

# Southmoreland Primary Center

## **School Level Plan**

07/01/2016 - 06/30/2017

## School Profile

### **Demographics**

#### *Southmoreland Primary Center*

1431 Water St  
Alverton, PA 15612  
(724)887-2026

Federal Accountability Designation: none

Title I Status: Yes

Principal: Daniel Clara

Superintendent: John Molnar

## Planning Committee

Name	Role
Daniel Clara	Administrator
John Molnar	Administrator
Sarah Kiliany	Ed Specialist - School Counselor
Amber Cernuto	Elementary School Teacher - Regular Education : School Improvement Plan
Patricia DeBiasio	Elementary School Teacher - Regular Education : School Improvement Plan
Kim Albright	Elementary School Teacher - Regular Education : School Improvement Plan
Kaely Connors	Elementary School Teacher - Regular Education : School Improvement Plan
Cheryl George	Elementary School Teacher - Regular Education
Christopher Huff	Elementary School Teacher - Regular Education
Sue Jones	Elementary School Teacher - Regular Education
Wendy Sowinski	Elementary School Teacher - Regular Education
Janet Tavormina	Elementary School Teacher - Regular Education
Amy Coffman	Elementary School Teacher - Special Education
Amy Pushkis	Parent

## Needs Assessment

### School Accomplishments

#### Accomplishment #1:

Recognized as a 2015 National DuFour Award nominee.

#### Accomplishment #2:

95.25% attendance is the highest in the school's history.

#### Accomplishment #3:

Increased professional relationships and performance between the school and Pre-K providers.

#### Accomplishment #4:

Collaboration and collective responsibility for the learning of students and adults.

**Accomplishment #5:**

Increased parent and community involvement in the school through targeted activities and communications.

**Accomplishment #6:**

Successfully implemented Guided Reading and the Daily 5 at SPC—collected prescriptive data to identify student growth and needs.

**Accomplishment #7:**

Instituted itinerant student recognitions as a part of our belief in positive student support.

**School Concerns****Concern #1:**

Implementing Guided Writing and professional development for Guided Reading and Writing.

**Concern #2:**

8:30-9:10 is time that is currently underused for student learning.

**Concern #3:**

Student tardiness results in missing core instruction in the morning.

**Concern #4:**

Parent involvement and teaching to ensure learning occurs throughout the student's year.

**Concern #5:**

School climate was an issue at the close of the year.

**Concern #6:**

District performance and state results on the PSSA were slightly better in 2015-2016.

**Concern #7:**

Vertical alignment and *Daily 5* for grades K-3.

**Concern #8:**

Improvement of transition from grades 1-2 for faculty and students.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*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:**

District performance and state results on the PSSA were slightly better in 2015-2016.

Vertical alignment and *Daily 5* for grades K-3.

Improvement of transition from grades 1-2 for faculty and students.

Implementing Guided Writing and professional development for Guided Reading and Writing.

Student tardiness results in missing core instruction in the morning.

**Systemic Challenge #2** (*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:**

Vertical alignment and *Daily 5* for grades K-3.

Improvement of transition from grades 1-2 for faculty and students.

Implementing Guided Writing and professional development for Guided Reading and Writing.

8:30-9:10 is time that is currently underused for student learning.

Student tardiness results in missing core instruction in the morning.

## School Level Plan

### Action Plans

**Goal #1:** 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: Annual

Data Source: Curriculum Maps and NSGRA data

Specific Targets: NSGRA data

**Strategies:**

*Guided Writing program*

**Description:**

Using our current data, the teams will identify the skills, the stories and the materials to enhance our writing instruction and process.

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

**Implementation Steps:**

*Guided Writing program*

**Description:**

During curriculum meetings and instructional team planning meetings, teams will map, plan, and implement a new and more robust writing program.

**Start Date:** 8/30/2016    **End Date:** 6/6/2017

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

**Supported Strategies:** None selected

**Goal #2:** 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: School climate data

Specific Targets: School climate data

***Strategies:***

*Maximizing our student time at SPC*

**Description:**

The faculty has identified that our morning arrival time (8:30-9:00) is an opportunity to connect with students and to build positive school experiences with the teachers and students.

**SAS Alignment:** Safe and Supportive Schools

***Implementation Steps:***

*Establishment of Clubs at SPC*

**Description:**

Teams will plan, develop and schedule the opportunity for students to connect with teachers and to explore hobbies and activities.

**Start Date:** 8/30/2016    **End Date:** 6/6/2017

**Program Area(s):** Student Services

**Supported Strategies:** None selected

## Appendix: Professional Development Implementation Step Details

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

## Assurance of Quality and Accountability

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 **ESEA 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 2016-2017 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*