 Fall MAPS Fourth Grade Math assessment 58.6% of the students were Proficient or Advanced.

Science PSSA was 100% Proficient or Advanced in 2018-19 and 94.7% Proficient or Advanced in 2021.

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## Most Notable Observations/Patterns

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**Challenges**

**Discussion  
Point**

**Priority for Planning**

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Students with Disabilities: Math PSSA 41.9 % Proficient or Advanced

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

64.6% of the fifth grade students were Proficient or Advanced on the Math PSSA.

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29.4% Fourth Grade students were Proficient on the TDA scored Writing assessment in February 2022

Economically Disadvantaged Fifth Grade students had a growth index of -1.88 in Math below the PVAAS growth standard.

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## 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 dat and adjust interventions based on student mastery of standards and skills.	By October 15th 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

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## Action Plan: Professional Development on Implementation and Student Outcomes

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.	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 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 on Implementation and Student Outcomes	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.	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 - 11/14/2022	Dr. Jeffrey Zwieback

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

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

