Southmoreland Elementary School

# School Level Plan

07/01/2021 - 06/30/2022

# School Profile

## Demographics

*Southmoreland Elementary School*
100 Scottie Way
Scottdale, PA 15683-
724-887-2021

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: Yes
Principal: Tracey Kuchar
Superintendent: Vincent Mascia

## Stakeholder Involvement

Schools in need of improvement need districts that provide a comprehensive framework of improvement processes and support. District leaders must develop a unified vision collaboratively with education stakeholders, and ensure that this vision reflects high expectations for all students. The district's school board and superintendent must ensure that all improvement efforts are aligned and directed toward non-negotiable improvement goals.

Improving school performance requires support and action from many different groups of people, including parents, community members, district leaders, and staff. In our recent Strategic Planning Meetings for Southmoreland Elementary School (SES), our participants discussed the difficulties of COVID 19 and the effects on engagement with all stakeholders, the struggles to inspire support and action from these varied stakeholders, given each individuals range of perspectives on school improvement and student growth. The goal of this group of stakeholders that actively participated in the development of this plan was built upon trust, respect, and transparency. The benefits of stakeholder engagement, where parents and staff not only understand a growth plan but actively shape and champion it, is the focus of this cohort of stakeholders to improve SES.

The District Mission is ***High Quality Learning for All.***

The School mission is ***Bridge the Gap***.

All SES staff, including teachers (both regular and special education), paraprofessionals, cafeteria, custodial, Central Office Administrators, and office personnel received invites to participate in the development of this plan. Parents and members of the community who have consistently demonstrated active involvement and engagement in our schools were invited to participate. Our cohort consists of parents, business and community leaders, regular education teachers, paraprofessionals, school counselor, principal's secretary, and building principal.

At the first School Improvement Planning Meeting three themes developed that are concerning to this cohort:

- **COMMUNICATION**
- **ENGAGEMENT**
- **GROWTH FOR ALL STUDENTS**

The mission for this group is to ***BRIDGE THE GAP*** by improving communication with parents, engaging students, parents, and faculty, and academic growth for all students.

| Name | Role |
|---|---|
| Tracey Kuchar | Building Principal : Schoolwide Plan |
| Tara Marhefka | Business Representative |
| Robin Roth | Ed Specialist - Other |
| Amanda Springer | Ed Specialist - Other |
| Lisa Fratto | Ed Specialist - School Counselor : Schoolwide Plan |
| Abby Cesario | Elementary School Teacher - Regular Education |
| Morgan Coleman | Elementary School Teacher - Regular Education |
| Jessica Glowacki | Elementary School Teacher - Regular Education |
| Sharon Goodiski | Elementary School Teacher - Regular Education |
| Katie Marnell | Elementary School Teacher - Regular Education |
| Jennifer Schaeffer | Elementary School Teacher - Regular Education |
| Sheri Zimmerman | Elementary School Teacher - Regular Education |
| Meghan Morgan | Parent |
| Kristen Savanick | Parent |

# Federal Programs

## 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.

Southmoreland School District provides professional development opportunities are offered to enhance parent school connections, strategies for involving parents, communicating with parents, cultural sensitivity, data analysis, curriculum mapping, progress monitoring, instructional planning, safe and supportive schools, etc. The district offers Act 48 hours for completion of ongoing professional development opportunities. Grade level teams are provided common planning times. Team meetings are scheduled three times every 6-day cycle per grade level (one meeting for the entire team, one meeting for ELA and Math teams, and one student concerns meeting).
Technical assistance is provided by our school district and the Pennsylvania Department of Education through the Intermediate Unit 7.

| Provider | Meeting Date | Type of Assistance |
|---|---|---|
| Building Principal | 7/28/2021 | School Improvement Planning Meeting Needs Assessment via ZOOM |
| Building Principal | 8/4/2021 | School Improvement Planning Meeting Developing Strategies and Monitoring via ZOOM |
| Building Principal | 8/4/2021 | Flexible Grouping Planning Meeting to meet Individual Student's Needs (growth for all students) |
| Building Principal | 8/9/2021 | Review strategies for consideration for Meet the Teacher Night with School Counselor and Office Personnel |
| Building Principal | 8/11/2021 | School Improvement Planning Meeting to review tentative plan via ZOOM |
| Building Principal | 8/26/2021 | Teacher Clerical Day |
| Building Principal | 8/30/2021 | Meet the Teacher Night |
| Building Principal | 8/31/2021 | Meet the Teacher Night |
| Building Principal | 10/18/2021 | Act 80 |
| Building Principal | 2/14/2022 | Act 80 |
| Building Principal | 3/14/2022 | Act 80 |

| | | |
|---|---|---|
| Building Principal | 6/6/2022 | In-service Day |
| Building-level Teachers | 11/12/2021 | Parent/Teacher Conferences |
| Building-level Teachers | 6/3/2022 | Clerical Day |
| Enhanced Core Reading Instruction | 8/27/2021 | ECRI Training for K-2 teachers, Reading Specialists, and Speech/Language teachers |
| Enhanced Core Reading Instruction | 8/30/2021 | ECRI Training for K-2 teachers, Reading Specialists, and Speech/Language teachers |
| Enhanced Core Reading Instruction | 8/31/2021 | ECRI Training for K-2 teachers, Reading Specialists, and Speech/Language teachers |
| Grade Level Team Meetings | 8/9/2021 | Grade Level Teams develop plans for Meet the Teacher Night, video introductions, and class supplies lists |
| Northwest Evaluation Association Measures of Academic Progress | 8/30/2021 | NWEA Map Training Grades K-2 teachers |
| Northwest Evaluation Association Measures of Academic Progress | 8/31/2021 | NWEA Map Training Grades 3-5 teachers and reading specialists |
| Superintendent | 8/5/2021 | District-wide Administrator's meeting (building-level administrators, transportation, IT, security, business office, custodial, and building and grounds) to review opening of the 2021-2022 school year expectations |
| Superintendent | 8/6/2021 | Building-level administrators and special education supervisor discuss concerns and plans for 2021-2022 school year |
| Superintendent | 8/27/2021 | Opening remarks for the 2021-2022 school year |

**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

## School Accomplishments

Accomplishment #1:

All student groups met the 2030 statewide goal in SCIENCE in 2018-2019 school year.

- 85.7% of students were proficient or advanced.
- The statewide average is 66.0%.
- The 2030 statewide performance standard is 83.0%.

Accomplishment #2:

All student groups met interim goals and improvement targets in MATHEMATICS in 2018-2019 school year.

- 49.7% of students were proficient or advanced.
- The statewide average is 45.2%.
- The statewide 2030 performance standard is 71.8%.

Accomplishment #3:

All student groups met performance standards for ATTENDANCE in 2018-2019 school year.

- 92.2% of all students demonstrated regular attendance.
- The statewide average is 85.7%.
- The statewide performance standard is 94.1%.

Accomplishment #4:

All student groups exceeded the standard for demonstrating growth in SCIENCE in the 2018-2019 school year.

- 80.0% academic growth score.
- The statewide average growth score is 75.1%.
- 70.0% of all students statewide are meeting the statewide growth standard.

Accomplishment #5:

44.2% of all student groups scored advanced on the SCIENCE assessment for the 2018-2019 school year.

- The statewide average is 28.9%.

## School Concerns

Concern #1:

All student groups did not meet interim goals and improvement target goals in ELA for the 2018-2019 school year.

- 64.1% of students were proficient or advanced.
- The statewide average growth score is 62.1%.
- The statewide 2030 goal is 81.1%.

Concern #2:

All student groups did not meet the standard demonstrating growth in ELA for the 2018-2019 school year.

- 50% academic growth score.
- The statewide average growth score is 75.0.
- 70.0% of students statewide are meeting the statewide growth standard.

Concern #3:

17.6% of all student groups scored advanced on the ELA assessment for the 2018-2019 school year.

- The statewide average is 17.8%.

Concern #4:

13.5% of all student groups scored advanced on the MATHEMATICS assessment for the 2018-2019 school year.

- The statewide average is 17.8%.

## 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:**

All student groups did not meet interim goals and improvement target goals in ELA for the 2018-2019 school year.

- 64.1% of students were proficient or advanced.
- The statewide average growth score is 62.1%.
- The statewide 2030 goal is 81.1%.

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All student groups did not meet the standard demonstrating growth in ELA for the 2018-2019 school year.

- 50% academic growth score.
- The statewide average growth score is 75.0.
- 70.0% of students statewide are meeting the statewide growth standard.

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17.6% of all student groups scored advanced on the ELA assessment for the 2018-2019 school year.

- The statewide average is 17.8%.

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13.5% of all student groups scored advanced on the MATHEMATICS assessment for the 2018-2019 school year.

- The statewide average is 17.8%.

**Systemic Challenge #2** *(Guiding Question #4)* Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Aligned Concerns:**

All student groups did not meet interim goals and improvement target goals in ELA for the 2018-2019 school year.

- 64.1% of students were proficient or advanced.
- The statewide average growth score is 62.1%.
- The statewide 2030 goal is 81.1%.

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All student groups did not meet the standard demonstrating growth in ELA for the 2018-2019 school year.

- 50% academic growth score.
- The statewide average growth score is 75.0.
- 70.0% of students statewide are meeting the statewide growth standard.

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17.6% of all student groups scored advanced on the ELA assessment for the 2018-2019 school year.

- The statewide average is 17.8%.

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13.5% of all student groups scored advanced on the MATHEMATICS assessment for the 2018-2019 school year.

- The statewide average is 17.8%.

**Systemic Challenge #3** *(Guiding Question #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Aligned Concerns:**

All student groups did not meet interim goals and improvement target goals in ELA for the 2018-2019 school year.

- 64.1% of students were proficient or advanced.
- The statewide average growth score is 62.1%.
- The statewide 2030 goal is 81.1%.

All student groups did not meet the standard demonstrating growth in ELA for the 2018-2019 school year.

- 50% academic growth score.
- The statewide average growth score is 75.0.
- 70.0% of students statewide are meeting the statewide growth standard.

17.6% of all student groups scored advanced on the ELA assessment for the 2018-2019 school year.

- The statewide average is 17.8%.

13.5% of all student groups scored advanced on the MATHEMATICS assessment for the 2018-2019 school year.

- The statewide average is 17.8%.

**Systemic Challenge #4** *(Guiding Question #5)* Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

**Aligned Concerns:**

All student groups did not meet interim goals and improvement target goals in ELA for the 2018-2019 school year.

- 64.1% of students were proficient or advanced.
- The statewide average growth score is 62.1%.
- The statewide 2030 goal is 81.1%.

All student groups did not meet the standard demonstrating growth in ELA for the 2018-2019 school year.

- 50% academic growth score.
- The statewide average growth score is 75.0.

- 70.0% of students statewide are meeting the statewide growth standard.

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17.6% of all student groups scored advanced on the ELA assessment for the 2018-2019 school year.

- The statewide average is 17.8%.

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13.5% of all student groups scored advanced on the MATHEMATICS assessment for the 2018-2019 school year.

- The statewide average is 17.8%.

**Systemic Challenge #5** *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Aligned Concerns:**

All student groups did not meet interim goals and improvement target goals in ELA for the 2018-2019 school year.

- 64.1% of students were proficient or advanced.
- The statewide average growth score is 62.1%.
- The statewide 2030 goal is 81.1%.

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All student groups did not meet the standard demonstrating growth in ELA for the 2018-2019 school year.

- 50% academic growth score.
- The statewide average growth score is 75.0.
- 70.0% of students statewide are meeting the statewide growth standard.

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17.6% of all student groups scored advanced on the ELA assessment for the 2018-2019 school year.

- The statewide average is 17.8%.

13.5% of all student groups scored advanced on the MATHEMATICS assessment for the 2018-2019 school year.

- The statewide average is 17.8%.

**Systemic Challenge #6** *(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:**

All student groups did not meet interim goals and improvement target goals in ELA for the 2018-2019 school year.

- 64.1% of students were proficient or advanced.
- The statewide average growth score is 62.1%.
- The statewide 2030 goal is 81.1%.

All student groups did not meet the standard demonstrating growth in ELA for the 2018-2019 school year.

- 50% academic growth score.
- The statewide average growth score is 75.0.
- 70.0% of students statewide are meeting the statewide growth standard.

17.6% of all student groups scored advanced on the ELA assessment for the 2018-2019 school year.

- The statewide average is 17.8%.

13.5% of all student groups scored advanced on the MATHEMATICS assessment for the 2018-2019 school year.

- The statewide average is 17.8%.

# School Level Plan

## 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: Leadership Team

Specific Targets: Data reviewed with Leadership Team related to concerns, suggestions, etc. from Instructional Teams to Leadership Team.

### *Strategies:*

### *Communication*

**Description:**

There is plenty of evidence to support positive communication between, parents, teachers, and schools to improve the academic performance of students. It is vital to provide timely and effective communication in various modes with parents/guardians. Above all, it is a three-way relationship between parents, students, and the school that is built on establishing common goals and mutual respect to help all children achieve their full potential.

**SAS Alignment:** Instruction, Safe and Supportive Schools

### *Growth for All Students*

**Description:**

Student engagement and persistence are important to academic achievement and can be impacted by teacher practices in the classroom. Promoting a growth mindset, granting students choice in or control over their learning activities and strategies, stretching the interests of students, and connecting their progress towards their aspirations through personalization and student questioning can help build students' motivational competency. Student data can be used to personalize learning experiences based on their prior knowledge, interest in topics,

and aspirations and goals. The focus on motivational competency should be school-wide and reflected in school improvement planning, school documents, and built into intentional communications with families.

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

### *Engagement*

**Description:**

Schools can improve student learning by engaging with families around their purposes and practices by viewing parents as partners in their children's education, nurturing parents to provide leadership in school decision-making, and providing clear, consistent, and frequent communication to partner with parents to promote student learning.

Schools must regularly communicate with families about their expectations and the importance of the "curriculum of the home." This communication must be an ongoing, two-way conversation that is candid and supportive about student learning. Teachers can communicate to parents how they can promote their children's learning at home through home reading/language activities, appropriate studying techniques, and interactive homework that involves parent input and engagement. Teachers and school staff will likely need professional development in order to promote culturally appropriate two-way communication. Frequent and ongoing substantive communication with families is essential and is made easier with electronic resources such as email, school management systems, and informative school websites.

**SAS Alignment:** Safe and Supportive Schools

## ***Implementation Steps:***

### *Principal as Leader*

**Description:**

1. The principal shapes a vision of academic success for all students.
2. The principal cultivates leadership in others.
3. The principal improves instruction.
4. The principal creates a climate conductive to learning for staff and students.
5. The principal manages people, data, and processes to foster school improvement.

**Start Date:** 8/26/2021 **End Date:** 1/21/2022

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Communication
- Engagement

## *Support Effective Principal Practices*

**Description:**

1. The principal makes sure everyone understands their role in continuously elevating professional practice.
2. The principal develops the leadership capacity of others in the school.
3. The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.
4. The principal participates actively with the school's teams.
5. The principal keeps a focus on instructional improvement and student learning outcomes.
6. The principal monitors curriculum and classroom instruction regularly.
7. The principal spends at least 50% of her time working directly with teachers to improve instruction, including classroom observations.
8. The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.
9. The principal celebrates individual, team, and school successes, especially related to student learning outcomes.
10. The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.
11. The principal plans opportunities for teachers to share their strengths with other teachers.

**Start Date:** 8/26/2021 **End Date:** 6/6/2022

**Program Area(s):** Professional Education, Teacher Induction, Educational Technology

**Supported Strategies:**

- Communication
- Engagement

## *Establish Strong PLC Culture*

**Description:**

Effective teams are vital to school improvement and success. Leadership and Instructional Teams must operate within a clearly defined team structure that specifies team members' duties and provides ample time for instructional planning. Principals should share leadership with team members and allocate roles that are aligned with team members' expertise. Leadership teams analyze data, set school goals, monitor patterns of practice within classrooms, and determine professional learning needs. Instructional Teams need sufficient time to collaborate to develop standards-aligned instructional strategies, monitor student learning data, and adjust instruction to meet learning goals. If possible, teachers should also collaborate across grade levels on vertical Instructional Teams to ensure year-to-year instructional alignment and facilitate communication on individual students.

**Start Date:** 8/26/2021 **End Date:** 6/6/2022

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

**Supported Strategies:**

- Communication
- Growth for All Students
- Engagement

**Goal #2:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Indicators of Effectiveness:**

Type: Interim

Data Source: Classroom Observations

Specific Targets: Analyze data from classroom observations and student growth data.

## *Strategies:*

### *Align Classroom Observations with Professional Learning*

**Description:**

Classroom observations conducted by principals, colleagues, and teachers themselves are an important data source in determining teacher strengths and areas in which they need professional development. Observation instruments must reflect research-based instructional practices, and all teachers need shared understanding and common language for these practices, as well as plenty of time for reflection and dialogue about how they can improve. Principals and peer observers will likely need training in how to conduct observations, as well as how to link data to professional learning and/or collegial support structures. Teachers must also self-assess their instruction; the process of creating video-recorded lessons can serve as a reflective tool to deepen teachers' analysis of their instruction and encourage them to share and seek feedback from colleagues to improve practice.

**SAS Alignment:** Instruction

## *Implementation Steps:*

### *Instructional Teams and Leadership Team*

**Description:**

1. The principal will build a team structure into the master schedule.
2. The principal will ensure all teams have written statements of purpose and norms for meetings.
3. The principal will ensure all teams operate with work plans for the year and specific work products to produce.
4. The principal will ensure all teams prepare agendas and minutes for their meetings.
5. The principal will maintain a file (physical or electronic) of the agendas, work products, and minutes of all teams.
6. A Leadership Team consisting of the principal and teachers who lead the Instructional Teams, and other key professional staff meets regularly (at least one time per month or more for an hour each meeting) to review implementation of effective practice.
7. The Leadership Team will serve as a conduit of communication to the faculty and staff.
8. The Leadership Team will share in decisions of real substance pertaining to curriculum, instruction, and professional development.
9. The Instructional Teams and Leadership Team will regularly look at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
10. The Leadership Team will review the principal's summary reports of classroom observations and takes them into account in planning professional development.
11. The Instructional Teams will set yearly learning goals utilizing student learning data.
12. Instructional Teams will monitor school-level student learning data.
13. Instructional Teams will be organized into grade-level, grade-level cluster, and/or subject-area teams.

14. The Instructional Teams will meet regularly (e.g., three times per 6-day cycle) to review implementation of effective practice and student growth progress.
15. Instructional Teams use student learning data to identify students in need of instructional support or enhancement.

**Start Date:** 8/26/2021 **End Date:** 12/23/2021

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

**Supported Strategies:** None selected

**Goal #3**: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Indicators of Effectiveness:**

Type: Interim

Data Source: NWEA MAPs, student growth

Specific Targets: All students show growth through interventions and enrichment as needed.

## *Strategies:*

### *Assess and Monitor Student Mastery*

**Description:**

Instructional Teams should take an active role in assessing and monitoring student mastery of standards aligned learning objectives. Formative assessment approaches include administration of a pre-test to provide teachers and students with diagnostic information on what students already know so that instruction within units can address student learning needs appropriately. Post-tests reveal the degree of student mastery of learning objectives following instruction, and results can be used to guide reteaching if necessary. Instructional Teams may want to calculate effect sizes to gauge instructional impact on groups of students and determine why some groups perform better than others, as well as compare student progress to their achievement.

**SAS Alignment:** Assessment

## *Implementation Steps:*

### *Common Formative Assessments*

**Description:**

- Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
- Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.
- Unit pre-test and post-test results are reviewed by the Instructional Team.
- Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
- All teachers reteach based on post-test results.
- Assessment binders and student growth charts.

**Start Date:** 8/26/2021 **End Date:** 6/6/2022

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Assess and Monitor Student Mastery

### *NWEA MAPs, Acadience, ECRI, & Wonders reading series*

**Description:**

The school assesses each student at least 3 times each year to determine progress toward standards based objectives using NWEA MAPs and Acadience. The school provides all teachers timely reports of results from standardized and objectives-based assessments. The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. All teachers assess student progress frequently using a variety of evaluation methods and maintain a record of the results, including reading instruction through the new Wonders reading series and ECRI.

**Start Date:** 8/26/2021 **End Date:** 6/6/2022

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Assess and Monitor Student Mastery

## *Flexible Instructional Groups*

**Description:**

- The school implements a reliable and valid system wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.
- The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.
- The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored.
- The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.

**Start Date:** 8/26/2021 **End Date:** 6/6/2022

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

**Supported Strategies:**

- Assess and Monitor Student Mastery

## *Data Binders*

**Description:**

- Provide and encourage use of multiple data sources (NWEA MAPs, Acadience, ECRI, common formative assessments, pre/posttests).
- Data analysis during Instructional Team Meetings.
- Use data to set student growth goals.

**Start Date:** 8/26/2021 **End Date:** 6/6/2022

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Assess and Monitor Student Mastery

**Goal #4:** Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Common assessments, data analysis of PSSA scores

Specific Targets: Review of data consistently during teaming meetings throughout the year.

## ***Strategies:***

### *Engagement*

**Description:**

Schools can improve student learning by engaging with families around their purposes and practices by viewing parents as partners in their children's education, nurturing parents to provide leadership in school decision-making, and providing clear, consistent, and frequent communication to partner with parents to promote student learning.

Schools must regularly communicate with families about their expectations and the importance of the "curriculum of the home." This communication must be an ongoing, two-way conversation that is candid and supportive about student learning. Teachers can communicate to parents how they can promote their children's learning at home through home reading/language activities, appropriate studying techniques, and interactive homework that involves parent input and engagement. Teachers and school staff will likely need professional development in order to promote culturally appropriate two-way communication. Frequent and

ongoing substantive communication with families is essential and is made easier with electronic resources such as email, school management systems, and informative school websites.

**SAS Alignment:** Safe and Supportive Schools

### *Foster Supportive Relationships with Families*

**Description:** Schools can improve student learning by ensuring that teachers are equipped with necessary skills to work with parents and by providing parents with tools to support their children's learning. Schools can provide guidance and support to parents by encouraging family reading activities, ways to support their children's studying, and interactive homework activities. Schools can also encourage and collaborate with parents in their efforts to sustain positive verbal interactions with their children and to model responsibility and respect. Successful initiatives are those that elicit parent input and provide two-way child-centered, regular, clear, and constructive communication. Teachers often lack training in working with families to support student learning; professional development that is hands-on with opportunity for reflection is essential for teachers and other school personnel to enhance school–family partnerships.

**SAS Alignment:** Safe and Supportive Schools

## *Implementation Steps:*

### *Data Binders*

**Description:**

- Provide and encourage use of multiple data sources (NWEA MAPs, Acadience, ECRI, common formative assessments, pre/posttests).
- Data analysis during Instructional Team Meetings.
- Use data to set student growth goals.

**Start Date:** 8/26/2021 **End Date:** 6/6/2022

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Engagement
- Foster Supportive Relationships with Families

## *Accountability and Record Keeping*

**Description:**

- All teachers maintain a file of communication with parents.
- Parents/guardians will set goals for their child(ren).
- Goals for Communication, Engagement, and Growth for All Students will be evaluated quarterly through teacher surveys/questionnaires.
- The School Improvement Planning Committee will review goals at the end of the first and second semester.

**Start Date:** 8/26/2021 **End Date:** 6/6/2022

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

**Supported Strategies:**

- Engagement
- Foster Supportive Relationships with Families

## *Digital Learning Tools Trainings*

**Description:**

- Administrators, teachers, staff, students, parents, and other stakeholders participate in an organized training and support system incorporating program methodologies (including the use of online tools and curricula) and the proper use of the learning management and student management systems (CSIU and Google Classroom).
- All teachers use appropriate technological tools to enhance instruction.
- All teachers use online, hybrid, or blended learning as a part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available in online instruction...

**Start Date:** 8/26/2021 **End Date:** 6/6/2022

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Engagement
- Foster Supportive Relationships with Families

## *Chromebooks and Google Classroom*

**Description:**

- All teachers receive initial and ongoing training and support in effective use of blended learning methods.
- Instructional teams determine which blended learning model is appropriate for the school or individual classroom.
- All teachers build students' ability to learn in contexts other than school.
- All teachers connect students' out of school learning with the school learning.
- Hardware, web browser, and software requirements are specified to students and parents before the use of online instruction outside of school.
- All teachers employing blended learning methods make sure that technology and data enhance relationships but do not pretend to substitute for them.
- Instructional teams and teachers use data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations.
- All teachers will maintain a Google Classroom and update it with timely, relevant, and accurate information.

**Start Date:** 8/26/2021 **End Date:** 6/6/2022

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Engagement
- Foster Supportive Relationships with Families

## *Multi-directional Communication*

**Description:**

Positive two-way communication between home and school, which involves listening as well as informing, sets the stage for developing a relationship built on trust and respect. Unfortunately, many parents complain that they rarely hear from their child's school unless there is a problem with behavior or student grades. Meta-analyses suggest that educators who consistently show love and respect for students and their families, hold high expectations of students, and communicate frequently and effectively will be successful. Overloaded teachers and busy parents may face a variety of barriers to beneficial communication, but wise school leaders

will establish a healthy climate and find ways to promote ongoing, candid, supportive, bi-directional communication.

Two-way school-home communication that is linked to student learning is a key component of effective family engagement, and schools must have candid and supportive ongoing conversations with families about how they can support their student's learning outside the school day. The "curriculum of the home"—the bundle of attitudes, habits, knowledge and skills that children acquire through their relationship with their family and that facilitates their school learning—is more predictive of academic learning than the family's socioeconomic status. Two-way communication involves the importance of listening as well as informing to develop mutual respect. Parent/guardian should be contacted for something positive prior to something negative.

- Considerations of ways to communicate and engage with parents include:
- SES Facebook page
- PTA Facebook page
- SES school website
- Robo-calls (text, email, call)
- Newsletters
- Google Classroom
- Communication envelopes
- Agenda sheets
- Meet the Teacher Night
- Parent/teacher Conferences

**Start Date:** 8/26/2021 **End Date:** 6/6/2022

**Program Area(s):** Student Services, Educational Technology

**Supported Strategies:**

- Engagement
- Foster Supportive Relationships with Families

**Goal #5**: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Instructional Team agendas and work

Specific Targets: Analyze data collected during classroom observations and student growth.

## *Strategies:*

### *Standards Aligned Units of Instruction*

**Description:**

Instructional Teams must collaborate to develop standards-aligned instructional units. These standards aligned units of instruction should include learning objectives and their criteria for mastery, pre- and post-tests to assess student mastery, well-designed learning activities aligned to learning objectives, and corresponding materials that are easily accessible to be shared with colleagues

**SAS Alignment:** Standards, Curriculum Framework, Instruction

## *Implementation Steps:*

### *Development of Standards Aligned Units of Instruction*

**Description:**

- Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
- Units of instruction include specific learning activities aligned to objectives.
- Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.
- Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.

**Start Date:** 8/26/2021 **End Date:** 6/5/2023

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

**Supported Strategies:**

- Standards Aligned Units of Instruction

### *Common Formative Assessments*

**Description:**

- Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
- Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.
- Unit pre-test and post-test results are reviewed by the Instructional Team.
- Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
- All teachers reteach based on post-test results.
- Assessment binders and student growth charts.

**Start Date:** 8/26/2021 **End Date:** 6/6/2022

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Standards Aligned Units of Instruction

**Goal #6**: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Student Concerns Meeting

Specific Targets: Review of student data during Student Concerns Meetings which occur once every 6-day cycle per grade level.

## ***Strategies:***

## *Classroom Management*

**Description:**

Research suggests that a well-managed classroom is essential for effective instruction and student achievement. Sound classroom management includes the capacity to teach and reinforce clear classroom rules and procedures, effectively

manage transitions between activities and maximize instructional time through use of effective wait time activities, and maintain a well-organized classroom. Effective teachers also use a variety of instructional modes to engage all learners and reduce the off-task behavior that can lead to behavior problems and loss of instructional time. For example, teachers should build a sense of urgency and engagement by assigning concise and time dependent learning tasks in which students know they will be accountable to share their work publicly with peers, and ensuring that even reticent or shy students are encouraged to contribute when sharing work.

Social/emotional competencies include self-awareness, self-management, social awareness, responsible decision-making, and relationship skills; these competencies are important for academic success. Educators can help promote these competencies by explicitly teaching, modeling, and facilitating competencies; establishing classroom norms centered around the competencies; being attentive to students' emotional states and managing their emotions; and using cooperative learning to foster these skills.

**SAS Alignment:** Safe and Supportive Schools

## *Implementation Steps:*

### *Accountability and Record Keeping*

**Description:**

- All teachers maintain a file of communication with parents.
- Parents/guardians will set goals for their child(ren).
- Goals for Communication, Engagement, and Growth for All Students will be evaluated quarterly through teacher surveys/questionnaires.
- The School Improvement Planning Committee will review goals at the end of the first and second semester.

**Start Date:** 8/26/2021 **End Date:** 6/6/2022

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

**Supported Strategies:**

- Classroom Management

### *Frequent and Timely Communication with Parents*

**Description:**

- Parent representatives advise the School Leadership Team on matters related to family-school relations.
- The school has a written statement of purpose for its Parent-Teacher Organization.
- The school's Mission Statement is distinct, clear, focused on student learning, and includes the important role of the family. (***BRIDGING THE GAP: Communication, Engagement, and Growth for All Students***).
- The Student Report Card includes the student's progress toward learning standards.
- The school celebrates its accomplishments.
- The school recognizes the individual accomplishments of teachers.
- The school recognizes the accomplishments of teams (e.g., teacher teams, and parent-teacher organization, etc.).
- The school uses ***Meet the Teacher Night*** as an opportunity to convey to parents that what goes on at home impacts student's academic performance. Scheduled for August 30 and August 31 from 4 to 6 PM each night. Grades 2/3 are on 08/30. Grade 4/5 are on 08/31.
- Instructional Teams plan an engaging activity for each grade-level for ***Meet the Teacher Night.***
- The "ongoing conversation" between teachers and parents is candid, supportive, and flows in both directions.
- Teachers use emails/phone calls to provide parents with practical guidance to maintain regular and supportive verbal interactions with their children.
- Teachers use emails/phone calls to communicate with parents about student progress.
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- Teachers use emails/phone calls to communicate with parents about student progress.
- Teachers use postcards/notes to parent to share student accomplishments.
- The school has a web-based student information system to inform parents of student progress and updates.
- The school regularly communicates with parents about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).
- The school's Facebook page, Robo-call, and school website, as well as the PTA Facebook page, will include information on home support for learning, announcements, student and parent activities.

**Start Date:** 8/26/2021 **End Date:** 6/6/2022

**Program Area(s):** Student Services, Educational Technology

**Supported Strategies:**

- Classroom Management

## *Multi-directional Communication*

**Description:**

Positive two-way communication between home and school, which involves listening as well as informing, sets the stage for developing a relationship built on trust and respect. Unfortunately, many parents complain that they rarely hear from their child's school unless there is a problem with behavior or student grades. Meta-analyses suggest that educators who consistently show love and respect for students and their families, hold high expectations of students, and communicate frequently and effectively will be successful. Overloaded teachers and busy parents may face a variety of barriers to beneficial communication, but wise school leaders will establish a healthy climate and find ways to promote ongoing, candid, supportive, bi-directional communication.

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**Start Date:** 8/26/2021 **End Date:** 6/6/2022

**Program Area(s):** Student Services, Educational Technology

**Supported Strategies:**

- Classroom Management

# Appendix: Professional Development Implementation Step Details

*No Professional Development Implementation Steps have been identified for Southmoreland El Sch.*

# Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Southmoreland El Sch 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 Elementary School 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*