

SOUTHMORELAND ELEMENTARY SCHOOL

SOUTHMORELAND
SCHOOL DISTRICT

TITLE 1/TSI PLAN

2025-2026



“CULTIVATING
LIFELONG LEARNERS
READY FOR AN EVER-
CHANGING WORLD”

www.southmoreland.net
2351 Route 981,
Alverton, PA 15612

Profile and Plan Essentials

School		AUN/Branch
School District		107657503
Address 1		
2351 Route 981		
Address 2		
P.O. Box A		
City	State	Zip Code
Alverton	PA	15612
Chief School Administrator		Chief School Administrator Email
Dr Jason A Boone		boonej@southmoreland.net
Principal Name		
Daniel Krofcheck		
Principal Email		
krofcheckd@southmoreland.net		
Principal Phone Number		Principal Extension
724-887-2022		
School Improvement Facilitator Name		School Improvement Facilitator Email
Daniel Clara		clarad@southmoreland.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Daniel Krofcheck	Principal	Southmoreland Elementary School	krofcheckd@southmoreland.net
Lisa Romesberg	Education Specialist	Southmoreland Elementary School	frattol@southmoreland.net
Sherri Zimmerman	Teacher	Southmoreland Elementary School	zimmermans@southmoreland.net
Claudia Clemens	Teacher	Southmoreland Elementary School	clemensc@southmoreland.net
Brian Vankirk	Teacher	Southmoreland Elementary School	vankirkb@southmoreland.net
Abby Mohan	Teacher	Southmoreland Elementary School	mohana@southmoreland.net
Melissa Redinger	Education Specialist	Southmoreland School District	redingerm@southmoreland.net
Daniel Clara	District Level Leaders	Southmoreland School District	clarad@southmoreland.net
Jason Boone	Chief School Administrator	Southmoreland School District	boonej@southmoreland.net
Duane Frund	Board Member	Southmoreland School District	frundd@southmoreland.net
Sharon Goodiski	Teacher	Southmoreland School District	Goodiskis@southmoreland.net
Brenda Cottom	Teacher	Southmoreland School District	cottomb@southmoreland.net
Lavina Hoffer	Education Specialist	Southmoreland School District	hofferl@southmoreland.net
Netah Serock	Parent	Southmoreland School District	serockn@southmoreland.net
Cindy Gallick	Teacher	Southmoreland School District	Gallickc@southmoreland.net
Caitlin Huey	Teacher	Southmoreland School District	hueyc@southmoreland.net
Amy King	Teacher	Southmoreland School District	kinga@southmoreland.net
Christina Smithula	Education Specialist	Southmoreland School District	smithulac@southmoreland.net

Vision for Learning

Vision for Learning

The vision of Southmoreland School District is Cultivating Lifelong Learners Ready For An Ever-Changing World.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Students in 5th grade exceeded PVAAS projections in math.	
Students met performance measures for career and college readiness.	
Students in 3rd grade scored higher in math than the previous cohort.	

Challenges

Indicator	Comments/Notable Observations
Students in 4th grade did not exceed PVAAS projections in reading or math.	
Students in 5th grade did not exceed PVAAS projections in reading.	

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Growth indicators in math were higher for economically disadvantaged students than the remainder of the student subgroups. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations
Indicator Students in 5th grade exceeded PVAAS projections in math. ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator A major performance discrepancy between special education and general education students in reading and math. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations
Indicator A major performance discrepancy between economically disadvantaged and non-economically disadvantaged students in reading and math. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Students in 5th grade exceeded PVAAS projections in math.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

A major performance discrepancy between special education and general education students in reading and math.

A major performance discrepancy between economically disadvantaged and non-economically disadvantaged students in reading and math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA Maps	MAPS data is now able to afford more accurate projections

English Language Arts Summary

Strengths

Faculty is trained in the "Science of Reading" and ECRI

Challenges

Students often provide incomplete answers or fail to use evidence to support reasoning in open-ended responses and TDA questions.
Limited explicit instruction in constructed-response writing.

Mathematics

Data	Comments/Notable Observations
NWEA MAPS	MAPS data is now able to afford more accurate projections

Mathematics Summary

Strengths

Consistent staff teaching math in grades 3-5
--

Challenges

Math scores have been below expectations since 2020
Insufficient integration of writing in mathematics instruction.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Data	Use of Grade 5 Science data is our best tool

Science, Technology, and Engineering Education Summary

Strengths

SES performs above the state average in Science PSSA
New materials adopted for 2025.

Challenges

No formalized formative assessment data is collected
--

Related Academics

Career Readiness

Data	Comments/Notable Observations
XELLO	

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Xello will collect the data required for Act 158 and provide easy access to student career interests.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Manpower to collect and review data consistently
--

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Teaming time has allowed teams to agree on a guaranteed and viable curriculum

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Alignment issues, gaps in instruction, and inconsistent practices have impacted student readiness

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Teaming time is a routine and regular part of our faculty's day
Data collection has become more structured and accessible

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Principal attendance in team meetings is essential, but often affected by school issues

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Students in 5th grade exceeded PVAAS projections in math.	True
Faculty is trained in the "Science of Reading" and ECRI	True
SES performs above the state average in Science PSSA	True
Consistent staff teaching math in grades 3-5	True
Xello will collect the data required for Act 158 and provide easy access to student career interests.	True
Teaming time has allowed teams to agree on a guaranteed and viable curriculum	False
Teaming time is a routine and regular part of our faculty's day	True
Data collection has become more structured and accessible	True
New materials adopted for 2025.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
A major performance discrepancy between special education and general education students in reading and math.	False
A major performance discrepancy between economically disadvantaged and non-economically disadvantaged students in reading	False
Math scores have been below expectations since 2020	True
Alignment issues, gaps in instruction, and inconsistent practices have impacted student readiness	False
Principal attendance in team meetings is essential, but often affected by school issues	True
Students often provide incomplete answers or fail to use evidence to support reasoning in open-ended responses and TDA questions.	False
Limited explicit instruction in constructed-response writing.	True
Insufficient integration of writing in mathematics instruction.	False

Manpower to collect and review data consistently	False
No formalized formative assessment data is collected	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Math scores have been below expectations since 2020	Math has shown to be an area where we score better but don't show growth.	True
Principal attendance in team meetings is essential, but often affected by school issues	With sub shortages and other issues, it is difficult for the principal to make every meeting and therefore it is difficult to be engaged with the planning and learning processes.	False
No formalized formative assessment data is collected	Science is not currently formatively assessed across grade levels to gauge performance.	False
Limited explicit instruction in constructed-response writing.	Inconsistent practices.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Faculty is trained in the "Science of Reading" and ECRI	PD has become a focus again after years away from it
SES performs above the state average in Science PSSA	We have been strong here for over a decade
Consistent staff teaching math in grades 3-5	Grade 3 has been adjusted to allow for departmentalization.
Xello will collect the data required for Act 158 and provide easy access to student career interests.	This tool makes the management of the data more reasonable.
Teaming time is a routine and regular part of our faculty's day	8:30-9:00 each morning on a rotation for teams
Data collection has become more structured and accessible	MAPS makes the reading and math data more accessible and centralized
Students in 5th grade exceeded PVAAS projections in math.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We often meet the goal, but don't make a years growth. Over time this means we are falling behind.
	A writing plan needs to be developed and implemented.

Goal Setting

Priority: We often meet the goal, but don't make a years growth. Over time this means we are falling behind.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By May 2026, the percentage of students scoring proficient or above on math open-ended items will increase by 15% as measured by state assessments and local benchmarks.			
Measurable Goal Nickname (35 Character Max)			
Math open-ended increased by 15%			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
5%	10%	15%	15%

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Increase growth in individual NWEA MAPS RIT scores by 15% by the end of the 2025-2026 school year.			
Measurable Goal Nickname (35 Character Max)			
NWEA MAPS RIT increase by 15%			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
5%	10%	15%	15%

Priority: A writing plan needs to be developed and implemented.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By May 2026, the percentage of students scoring proficient or above on open-ended ELA assessment items will increase by 15% as measured by state assessments and local benchmarks.			
Measurable Goal Nickname (35 Character Max)			
ELA open-ended 15% increase			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
5%	10%	15%	15%

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Increase growth in individual NWEA MAPS RIT scores by 15% by the end of the 2025-2026 school year.			
Measurable Goal Nickname (35 Character Max)			
ELA NWEA MAPS RIT			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
5%	10%	15%	15%

Action Plan

Measurable Goals

NWEA MAPS RIT increase by 15%	Math open-ended increased by 15%
	ELA open-ended 15% increase
ELA NWEA MAPS RIT	

Action Plan For: Explain your thinking protocol

Measurable Goals:
- By May 2026, the percentage of students scoring proficient or above on math open-ended items will increase by 15% as measured by state assessments and local benchmarks. - Increase growth in individual NWEA MAPS RIT scores by 15% by the end of the 2025-2026 school year.

Action Step		Anticipated Start/Completion Date	
Require students to write step-by-step explanations for solutions in daily math practice.		2025-08-20	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Weekly team planning sessions	No	
Action Step		Anticipated Start/Completion Date	
Use sentence starters and math vocabulary banks to support academic language.		2025-08-20	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Weekly team planning sessions	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Gradual increase in student results in NWEA MAPS assessments and PSSAs.	The principal will meet weekly to oversee planning and artifacts will be collected upon completion of unit tests.

Action Plan For: Explicit Constructed Response Instruction

Measurable Goals:
- Increase growth in individual NWEA MAPS RIT scores by 15% by the end of the 2025-2026 school year. - By May 2026, the percentage of students scoring proficient or above on open-ended ELA assessment items will increase by 15% as measured by

state assessments and local benchmarks.

Action Step		Anticipated Start/Completion Date	
Implement a school-wide RACE (Restate, Answer, Cite evidence, Explain) strategy for all ELA open-ended questions.		2025-08-20	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dan Krofcheck, Principal	Dedicated, weekly ELA planning time.	No	
Action Step		Anticipated Start/Completion Date	
Integrate short- and extended-response writing into science and social studies to reinforce skills.		2025-08-20	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dan Krofcheck, Principal	Dedicated, weekly ELA planning time.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Gradual increase in student results NWEA MAPS assessments and PSSA exams.	The principal will meet weekly to oversee planning and artifacts will be collected upon completion of unit tests.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	- Explain your thinking protocol - Explicit Constructed Response Instruction	Salaries and benefits for teachers	\$442,115
Total Expenditures			\$442,115

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Explicit Constructed Response Instruction	Integrate short- and extended-response writing into science and social studies to reinforce skills.

TDA and Open-ended Training

Action Step		
• Integrate short- and extended-response writing into science and social studies to reinforce skills.		
Audience		
ELA and Social Studies teachers		
Topics to be Included		
RACES Open-ended question analysis and test breakdown TDA analysis		
Evidence of Learning		
15% increase in student performance in open-ended and text-dependent analysis on the PSSA Reading, Math, and Science exams.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Dan Krofcheck	2025-08-20	2026-05-29

Learning Format

Type of Activities	Frequency
Inservice day	Fall and Spring 2025-2026
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Daniel Krofcheck	2025-08-13
School Improvement Facilitator Signature	Date