

**Salisbury El Sch**

Schoolwide Title 1 School Plan | 2023 - 2024

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Salsibury Elementary		113365303
<b>Address 1</b>		
422 School Lane		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Gap	PA	17527
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Erik Orndorff		erik_orndorff@pequeavalley.org
<b>Principal Name</b>		
Sheri McGowan		
<b>Principal Email</b>		
sheri_mcgowan@pequeavalley.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
717-442-8268		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Dr. Richard Eby		rich_eby@pequeavalley.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Sheri McGowan	Principal	Salisbury Elementary School	sheri_mcgowan@pequeavalley.org
Jennifer Gilman	Special Education Consultant	Pequea Valley School District	jen_gilman@pequeavalley.org
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Melanie Black	Teacher	Salisbury Elementary School	melanie_black@pequeavalley.org
Lisa Eckert	Education Specialist	Early Learning	lisa_eckert@pequeavalley.org
Ebeth Hoover	Community Member	Factory Services	ebeth@thefactoryministries.com

## Vision for Learning

### **Vision for Learning**

The Pequea Valley School District will strive to create an "Ideal Learning Environment" that inspires each learner to excel. We will meet each learner at his/her level, challenging learners so that each child is motivated to return each day. We strive to create an environment for all learners to grow physically, mentally, socially, and emotionally. We believe: Learning occurs when a positive relationship is developed with each PV learner; Learning occurs when the environment is focused around autonomy, mastery, and purpose; Learning will occur in flexible environments; Learning is a collaborative activity; Learning occurs when associated with a child's interests, strengths, and zone of proximal development; Learning occurs at different paces and rates; Learning will allow EACH PV learner to receive their Post-Secondary "First Choice."

## Future Ready PA Index

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

<b>True K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 5</b>	<b>True 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

### Review of the School Level Performance

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

#### Strengths

<b>Indicator</b> English Language Arts Achievement <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> 62% of our Fourth graders were Proficient or Advanced on the PSSA.
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> English Language Arts <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> 72% of students with disabilities met the standard for demonstrating growth on the English Language Arts PSSA.
<b>Indicator</b> Mathematics <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> 91% of students with disabilities met the standard for demonstrating growth on the Mathematics PSSA.

#### Challenges

<b>Indicator</b> Mathematics <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> 79% of 6th grade students were Basic or Below Basic on the Mathematics PSSA.
<b>Indicator</b>	<b>Comments/Notable Observations</b>

<b>ESSA Student Subgroups</b>	
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> English Language Arts <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> 60% of 5th grade students were Basic or Below Basic on the English Language Arts PSSA.

### 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.

Attendance
Mathematics - All Student Group met the standard for demonstrating growth on the Mathematics PSSA.
English Language Arts - 72% of students with disabilities met the standard for demonstrating growth on the English Language Arts PSSA.

### 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.

Mathematics - Grade 3, 4, 5, and 6
English Language Arts - Grade 3, 4, 5, 6

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
mClass Data - Kindergarten	25% of learners were at or above Benchmark at the beginning of the 2022 - 2023 school year. At the end of the school year, 86% of learners were at or above Benchmark.
mClass Data - First Grade	54% of learners were at or above Benchmark at the beginning of the 2022-2023 school year. At the end of the school year, 73% of learners were at or above Benchmark.
NWEA Map ELA Data	Kindergarten and Second grade showed an increase in the percentage of students scoring at or above the 61%ile.
NWEA MAP ELA Data	First, Fourth, Fifth and Sixth grades showed a decrease in the percentage of students scoring at or above the 61%ile.

### English Language Arts Summary

#### Strengths

Implementation of a cohesive resource for ELA instruction K-6.
Dedicated team of educators to focus on MTSS implementation.
Dedicated team time for grade level planning of ELA instruction.
Opportunities for students to be grouped for skills instruction based on academic levels.

#### Challenges

Increase in number of students scoring at or above benchmark on local benchmark assessments would increase the number of students who score proficient and/or advanced on state assessments.
Scheduling Title 1 paraprofessionals to support learners with the greatest needs.
Providing additional dedicated time to meet students' at their individual academic levels.
Need for high quality Reading intervention systems to target instruction to learners' individual academic needs.

### Mathematics

Data	Comments/Notable Observations
NWEA MAP Math Data	Kindergarten, First, Third, Fourth and Sixth grades showed an increase in the percentage of students scoring at or above the 61%ile.
NWEA MAP Math Data	Second grade showed a decrease in the percentage of students scoring at or above the 61%ile.

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## Mathematics Summary

### Strengths

Dedicated team time for grade level planning of Mathematics instruction.
Opportunities for students to to be grouped for Math instruction based on academic levels.
Dedicated team of educators to focus on MTSS implementation.
Implementation of a cohesive resource for Math instruction K-6.

### Challenges

Scheduling Title 1 paraprofessionals to support learners with the greatest needs.
Need for high quality Mathematics intervention systems to target instruction to learners' individual academic needs.
Systematic assessment for identifying math fluency needs.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
STEM curriculum	All students in grades K-6 participate in STEM class one time per week.
2022 PSSA Science data	88% of fourth graders were proficient or advanced. This is above the state average of 54.%.

## Science, Technology, and Engineering Education Summary

### Strengths

Collaboration between the STEM facilitator and classroom teachers to support cross-curricular instruction.
Students are introduced to STEM topics and concepts at a developmentally appropriate pace.

### Challenges

Additional time dedicated to science and STEM would benefit our students.
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Readiness Activities	All students met the benchmark for Career Readiness for the 2021 - 2022 school year.

### 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.

The school counselor pushes into classrooms to complete activities which support career readiness.
Content area teachers provided lessons and activities which support career readiness.
Virtual field experiences are provided to students which enhance their understanding of career opportunities.

### 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.

Funding and time impede the amount of field experiences that we are able to offer to our learners to expand their understanding of career
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opportunities.

## Equity Considerations

### English Learners

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
WIDA	Provisional WIDA scores indicate that ELLs are making progress in learning English.

### Students with Disabilities

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
PSSA Math Data	9% of students with disabilities scored Proficient or Advanced on the Math PSSA; this group maintained the same performance as the previous year;
PSSA ELA Data	17% of students with disabilities scored Proficient or advanced on the ELA PSSA; this group showed an increase in performance from the previous year;

### Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
PSSA Math Data	27% of students in this group were Proficient or Advanced on the Math PSSA; this group showed an increase in performance from the previous year;
PSSA ELA Data	37% of students in this group were Proficient or Advanced on the ELA PSSA; the group showed a decrease in performance from the previous year;

### Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
White	This group of students showed an increase in performance in Math, ELA, and Science PSSA
White	71% of this group of learners showed academic growth on Math PSSA.
Hispanic	In 21-22 there was insufficient data for both achievement and growth for this subgroup. In 22-23 there was sufficient data for achievement but still insufficient data for growth. Regarding achievement 38.5% of this subgroup were P/Adv, which was 10.6% percent lower than the ALL group average. Many of those learners are ELL's and our WIDA scores are showing growth.

### 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.

89% of white learners scored Proficient or Advanced on the Science PSSA.
27% of economically disadvantaged students scored Proficient or Advanced on the ELA PSSA.
Provisional WIDA scores indicate that ELLs are making progress in learning English.

#### 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.

A large % of students in all groups above scored Basic or Below Basic on the Math PSSA.
A large % of students in all groups above scored Basic or Below Basic on the ELA PSSA.
The Hispanic subgroup scored 10.6 percent lower than the overall group in ELA.

## 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	Emerging

### 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	Operational
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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
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	Exemplary

### Foster Quality Professional Learning

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

## Summary

### Strengths

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

Fostering high expectations for all
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Identify and address individual student learning needs

### 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?

Timely feedback on instructional strategies
Increased family engagement
Continued implementation of a multi-tiered system of support for academics and behavior.
Implement evidence-based strategies to engage families to support learning

## 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
English Language Arts - 72% of students with disabilities met the standard for demonstrating growth on the English Language Arts PSSA.	False
Attendance	False
Mathematics - All Student Group met the standard for demonstrating growth on the Mathematics PSSA.	False
Implementation of a cohesive resource for ELA instruction K-6.	False
Dedicated team of educators to focus on MTSS implementation.	False
Dedicated team time for grade level planning of ELA instruction.	False
Opportunities for students to be grouped for skills instruction based on academic levels.	True
Opportunities for students to to be grouped for Math instruction based on academic levels.	True
Students are introduced to STEM topics and concepts at a developmentally appropriate pace.	True
The school counselor pushes into classrooms to complete activities which support career readiness.	True
Content area teachers provided lessons and activities which support career readiness.	False
Virtual field experiences are provided to students which enhance their understanding of career opportunities.	False
27% of economically disadvantaged students scored Proficient or Advanced on the ELA PSSA.	False
Fostering high expectations for all	True
Provisional WIDA scores indicate that ELLs are making progress in learning English.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Dedicated team of educators to focus on MTSS implementation.	True
Collaboration between the STEM facilitator and classroom teachers to support cross-curricular instruction.	False
Dedicated team time for grade level planning of Mathematics instruction.	False
Implementation of a cohesive resource for Math instruction K-6.	False
89% of white learners scored Proficient or Advanced on the Science PSSA.	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	True
Identify and address individual student learning needs	True

## 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
Mathematics - Grade 3, 4, 5, and 6	True
English Language Arts - Grade 3, 4, 5, 6	True
Increase in number of students scoring at or above benchmark on local benchmark assessments would increase the number of students who score proficient and/or advanced on state assessments.	False
Scheduling Title 1 paraprofessionals to support learners with the greatest needs.	True
Scheduling Title 1 paraprofessionals to support learners with the greatest needs.	True
Providing additional dedicated time to meet students' at their individual academic levels.	False
Need for high quality Reading intervention systems to target instruction to learners' individual academic needs.	True
The Hispanic subgroup scored 10.6 percent lower than the overall group in ELA.	False
Continued implementation of a multi-tiered system of support for academics and behavior.	True
Implement evidence-based strategies to engage families to support learning	False
Additional time dedicated to science and STEM would benefit our students.	False
Funding and time impede the amount of field experiences that we are able to offer to our learners to expand their understanding of career opportunities.	False
Increased family engagement	True
Need for high quality Mathematics intervention systems to target instruction to learners' individual academic needs.	True
Systematic assessment for identifying math fluency needs.	True
A large % of students in all groups above scored Basic or Below Basic on the Math PSSA.	False
A large % of students in all groups above scored Basic or Below Basic on the ELA PSSA.	False
Timely feedback on instructional strategies	False

## 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.

Structuring the schedule to allow for team planning, implementing resources with fidelity, and scheduling Para-professionals to support our most needy learners are integral components to improving learner achievement and sufficient academic growth.





## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Mathematics - Grade 3, 4, 5, and 6	Continued use of Eureka Math K-6 with tiered supports for learners with academic needs.	False
English Language Arts - Grade 3, 4, 5, 6	Implementation of CKLA for grades K-6 with a focus on pacing and rigor.	False
Scheduling Title 1 paraprofessionals to support learners with the greatest needs.	Extra support for students with the most need will help to close achievement gaps.	False
Continued implementation of a multi-tiered system of support for academics and behavior.		False
Increased family engagement	Families become more invested in their child's education if they feel like they are part of the school community	True
Scheduling Title 1 paraprofessionals to support learners with the greatest needs.	Supporting learners by scheduling higher levels of Title 1 support in grades K-3 and still having sufficient staffing to support the needs of learners in grades 4-6.	False
Need for high quality Reading intervention systems to target instruction to learners' individual academic needs.	Universal assessments reflect a need for targeted Reading Interventions. Therefore, we are implementing 95% group and Heggerty as two more layers to our MTSS Tier 3 intervention.	True
Need for high quality Mathematics intervention systems to target instruction to learners' individual academic needs.	Universal assessments reflect a need for targeted Math Interventions. Therefore, we are implementing Bridges and Do the Math as two layers to our MTSS Tier 3 intervention.	True
Systematic assessment for identifying math fluency needs.	We re-implemented Acadience Math as our Universal Screener to identify math needs.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Opportunities for students to be grouped for skills instruction based on academic levels.	Use of dedicated WIN time to allow for cross grouping between classrooms to increase the ability of teachers and staff to target instruction for all learners.
Students are introduced to STEM topics and concepts at a developmentally appropriate pace.	Family STEM events
Opportunities for students to to be grouped for Math instruction based on academic levels.	Use of dedicated WIN time to allow for cross grouping between classrooms to increase the ability of teachers and staff to target

	instruction for all learners.
The school counselor pushes into classrooms to complete activities which support career readiness.	Introduction of a wide variety of careers helps students to know possibilities beyond careers of family members
Fostering high expectations for all	All students and staff are held to high expectations for teaching, learning, and supporting others
Dedicated team of educators to focus on MTSS implementation.	ELA and Math chairperson will oversee MTSS interventionists in supporting learners in Math and ELA.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Data from these assessments will be used to form instruction.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Audit resources to ensure all resources are aligned with the improvement plan and benefit the needs of the school community.
Identify and address individual student learning needs	Use of data to make informed decisions regarding programming for individual students.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Increase attendance at Family events such as conferences and literacy and math nights by 10%.
	Implement two new Reading intervention systems to target instruction for students not achieving benchmark through instruction of core curriculum.
	Implement two new Math intervention systems to target instruction for students not achieving benchmark through instruction of core curriculum.
	Use of Acadience Math to determine math fluency needs for learners K-6.

## Goal Setting

Priority: Implement two new Reading intervention systems to target instruction for students not achieving benchmark through instruction of core curriculum.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
MTSS teachers and selected para-professionals will utilize two Reading Interventions to meet the needs of low performing students. Data from universal assessments and progress monitoring will be utilized to track students' academic growth.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA Interventions			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
MTSS teachers and select para-professionals will receive professional development for two new Reading interventions. Students will complete Universal Assessments to determine placement in intervention groups.	Intervention lessons will be used daily to target instruction to students' needs. Progress Monitoring probes will be used to determine success of the interventions being delivered. Intervention groups will be fluid based on students' needs.	Intervention lessons will be used daily to target instruction to students' needs. Universal Assessments and Progress Monitoring probes will be used to determine success of the interventions being delivered.	End of Year Universal Assessments will be utilized to determine success in using interventions and for pre-planning purposes for the following school year.

Priority: Implement two new Math intervention systems to target instruction for students not achieving benchmark through instruction of core curriculum.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
MTSS teachers and selected para-professionals will utilize two Math Interventions to meet the needs of low performing students. Data from universal assessments and progress monitoring will be utilized to track students' academic growth.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math Interventions			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
MTSS teachers and select para-professionals will receive professional development for new Math interventions. Students will complete Universal Assessments to determine	Intervention lessons will be used daily to target instruction to students' needs. Progress Monitoring probes will be used to determine success of the interventions being delivered. Intervention groups will be	Progress Monitoring probes will be used to determine success of the interventions being delivered.	End of Year Universal Assessments will be utilized to determine success in using interventions and for pre-planning purposes for the

placement in intervention groups.	fluid based on students' needs.		following school year.
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**Priority: Use of Acadience Math to determine math fluency needs for learners K-6.**

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
Classroom teachers will facilitate the use of Acadience math to determine needs in math computation and fluency. This measure will be used as a Universal Assessment and will be completed by all students three times per year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Acadience Math			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Classroom teachers will receive Professional Development to learn how to administer, score and utilize scores to provide instruction to students. Students will complete the beginning of year Acadience assessment.	Instruction will be targeted based on students' Acadience scores. Teachers will utilize paper and pencil and online programming to increase students' math fluency.	Instruction will be targeted based on students' Acadience scores. Teachers will utilize paper and pencil and online programming to increase students' math fluency. Students will complete the mid-year Acadience assessment.	Instruction will be targeted based on students' Acadience scores. Teachers will utilize paper and pencil and online programming to increase students' math fluency. Students will complete the end of year Acadience assessment. Teachers will review data to determine the effectiveness of programming based on students' Acadience scores throughout the year.

**Priority: Increase attendance at Family events such as conferences and literacy and math nights by 10%.**

<b>Outcome Category</b>			
Parent and family engagement			
<b>Measurable Goal Statement (Smart Goal)</b>			
Family engagement participation increase by 10%			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Parent and Family Engagement			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Back to School Curriculum Title I Night	Read Under the Lights Community Literacy Night/Conferences	Family Math Fun Night/Conferences	Total numbers for events and conferences.



## Action Plan

### Measurable Goals

ELA Interventions	Math Interventions
Acadience Math	Parent and Family Engagement

### Action Plan For: Targeted Instruction

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>• MTSS teachers and selected para-professionals will utilize two Reading Interventions to meet the needs of low performing students. Data from universal assessments and progress monitoring will be utilized to track students' academic growth.</li> <li>• MTSS teachers and selected para-professionals will utilize two Math Interventions to meet the needs of low performing students. Data from universal assessments and progress monitoring will be utilized to track students' academic growth.</li> <li>• Classroom teachers will facilitate the use of Acadience math to determine needs in math computation and fluency. This measure will be used as a Universal Assessment and will be completed by all students three times per year.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Classroom teachers, MTSS teachers, and select para-professionals will receive training on new intervention programs.		2023-08-28	2024-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kayley Gates/MTSS Coordinator	Materials for new programs, expert presenters for each program	Yes	
Action Step		Anticipated Start/Completion Date	
Students will complete Universal Screeners to determine academic needs.		2023-08-28	2024-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kayley Gates/MTSS Coordinator	Materials for Acadience assessments; technology for each student for mClass and MAP assessments	No	
Action Step		Anticipated Start/Completion Date	
Teachers, MTSS teachers, and Administration will review data to determine student needs and create targeted instruction groups.		2023-09-20	2023-10-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers MTSS Teachers Kayley Gates/MTSS Coordinator Sheri McGowan/Principal	Data from Universal Assessments	No	
Action Step		Anticipated	

		<b>Start/Completion Date</b>	
Ongoing progress monitoring and completion of Universal Screeners mid-year and end of year		2023-10-10	2024-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
MTSS Teachers Kayley Gates/MTSS coordinator Classroom Teachers	Materials needed for Progress Monitoring and Universal Screeners	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Targeted instruction groups will occur daily in every grade level for Reading and Math. Groups will be adjusted based on needs determined by ongoing data points.		2023-10-02	2024-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
MTSS Teachers Classroom Teachers Kayley Gates/MTSS coordinator	Materials needed for intervention lessons	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Students with academic needs in Reading and/or Math will show significant growth in skills in targeted areas based on the interventions being delivered.	Progress Monitoring based on parameters of individual intervention groups to be completed by MTSS Teachers, Para-professionals and Classroom Teachers

### Action Plan For: Parent and Family Engagement

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Family engagement participation increase by 10%</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Increase marketing using PTC, Class Dojo and Partnering with Factory Social Services to connect with disconnected families.		2023-08-15	2024-05-23
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal - Assistant to the Principal - Counselor - Factory Advocates - Social Workers - Lead Teachers	Pizza - Marketing Flyers - Factory Partnership - Class Dojo - Sapphire Digital Backpack	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Families will be more engaged with school-related events. Teachers will use Class Dojo	On a trimester basis, monitor growth based on



on a regular basis to communicate with families. Attendance at PTC meetings and family events will increase.

attendance at PTC meetings, conferences, and family events.

## 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.

E-grant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> <li>Targeted Instruction</li> </ul>	The MTSS teachers and paraprofessionals will be trained to layer in Haggerty & 95% phonics and will deliver Tier 3 during WIN time. The MTSS Teacher and Paraprofessionals will be trained to layer in Bridges and Do The Math interventions to deliver during Tier 3 WIN time.	\$335,417
Other Expenditures	<ul style="list-style-type: none"> <li>Parent and Family Engagement</li> </ul>	Increase marketing materials, Pizza, Factory Social Services Advocates, Curriculum nights materials	\$3,660
Total Expenditures			0



## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Targeted Instruction	Classroom teachers, MTSS teachers, and select para-professionals will receive training on new intervention programs.

### Training in Haggerty, 95% Phonics, Do The Math, Bridges Math

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Classroom teachers, MTSS teachers, and select para-professionals will receive training on new intervention programs.</li> </ul>		
<b>Audience</b>		
MTSS Teachers and Title I Paras		
<b>Topics to be Included</b>		
Training and Resources to implement the intervention layering successfully and be able to progress monitor effectively		
<b>Evidence of Learning</b>		
Trainer survey - Staff will be able to effectively implement the programs to demonstrate 80% of the Tier III learners showing growth.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Principal - MTSS Chair - Assistant Superintendent	2023-08-28	2023-08-31

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	One session per resource
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
Sheri M McGowan	2023-11-20
<b>School Improvement Facilitator Signature</b>	<b>Date</b>
Richard Eby	2023-11-20