

Southmoreland Primary Center

**School Level Plan**

07/01/2021 - 06/30/2022

# School Profile

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## Demographics

### *Southmoreland Primary Center*

1431 Water St  
Alverton, PA 15612-0232  
724-887-2026

Federal Accountability Designation: none

Title I Status: Yes

Schoolwide Status: Yes

Principal: Ron Heitchue

Superintendent: Vincent Mascia

## Stakeholder Involvement

We contacted parents and business owners of the community who have consistently demonstrated active involvement in the education of our youth and who have previously reached out to us with either concerns or suggestions for improvement and who have also been positive in their approaches to constructive insights toward that improvement. All teachers are invited to participate in the comprehensive planning discussion meetings. We also reached out to other stakeholders from within our school community such as representation from our technology department and our paraprofessional staff and related services providers for our scholars with special needs. Our participants are comprised of parents, business owners/community leaders, teachers, special education teacher representation, itinerant teacher representation, our building instructional interventionist, our school counselor, our speech and language pathologist, paraprofessional representation, our network administrator, and our building principal.

Name	Role
Ron Heitchue	Administrator : Schoolwide Plan
Ron Heitchue	Building Principal : Schoolwide Plan
Jeff Wishart	Business Representative
Steve Smithula	Ed Specialist - Instructional Technology
Christina Smithula	Ed Specialist - Other
Sandy Tylka	Ed Specialist - Other
Sarah Kiliany	Ed Specialist - School Counselor : Schoolwide Plan
Amber Cernuto	Elementary School Teacher - Regular Education
Kaely Potochnik	Elementary School Teacher - Regular Education : Schoolwide Plan

Kristin Pritts	Elementary School Teacher - Regular Education
LeeAnn Richter	Elementary School Teacher - Regular Education
Tammy Tabaj	Elementary School Teacher - Regular Education : Schoolwide Plan
Kelly Derr	Elementary School Teacher - Special Education
Michelle David	Parent
Nicole Lori	Parent
Victoria Schuler	Parent

# Federal Programs

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## Coordination of Programs

### Technical Assistance

*The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.*

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The administration provides teaming time and additional supports to assist teams in the implementation and measuring of all plans related to student learning and student engagement.

Provider	Meeting Date	Type of Assistance
Southmoreland Administration	8/29/2018	Review of data and planning for benchmark testing (NSGRA)

### Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

Increased special education programming and support services for students with disabilities and associated special needs.

### Accomplishment #2:

We implemented Acadience (DIBELS) data collection system to measure student progress for the purpose of adjusting WIN group participants to ensure that students receive targeted explicit instruction in specific areas of reading skill deficiency as well as to enrich above benchmark students' reading skill growth.

### Accomplishment #3:

Training of all teachers in Enhanced Core Reading Instruction explicit instructional delivery methodologies to promote reading skill acquisition.

### Accomplishment #4:

Training of faculty in the 95% Group for interventions and the subsequent creation and implementation of intervention time groups (W.I.N. [What I Need] groups) to deliver targeted explicit direct instruction in areas of specific reading skill need.

### Accomplishment #5:

We are adding tier I level academic achievement screening for math and reading through NWEA Maps for instructional planning as well as on-going formative assessment of progress to guide instructional decision making that is data/evidence based.

### Accomplishment #6:

Coming out of a global pandemic, our staff is renewing and recommitting ourselves to supporting our student scholars and our peers through positive and supportive relationships and we will be reinstituting character recognition programs, such as our Super Scotties recognition awards.

### Accomplishment #7:

We continue to promote and enhance our professional relationships and performance between our school and Pre-K providers.

### Accomplishment #8:

We will continue to promote collaboration and collective responsibility for the learning of students and adults.

**Accomplishment #9:**

We will continue to seek and identify opportunities for increased parent and community involvement in the school through targeted activities and communications.

## **School Concerns**

**Concern #1:**

Instructional and learning losses due to pandemic related school closures and disruptions to school attendance models and instructional delivery models have created academic achievement gaps that will need to be identified, measured, and closed through targeted explicit and direct instruction/remediation

**Concern #2:**

Support of students' social/emotional/behavioral/mental health needs and training for staff to these ends.

**Concern #3:**

Ensure that we are targeting resources for improvements in math instruction to the same extent that we are targeting resources and instructional methodologies for improvement in reading instruction. Dedicated time daily to math fact mastery.

**Concern #4:**

Fidelity of assessment across teachers with all the new data systems and progress monitoring systems. Consistency in how student responses are scored across assessors.

**Concern #5:**

Improve communications from building and district levels going out to families and the communities. Improvement in user-friendliness of the district website. (Ease of finding information that users are seeking)

**Concern #6:**

Need for differentiation in instruction will be greater and broader in scope, breadth and depth than ever before.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

### Aligned Concerns:

Instructional and learning losses due to pandemic related school closures and disruptions to school attendance models and instructional delivery models have created academic achievement gaps that will need to be identified, measured, and closed through targeted explicit and direct instruction/remediation

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Ensure that we are targeting resources for improvements in math instruction to the same extent that we are targeting resources and instructional methodologies for improvement in reading instruction. Dedicated time daily to math fact mastery.

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Fidelity of assessment across teachers with all the new data systems and progress monitoring systems. Consistency in how student responses are scored across assessors.

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Need for differentiation in instruction will be greater and broader in scope, breadth and depth than ever before.

**Systemic Challenge #2** (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

### Aligned Concerns:

Support of students' social/emotional/behavioral/mental health needs and training for staff to these ends.

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Improve communications from building and district levels going out to families and the communities. Improvement in user-friendliness of the district website. (Ease of finding information that users are seeking)

# School Level Plan

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## Action Plans

**Goal #1:** Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

### Indicators of Effectiveness:

Type: Annual

Data Source: Acadience data and NWEA Maps data; Completion of Induction program for the 2021-2022 school year.

Specific Targets: All faculty and family members will be able to discern data related to growth using indicators identified. All completed induction forms will be completed and documented.

### Strategies:

#### *ECRI professional development for faculty*

##### Description:

Both kindergarten and 1st grade teachers will be provided training of enhanced core reading instructional explicit instructional delivery methodologies that will serve to increase student acquisition of basic early literacy skills which will subsequently be measured through the school Acadience data collection and monitoring system.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### Implementation Steps:

#### *Professional Development*

##### Description:

Providing professional development in both scientifically based explicit instructional methodologies as well as school wide systemic academic growth and progress monitoring systems.

**Start Date:** 8/27/2021    **End Date:** 6/6/2022



**Program Area(s):** Professional Education

**Supported Strategies:** None selected

**Goal #2:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Data sources will include permanent product evidence of parent, community presentations within classrooms.

Specific Targets: Multiple in-classroom experiences/presentations and minimally two out of building fields trips/tours of community businesses.

**Strategies:**

*Connecting with community to build early career exploration opportunities and making connections between education and post-secondary life*

**Description:**

The principal and teachers will invite parents and community members to students' classrooms periodically throughout the year for presentations on career/occupational roles and responsibilities. The principal and teachers will also create opportunities for out of school excursions/field trips to town or local farm(s) for student exposure to potential small business careers or agricultural careers.

**SAS Alignment:** Standards, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

**Implementation Steps:**

*Internal and external exposure to post-secondary career pathways*

**Description:**

Through our community and parent connections and partnerships will we provide students with exposure to a variety of career pathways for a better understanding of school to life connections.

**Start Date:** 9/1/2021    **End Date:** 6/6/2022

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Southmoreland Primary Center.*

# Assurance of Quality and Accountability

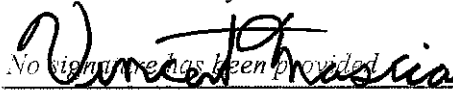
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We, the undersigned, hereby certify that the school level plan for Southmoreland Primary Center in the Southmoreland SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

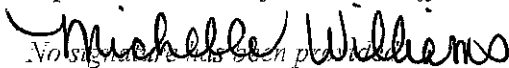
We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

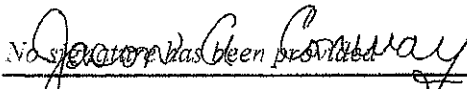
With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Southmoreland Primary Center in the Southmoreland SD for the 2021-2022 school-year.

*No signature has been provided*  


*Superintendent/Chief Executive Officer*

*No signature has been provided*  


*Board President*

*No signature has been provided*  


*IU Executive Director*