

Salisbury El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Salisbury El Sch		113365303
Address 1		
422 School Lane Rd		
Address 2		
City	State	Zip Code
Gap	PA	17527
Chief School Administrator		Chief School Administrator Email
Dr Erik Orndorff		erik_orndorff@pequeavalley.org
Principal Name		
Sheri McGowan		
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Principal Phone Number		Principal Extension
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School Improvement Facilitator Name		School Improvement Facilitator Email
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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.

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Attendance	All student group met the performance standard.
Science PSSA	82% of fourth-grade students were proficient or advanced on the Science PSSA.
ELA PSSA	The academic growth score for the All Student group increased performance from the previous school year on the ELA PSSA.
Career Standards Benchmark	100% of students exceeded the performance standard.
ELA PSSA	The All Student group met the annual academic growth expectations on the ELA PSSA.
Mathematics PSSA	The All Student group met the annual academic growth expectations on the Mathematics PSSA.
Science PSSA	The All Student group met the annual academic growth expectations on the Science PSSA.

Challenges

Indicator	Comments/Notable Observations
English Language Arts PSSA	51.6% of students were proficient or advanced on the ELA PSSA. This is below the statewide average of 53.9% and the statewide goal for 2033 (81.1%).
Mathematics PSSA	46.5% of students were proficient or advanced in the Mathematics PSSA. This is below the statewide goal for 2033 (71.8).
Science PSSA	The number students scoring Proficient or Advanced decreased from the previous school year, but remains above the statewide average. The amount of dedicated instructional time for Science was decreased to allow more time for ELA and Math instruction.
ELA MAP Assessment	28% of learners did not meet the achievement goal on the ELA MAP assessment.

Math MAP Assessment	26% of learners did not meet the achievement goal on the ELA MAP assessment.
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Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator English Language Arts PSSA Achievement ESSA Student Subgroups Combined Ethnicity, Hispanic, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Subgroups including Hispanic, Combined Ethnicities, Students with Disabilities, and Economically Disadvantaged students increased performance on the ELA assessment.
Indicator Mathematics PSSA ESSA Student Subgroups Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Subgroups including Combined Ethnicities, White, Students with Disabilities, and Economically Disadvantaged students increased performance on the Mathematics assessment.
Indicator English Language Arts PSSA ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 87% of students with disabilities exceeded the standard for demonstrating growth on the English Language Arts PSSA.
Indicator English Language Arts PSSA ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 79% of Economically Disadvantaged students met the standard for demonstrating growth on the English Language Arts PSSA.
Indicator Mathematics PSSA ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 87% of Students with Disabilities exceeded the standard for demonstrating growth on the Mathematics PSSA.
Indicator Science PSSA ESSA Student Subgroups White	Comments/Notable Observations 85% of White students exceeded the standard for demonstrating growth on the Science PSSA.
Indicator English Language Arts PSSA ESSA Student Subgroups	Comments/Notable Observations 56.5% of white students in 3rd grade scored Proficient/Advanced which is an increase from the previous school year.

White	
Indicator English Language Arts PSSA ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 45% of Economically Disadvantaged students in 4th grade scored Proficient/Advanced, which is an increase from the previous school year.
Indicator English Language Arts PSSA ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 38.5% of Students with Disabilities in 3rd grade scored Proficient/Advanced, which is an increase from the previous school year.
Indicator Mathematics PSSA ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations An increased percentage of Students with Disabilities in 3rd grade Proficient/Advanced on their Mathematics assessment.
Indicator Mathematics PSSA ESSA Student Subgroups Combined Ethnicity, Hispanic, White	Comments/Notable Observations 40.7% of White students in 6th grade scored Proficient/Advanced on their Mathematics assessment, which is an increase from the previous school year.
Indicator Mathematics PSSA ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 39% of Economically Disadvantaged students in 5th grade scored Proficient/Advanced on their Mathematics assessment, which is an increase from the previous school year.
Indicator Math Map Assessment ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations 87% of Kindergarten learners in all applicable subgroups met the achievement goal on the Math MAP assessment at the end of the school year. 93% of the same learners met the growth goal on this assessment.
Indicator Math MAP Assessment ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners,	Comments/Notable Observations 41% of Sixth grade learners in all applicable subgroups met the achievement goal on the Math MAP assessment at the end of the school year.

Students with Disabilities	
Indicator ELA MAP Assessment ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations 81% of First Grade students in all applicable subgroups met or exceeded the growth goal on the ELA MAP assessment at the end of the school year.

Challenges

Indicator English Language Arts PSSA ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 78% of Students with Disabilities were Basic/Below Basic on the English Language Arts assessment.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Mathematics PSSA ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 84% of Students with Disabilities were Basic/Below Basic on the Mathematics assessment.
Indicator Science PSSA ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations In 4th Grade, 69% of Economically Disadvantaged students met the growth expectation on the Science assessment. This is 15% lower than the previous year.
Indicator Fifth Grade English Language Arts PSSA ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations There has been a marked decline in Fifth Grade ELA PSSA scores for all subgroups from the 22/23 school year to the 24/25 school year.
Indicator English Language Arts Fourth Grade ESSA Student Subgroups	Comments/Notable Observations A decline in Fourth Grade ELA PSSA scores for all subgroups was noted from the 23/24 school year to the 24/25 school year.

African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	
Indicator Science ESSA Student Subgroups Hawaiian Native/Pacific Islander, Hispanic, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations An increased percentage of students in 4th grade in the subgroups of Economically Disadvantaged, Hispanic, and White scored Basic/Below Basic on their Mathematics assessment which is an increase from the previous school year.

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
ELA MAP Assessment - 74% of learners in grades K-6 met or exceeded the growth projection on the end of year ELA MAP assessment.
Mathematics - The All Student group increased performance from the previous school year.
Mathematics PSSA - The All Student group met the annual academic growth expectations on the Mathematics PSSA.
Math MAP Assessment - 41% of Sixth grade learners in all applicable subgroups met the achievement goal on the Math MAP assessment at the end of the school year.

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 achievement remains below the statewide goal of 71.8%.
English Language Arts - Grade 3, 4, 5, 6 achievement remains below the statewide goal of 81.1%.
School-wide, 51.6% of all students are Proficient/Advanced on their English Language assessment, which is below the statewide average of 53.9%.
School-wide, 44% of all students are Proficient/Advanced on their Mathematics assessment, this is above the statewide average of 38% and but doesn't meet the the 2033 statewide goal of 71%.
82% of students in 4th grade scored Proficient or Advanced on the Science assessment, which is decreased from the previous school year, but remains above the statewide average.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
mClass Data - Kindergarten	24% of learners were at or above Benchmark at the beginning of the 2024 - 2025 school year. At the end of the school year, 75% of learners were at or above Benchmark.
mClass Data - First Grade	34% of learners were at or above Benchmark at the beginning of the 2024-2025 school year. At the end of the school year, 66% of learners were at or above Benchmark.
NWEA Map ELA Assessment	72% of learners in grades K-6 scored above the 41%ile at the end of the school year on their Math MAP assessment.
mClass Data - Sixth Grade	24% of learners were above Benchmark at the beginning of the 2024 - 2025 school year. At the end of the school year, 40% of learners were above Benchmark.
NWEA Map ELA Assessment	74% of learners in grades K-6 met or exceeded the growth projection on the end of year ELA MAP assessm

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

Continued use of high quality Reading intervention systems to target instruction to learners' individual academic needs - currently in year 3 of implementation.
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.

Mathematics

Data	Comments/Notable Observations
Acadience Math	Kindergarten, First, Third, Fifth, and Sixth grades showed an increase in the percentage of students scoring at or

	above benchmark in their composite score.
NWEA MAP Math Assessment	74% of learners in grades K-6 scored above the 41%ile at the end of the school year on their Math MAP assessment.
NWEA MAP Math Assessment	83% of learners in grades K-6 met or exceeded the growth projection on the end of year Math MAP assessment
Acadience Math	Third grade students increased from 53% of students at or above benchmark at the beginning of the year to 81% of students at or above benchmark at the end of the year.
Acadience Math	Fifth grade students showed an increase of 21% of students at benchmark from the beginning of the year to the end of the year.

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

Continued use of high quality Mathematics intervention systems to target instruction to learners' individual academic needs - currently in year 3 of implementation.
Systematic assessment for identifying math fluency needs.
Scheduling Title 1 paraprofessionals to support learners with the greatest needs.
Limited time for Tier 2 Math interventions.

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.
2024 PSSA Science data	82% of fourth graders were proficient or advanced. This is above the state average of 59%.

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.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness Activities	All students met the benchmark for Career Readiness for the 2023 - 2024 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 completes activities which support career readiness with all students .
Content area teachers provided lessons and activities which support career readiness.
Virtual and in-person 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 opportunities.

When students move into our building late in the school year, it can be difficult to compile the needed artifacts if their previous school has not shared any artifacts.

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
87% of students with an IEPs for ELA met or exceeded the growth goal.	This is a 5% increase from the previous year.
16% of students with an IEP for math were proficient or advanced.	This is an 8% increase from the previous year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
46.4% of students who are economically disadvantaged scored proficient or advanced on ELA PSSA.	The percentage of economically disadvantaged learners who scored proficient or advance on ELA PSSA is trending upward.
21.7% of students who are economically	Over the course of 4 years, we've seen the percentage of student scoring proficient or

disadvantaged scored proficient or advanced on Math PSSA.	advanced in this subgroup increase by more than 15%. These scores are higher than preCOVID years.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	53.8% of hispanic students were proficient or advanced on ELA PSSA. This is a 15% increase from the previous year.
Hispanic	25.9% of Hispanic students were proficient or advanced on Math PSSA. This is a slight decrease from the previous year
Hispanic	3.7% of Hispanic learners were advanced in math, compared to 11.6% in the All Student group.

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.

Provisional WIDA scores indicate that ELLs are making progress in learning English.
There is an increase in the percentage of students with IEPs scoring proficient or advanced on ELA and Math PSSAs.
The percentage of Hispanic learners scoring Proficient or Advanced increased by 15%.
In the building schedule, each grade level has dedicated time for intervention and enrichment.

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.

Hispanic learners receive additional support in ELA from our English Language Development teacher. We do not have this level of support for Math.
Our schedule does not allow sufficient time for math vocabulary development.

Providing dedicated WIN times has been positive for adding additional support and enrichment for students, but creating this time shortened the amount of time available for Core instruction.

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
ELA MAP Assessment - 74% of learners in grades K-6 met or exceeded the growth projection on the end of year ELA MAP assessment.	True
English Language Arts - The All Student group increased performance from the previous school year.	False
Mathematics - The All Student group increased performance from the previous school year.	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
Attendance	True
Provisional WIDA scores indicate that ELLs are making progress in learning English.	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 completes activities which support career readiness with all students .	True
Content area teachers provided lessons and activities which support career readiness.	False
Virtual and in-person field experiences are provided to students which enhance their understanding of career opportunities.	False
The percentage of Hispanic learners scoring Proficient or Advanced increased by 15%.	False
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
Mathematics PSSA - The All Student group met the annual academic growth expectations on the Mathematics PSSA.	False
Math MAP Assessment - 41% of Sixth grade learners in all applicable subgroups met the achievement goal on the Math MAP assessment at the end of the school year.	False
There is an increase in the percentage of students with IEPs scoring proficient or advanced on ELA and Math	False

PSSAs.	
In the building schedule, each grade level has dedicated time for intervention and enrichment.	False
Fostering high expectations for all	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
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
School-wide, 51.6% of all students are Proficient/Advanced on their English Language assessment, which is below the statewide average of 53.9%.	True
82% of students in 4th grade scored Proficient or Advanced on the Science assessment, which is decreased from the previous school year, but remains above the statewide average.	False
School-wide, 44% of all students are Proficient/Advanced on their Mathematics assessment, this is above the statewide average of 38% and but doesn't meet the the 2033 statewide goal of 71%.	True
77% of students in 4th grade scored Proficient or Advanced on the Science assessment, which is decreased from the previous school year, but remains above the statewide average.	False
Mathematics - Grade 3, 4, 5, and 6 achievement remains below the statewide goal of 71.8%.	False
English Language Arts - Grade 3, 4, 5, 6 achievement remains below the statewide goal of 81.1%.	False
Continued use of high quality Reading intervention systems to target instruction to learners' individual academic needs - currently in year 3 of implementation.	True
When students move into our building late in the school year, it can be difficult to compile the needed artifacts if their previous school has not shared any artifacts.	False
Hispanic learners receive additional support in ELA from our English Language Development teacher. We do not have this level of support for Math.	False
Our schedule does not allow sufficient time for math vocabulary development.	False
Providing dedicated WIN times has been positive for adding additional support and enrichment for students, but creating this time shortened the amount of time available for Core instruction.	False

Providing additional dedicated time to meet students' at their individual academic levels.	False
Continued use of high quality Mathematics intervention systems to target instruction to learners' individual academic needs - currently in year 3 of implementation.	True
Systematic assessment for identifying math fluency needs.	True
Timely feedback on instructional strategies	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
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
Limited time for Tier 2 Math interventions.	False
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
Increased family engagement	True
Implement evidence-based strategies to engage families to support learning	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
School-wide, 51.6% of all students are Proficient/Advanced on their English Language assessment, which is below the statewide average of 53.9%.	Implementing a new intervention program for 5th and 6th grade students to support fluency and comprehension needs.	True
School-wide, 44% of all students are Proficient/Advanced on their Mathematics assessment, this is above the statewide average of 38% and but doesn't meet the the 2033 statewide goal of 71%.	Implementation of mClass math will provide more targeted review and practice for Tier 2 students.	False
Continued use of high quality Mathematics intervention systems to target instruction to learners' individual academic needs - currently in year 3 of implementation.	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.	False
Systematic assessment for identifying math fluency needs.	Implementing mClass math and mClass Boost.	True
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
Increased family engagement	Families become more invested in their child's education if they feel like they are part of the school community	True
Continued use of high quality Reading intervention systems to target instruction to learners' individual academic needs - currently in year 3 of implementation.	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.	False
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

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

ELA MAP Assessment - 74% of learners in grades K-6 met or exceeded the growth projection on the end of year ELA MAP assessment.	Growth projections continue to increase with the use of a consistent core ELA resource and dedicated WIN time.
Attendance	A welcoming and supportive school community created through our PBIS program leads to students wanting to be at school.
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 completes activities which support career readiness with all students .	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
	Continued use of a consistent core resource and high quality Tier 2 and Tier 3 interventions will help to increase the number of students scoring Proficient/Advanced on their ELA assessment.
	Implement mClass math to identify areas of specific needs for individual students. Students will use mClass Boost to review and practice skills. Tier 2 intervention lessons will target areas of student need.
	Increase attendance at Family events such as conferences and literacy and math nights by 10%. Encourage participation in school wide events such as the Reading Challenge and the Summer Bridge Challenge.

Goal Setting

Priority: Increase attendance at Family events such as conferences and literacy and math nights by 10%. Encourage participation in school wide events such as the Reading Challenge and the Summer Bridge Challenge.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
Family engagement participation increase by 10%			
Measurable Goal Nickname (35 Character Max)			
Parent and Family Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Participation in family events including Sneak a Peek, Read Under the Lights, and Fall Family Fun Night.	Participation in family events including Parent Teacher Conferences	Participation in family events including Winter Family Fun Night and Parent Teacher Conferences.	Participation in family events including Family Math Night and Spring Family events.

Priority: Continued use of a consistent core resource and high quality Tier 2 and Tier 3 interventions will help to increase the number of students scoring Proficient/Advanced on their ELA assessment.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
The percentage of students scoring Proficient/Advanced on the English Language Arts PSSA will increase.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
High quality Tier 1 instruction will be provided to all students. Universal assessments will determine students needing additional support in English Language Arts.	High quality Tier 1 instruction will be provided to all students. Implementation of Tier 2 and Tier 3 interventions will supports needs identified through Universal Assessments.	High quality Tier 1 instruction will be provided to all students. Universal assessments will determine students needing additional support in English Language Arts. Implementation of Tier 2 and Tier 3 interventions will supports needs identified through Universal Assessments.	High quality Tier 1 instruction will be provided to all students. Implementation of Tier 2 and Tier 3 interventions will supports needs identified through Universal Assessments. End of year Universal Assessments will reflect the success of Tier 2 and Tier 3 interventions.

Priority: Implement mClass math to identify areas of specific needs for individual students. Students will use mClass Boost to review and practice skills. Tier 2 intervention lessons will target areas of student need.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Implement mClass math to identify areas of need and provide intervention.			
Measurable Goal Nickname (35 Character Max)			
Math Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Train staff to administer mClass math assessment and to use Boost Math. Universal assessments will determine students needing additional support in Math.	Use of Tier 2 mClass math interventions to support needs identified through Universal Assessments. Use of Boost math to support student needs.	Universal assessments will determine students needing additional support in Math. Use of Tier 2 mClass math interventions to support needs identified through Universal Assessments. Use of Boost math to support student needs.	Continued use of Tier 2 mClass math interventions to support needs identified through Universal Assessments. End of year Universal Assessments will reflect the success of Tier 2 mClass math interventions.

Action Plan

Measurable Goals

Parent and Family Engagement	ELA Goal
Math Goal	

Action Plan For: Targeted Instruction

Measurable Goals:
<ul style="list-style-type: none"> Implement mClass math to identify areas of need and provide intervention. The percentage of students scoring Proficient/Advanced on the English Language Arts PSSA will increase.

Action Step		Anticipated Start/Completion Date	
Evidence based interventions will be used for Reading and Math Instruction. Training on intervention programs will be provided for staff who have not previously implemented these programs.		2025-08-25	2026-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kayley Gates/MTSS Coordinator	Resources to complete trainings: virtual or in-person sessions.	Yes	
Action Step		Anticipated Start/Completion Date	
Students will complete Universal Screeners 3x throughout the year to determine need for academic support.		2025-08-25	2026-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kayley Gates/MTSS Coordinator	Technology to access mClass ELA, mClass Math, and MAP assessments;	No	
Action Step		Anticipated Start/Completion Date	
Data Review - Teachers, MTSS interventionists, and Administration will review data and use data and PV Decision Rules to determine student needs and create targeted instructional groups. Data will be reviewed every 6 weeks based on Progress Monitoring data and Universal Assessments.		2025-09-15	2025-09-26

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers Kayley Gates/MTSS Coordinator Kristen Holler/MTSS Interventionist Sheri McGowan/Principal	Data from Universal Assessments PV Decision Rules Progress Monitoring Data	No	
Action Step		Anticipated Start/Completion Date	
Bi-weekly Progress Monitoring and completion of mid-year Universal Assessments. Groups will be adjusted based on data collected and student needs identified by data.		2025-10-10	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Interventionist + trained Paraprofessionals Kayley Gates/MTSS Coordinator	Materials needed for Progress Monitoring and Universal Screeners	No	
Action Step		Anticipated Start/Completion Date	
Targeted instructional groups will occur daily in every grade level for Reading and Math. Groups will be based on needs determined by bi-weekly data collection and Universal Screeners. Regrouping will occur every 6 weeks based on data and student needs.		2025-09-29	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Interventionist + trained Paraprofessionals Classroom Teachers Kayley Gates/MTSS coordinator	MTSS Interventionists (\$301,754) and Paraprofessional staffing (\$83,900) to conduct services	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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 Teacher, Para-professionals and Classroom Teachers. Data will be reviewed by Classroom teachers, MTSS Interventionist, MTSS Coordinator, and Administration every 6 weeks to determine the effectiveness of the program being delivered.

Action Plan For: Parent and Family Engagement

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

Action Step		Anticipated Start/Completion Date	
Communication with families using Class Dojo and collaboration with Factory Advocate services to work closely with learners and families with challenges.		2025-08-04	2026-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sheri McGowan/Principal Classroom Teachers School Staff	Training on Class Dojo - as needed, Factory Advocate services	Yes	
Action Step		Anticipated Start/Completion Date	
Family engagement will increase through communication and attendance at school-related events.		2025-08-13	2026-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sheri McGowan/Principal Kayley Gates/Dean of Students Salisbury PBIS Committee	Survey to families to determine how we can best support them this school year and what types of events their family would participate in. Infographics to share information about upcoming events. Food and supplies for Family Nights and parent training sessions. \$2800	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Family engagement will increase. Attendance at school events (Parent Teacher conferences, family events, training sessions) will increase.	Monitor attendance at events; Review expectation of teachers communicating with families weekly on Class Dojo; use of home/school communication folders on a daily or weekly basis - depending on classroom teacher preference.

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
Other Expenditures	<ul style="list-style-type: none"> Parent and Family Engagement 	Supplies and resources for the Salisbury's parent engagement events.	\$2800
Instruction	<ul style="list-style-type: none"> Targeted Instruction 	Salary and Benefits for the MTSS Tier III Intervention instructional staff.	\$301754
Instruction	<ul style="list-style-type: none"> Targeted Instruction 	STS - MTSS Tier III Paraeducator support compensation	83,900
Total Expenditures			83