

SCENIC HILLS EL SCH

235 Hillview Dr

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.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Madeleine O'Dowd	Principal	Scenic Hills Elementary School
Cynthia Mattei	District Level Leaders	Curriculum Office
Jennifer Flynn	Board Member	District Office/Parent/Community Member
Dr. Anthony Barber	Chief School Administrator	District Office/Parent/Community Member
Dr. Melissa Butler	District Level Leaders	District Office

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Students with disabilities were 33.3% 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
Students with disabilities were 54.5% Proficient and advanced on the Science PSSA due to the disruption in direct , targeted, and individualized instruction in math that is based on their individual needs and strengths.	STEM
44% of the Fifth 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 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	
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 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.

Evidence-based Strategy

Targeted small group instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Science PSSA Students with IEPs	The percentage of Fourth grade students with IEPs achieving proficient and or advanced on the Science PSSA will increase from 54.5% to 75% or greater on the 2023 assessment.
Fifth Grade Math PSSA	The percentage of Fifth grade students achieving proficient and or advanced on the Math PSSA will increase from 44% to 70% or greater on the 2023 assessment.
IEP Math Achievement	The percentage of students with IEPs achieving proficient and advanced on the Math PSSA will increase from 33.3% to 60% or greater 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	Dr. Madeleine O'Dowd, Principal	Additional 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 data and adjust interventions based on student mastery of standards and skills.



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.

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. Madeleine Powers O'Dowd

2022-06-28

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Implement an evidence-based system of schoolwide positive behavior interventions and supports *

Align curricular materials and lesson plans to the PA Standards *

89.9% of all students achieved Proficient or Advanced on the Science PSSA.

77% of economically disadvantaged students were Proficient or Advanced on the ELA PSSA.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *

84.1% of fourth grade students were Proficient on the Fall Reading MAPS assessment.

76.5% of fifth grade students were Proficient on the Fall Reading MAPS assessment.

On the 2020-21 Fall MAPS Fourth Grade Math assessment 63.4% of the students were Proficient or Advanced.

Challenges

Identify professional learning needs through analysis of a variety of data

Use multiple professional learning designs to support the learning needs of staff

59.3% of all students were Proficient or Advanced on the Math PSSA.

33.3% of students with disabilities were Proficient or Advanced on the Math PSSA.

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.

24.5% Fourth Grade students were Proficient on the TDA scored Writing assessment in February 2022

Grade 4 and 5 i-Ready diagnostic data

89.9% of fourth grade students were Proficient or Advanced on the Science PSSA.

Strengths

On the 2020-21 Fall MAPS Fifth Grade Math assessment 60.6% of the students were Proficient or Advanced.

89.9% of fourth grade students were Proficient or Advanced on the Science PSSA.

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

Fifth grade students with IEPs had a growth index of .61 in ELA which is well above the PVAAS growth standard.

Economically Disadvantaged Fifth Grade students had a growth index of .05 in ELA meeting the PVAAS growth

52.4% Fifth Grade students were Proficient on the TDA scored Writing assessment in February 2022

Challenges

44% of the fifth grade students were Proficient or Advanced on the Math PSSA.

54.5% of fourth grade students with IEPs were proficient and advanced on the Science PSSA.

Economically Disadvantaged Fifth Grade students had a growth index of -1.37 in Math below the PVAAS growth

44.2% of fifth grade students were Proficient or Advanced on the 2020-21 Math PSSA

Most Notable Observations/Patterns

Challenges

**Discussion
Point**

Priority for Planning

33.3% of students with disabilities were Proficient or Advanced on the Math PSSA.

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.

24.5% Fourth Grade students were Proficient on the TDA scored Writing assessment in February 2022

44% of the fifth grade students were Proficient or Advanced on the Math PSSA.

54.5% of fourth grade students with IEPs were proficient and advanced on the Science PSSA.

Identify professional learning needs through analysis of a variety of data

ADDENDUM B: ACTION PLAN

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

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 all students will be identified and scheduled into in-addition-to intervention and instruction.

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

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:

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

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