

SALISBURY EL SCH

422 School Lane Rd

Schoolwide Title 1 School Plan | 2022 - 2023

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
Karla Neff	Elementary Advocate	The Factory	karla@thefactoryministries.com
Rich Eby	Assistant Superintendent	Pequea Valley School District	rich_eby@pequeavalley.org
Erik Orndorff	Superintendent	Pequea Valley School District	erik_orndorff@pequeavalley.org
Cathy Koenig	Director of Student Services	Pequea Valley School District	cathy_koenig@pequeavalley.org
Nathan Bushnell	Teacher	Salisbury Elementary School	nate_bushnell@pequeavalley.org
Angela DeBalko	Teacher	Salisbury Elementary School	angela_debalko@pequeavalley.org
Kaitlyn Healy	Parent	Salisbury Elementary School	Kaityh2006@gmail.com
Amanda Buzzard	Parent	Salisbury Elementary School	abuzzard1121@gmail.com
Deb Shivery	Paraprofessional	Salisbury Elementary School	deb_shivery@pequeavalley.org
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
Micah Lehman	Community Member	Factory Services	micah@thefactoryministries.com

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."

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Implementation of a cohesive resource for ELA instruction K-6.	Yes
Dedicated team of educators to focus on MTSS implementation.	Yes
Dedicated team time for grade level planning of ELA instruction.	Yes
Opportunities for students to be grouped for skills instruction based on academic levels.	No
43% of economically disadvantaged students scored Proficient or Advanced on the ELA PSSA.	No
Students are introduced to STEM topics and concepts at a developmentally appropriate pace.	Yes
Collaboration between the STEM facilitator and classroom teachers to support cross-curricular instruction.	No
Attendance	Yes
Mathematics - All Student Group met the standard for demonstrating growth on the Mathematics PSSA.	No
Dedicated team time for grade level planning of Mathematics instruction.	Yes
Opportunities for students to be grouped for Math instruction based on academic levels.	No
The school counselor pushes into classrooms to complete activities which support career readiness.	Yes
Content area teachers provided lessons and activities which support career readiness.	No
Virtual field experiences are provided to students which enhance their understanding of career opportunities.	No
Fostering high expectations for all	Yes
Dedicated team of educators to focus on MTSS implementation.	Yes
Implementation of a cohesive resource for Math instruction K-6.	Yes
English Language Arts - All Student Group met the standard for demonstrating growth on the ELA PSSA.	No

40% of students with an IEP were Proficient or Advanced in the Science PSSA.	No
Provisional WIDA scores indicate that ELLs are making progress in learning English.	No
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Yes
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Yes
Identify and address individual student learning need	Yes

Challenges

Challenge	Consideration In Plan
Mathematics - Grade 3, 4, 5, and 6	Yes
English Language Arts - Grade 3, 4, 5, 6	Yes
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.	No
Scheduling Title 1 paraprofessionals to support learners with the greatest needs.	Yes
Continued implementation of a multi-tiered system of support for academics and behavior.	No
Timely feedback on instructional strategies	Yes
Increased family engagement	Yes
Increase in number of students scoring at or above benchmark in mClass measures would increase the number of students who score proficient and/or advanced on state assessments.	No
Scheduling Title 1 paraprofessionals to support learners with the greatest needs.	Yes
A large % of students in all groups above scored Basic or Below Basic on the Math PSSA.	Yes

Additional time dedicated to science and STEM would benefit our students.	No
Providing additional dedicated time to meet students at their individual academic levels.	Yes
A large % of students in all groups above scored Basic or Below Basic on the ELA PSSA.	Yes
Implement evidence-based strategies to engage families to support learning	No

Most Notable Observations/Patterns

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

Strengths

Strength	Discussion Points
Implementation of a cohesive resource for ELA instruction K-6.	CKLA will be used with integrity in all grade levels K-6.
Dedicated team of educators to focus on MTSS implementation.	ELA and Math chairperson will oversee MTSS interventionists in supporting learners in Math and ELA.
Dedicated team time for grade level planning of ELA instruction.	Building schedule is purposely built so grade level teams have parallel planning times; Grade bands also have common planning time on a daily basis - this is purposeful for collaboration.
Students are introduced to STEM topics and concepts at a developmentally appropriate pace.	Family STEM events
Attendance	Attendance has been a focus the past few years; we have worked to help parents understand the attendance policy; social workers are involved to help families with needs;
Dedicated team time for grade level planning of Mathematics instruction.	Building schedule is purposely built so grade level teams have parallel planning times; Grade bands also have common planning time on a daily basis - this is purposeful for collaboration.
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.
Implementation of a cohesive resource for Math instruction K-6.	Eureka Math Squared will be used with integrity in all grade levels K-6.
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 need	Use of data to make informed decisions regarding programming for individual students.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Mathematics - Grade 3, 4, 5, and 6	Continued use of Eureka Math K-6 with tiered supports for learners with academic needs.	Yes	The use of a cohesive research-based Math program in Kindergarten-Grade 6 will create consistency in all classrooms.
English Language Arts - Grade 3, 4, 5, 6	Implementation of CKLA for grades K-6 with a focus on pacing and rigor.	Yes	The use of a cohesive research-based ELA program in Kindergarten-Grade 6 will create consistency in all classrooms.
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.	No	
Timely feedback on instructional strategies	Increase walk throughs and provide written feedback to facilitators after each walk through; dedicate time to reflect on instructional strategies with individual teachers;	Yes	Building and district administrators will use a systemic approach for supervision of teachers. This system will include feedback of strategies observed during formal and informal observations.
Increased family engagement	Families become more invested in their child's education if they feel like they are part of the school community	No	

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.	No	
A large % of students in all groups above scored Basic or Below Basic on the Math PSSA.	Use of research-based programming taught with integrity by highly qualified teacher and use of intervention strategies to support student needs.	No	
Providing additional dedicated time to meet students at their individual academic levels.	Implementation of Tier 2 enrichment and intervention time and Tier 3 intervention time daily.	Yes	Additional of school-wide Enrichment and Intervention time daily.
A large % of students in all groups above scored Basic or Below Basic on the ELA PSSA.	Use of research-based programming taught with integrity by highly qualified teacher and use of intervention strategies to support student needs.	No	

Goal Setting

Priority: The use of a cohesive research-based Math program in Kindergarten-Grade 6 will create consistency in all classrooms.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	Implementation of Eureka Math Squared in all classrooms Kindergarten-Grade 6 will create consistency in Mathematics instruction. Teachers will receive ongoing Professional Development on best practices in Mathematics instruction. Teachers and Interventionists will collaborate with IU 13 staff to ensure high-quality strategies of instruction are being utilized. 80% of learners showing growth	100% Eureka Math Squared Implementation	Classroom teachers will utilize the Eureka Math Squared curriculum daily. Rigorous pacing will be upheld as indicated by the resource. Assessments will be used to determine need for intervention. Teachers will use district guide to determine the need for enrichment in mathematics. A universal screener will be used to determine individual students' needs. Classroom teachers will review data from the previous school year for additional information on students' math abilities.	Classroom teachers will utilize the Eureka Math Squared curriculum daily. Rigorous pacing will be upheld as indicated by the resource. Assessments will be used to determine need for intervention. Teachers will use district guide to determine the need for enrichment in mathematics. Classroom teachers, MTSS teachers, and administration will meet monthly to review data and pacing.	Classroom teachers will utilize the Eureka Math Squared curriculum daily. Rigorous pacing will be upheld as indicated by the resource. Assessments will be used to determine need for intervention. Teachers will use district guide to determine the need for enrichment in mathematics. A universal screener will be used to determine individual students' needs. Classroom teachers, MTSS teachers, and administration will meet monthly to review data and pacing. (60%)	Classroom teachers will utilize the Eureka Math Squared curriculum daily. Rigorous pacing will be upheld as indicated by the resource. Assessments will be used to determine need for intervention. Teachers will use district guide to determine the need for enrichment in mathematics. A universal screener will be used to determine individual students' needs. Classroom teachers, MTSS teachers, and administration will meet monthly to review data and pacing. (80%)

Priority: The use of a cohesive research-based ELA program in Kindergarten-Grade 6 will create consistency in all classrooms.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	Implementation of CKLA in all classrooms Kindergarten-Grade 6 will create consistency in Language Arts instruction. Teachers will receive ongoing Professional Development on best practices in Language Arts instruction. Teachers and Interventionists will collaborate with IU 13 staff to ensure high-quality strategies of instruction are being utilized. 80% of learners will meet their MAP growth.	100% CKLA Implementation	Universal Assessments to collect data; Implementation of CKLA resources with targeted intervention based on student need;	Implementation of CKLA resources with targeted intervention based on student need; Use of Universal Assessments to determine student achievement and academic needs; (40%)	Implementation of CKLA resources with targeted intervention based on student need; (60%)	Implementation of CKLA resources with targeted intervention based on student need; Use of Universal Assessments to determine student achievement and academic needs for next school year; (80%)

Priority: Building and district administrators will use a systemic approach for supervision of teachers. This system will include feedback of strategies observed during formal and informal observations.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 1: Focus on Continuous Improvement of Instruction	We will use the Frontline Evaluation System with Professional Teaching Staff. Consistent use of this system with fidelity will allow administrators to provide feedback to teachers which will assist in improvement of instruction.	Evaluation - Qualitative feedback viewing as purposeful	Review of Supervision methods with teachers. Explanation of walk-through focus areas for the school year.	Continued use of walkthroughs and observations to create opportunities for reflective conversations regarding high quality instruction. Review of pacing and use of data to guide instructional decisions with teachers.	Continued use of walkthroughs and observations to create opportunities for reflective conversations regarding high quality instruction. Review of pacing and use of data to guide instructional decisions with teachers	End of year discussions with all teachers will review individual performance. Opportunities for teachers to identify strengths and areas for continued improvement.

Priority: Additional of school-wide Enrichment and Intervention time daily.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	A school-wide enrichment and intervention period will be added to the daily schedule. During this time, school staff will support homeroom teachers with enrichment and intervention activities for all students. Teachers and Interventionists will collaborate with IU 13 staff to ensure high-quality strategies of instruction are being utilized during this time each day.	Enrichment and Intervention - 80% of Tier III learners show growth on NWEA MAP/mClass composite EOY / 70% of 3rd graders proficient on PSSA.	Implementation of enrichment and intervention period will include explanation to staff regarding expectations of this period. Professional learning opportunities through CKLA for teachers. Training provided via IU13 consultants to teachers and paraprofessional staff. Use of universal assessments to help determine needs.	Use of enrichment and intervention time daily to provide students with differentiated instruction to support their needs. Data analysis by classroom teachers, MTSS teachers, and administration to review the effectiveness of the enrichment and interventions being provided to students. Use of universal assessments and progress monitoring to help determine needs.	Use of enrichment and intervention time daily to provide students with differentiated instruction to support their needs. Data analysis by classroom teachers, MTSS teachers, and administration to review the effectiveness of the enrichment and interventions being provided to students. Use of universal assessments and progress monitoring to help determine needs.	Review of data to determine effectiveness of enrichment and interventions being provided to students. Review of class-wide data to determine continued areas of need.

Action Plan

Action Plan for: High Quality Teaching and Instruction

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Evaluation - Qualitative feedback viewing as purposeful 		Teachers will reflect on instructional strategies and utilize strategies that have the potential to have a positive impact on and accelerate student achievement. Teachers will facilitate instruction in Math and ELA while utilizing programs with integrity.		After walkthroughs and evaluations, the teacher and principal will meet to discuss instructional strategies and the potential impact on student achievement.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Use of Frontline Evaluation System with professional teaching staff. Consistent use of this system with fidelity will allow administrators to provide feedback to teachers which will assist in the improvement of instruction.	08/23/2022	05/31/2023	Sheri McGowan/Principal	Frontline evaluation tool Implementation Guidelines for Eureka Math Squared and CKLA.	No

Action Plan for: High Quality Teaching and Instruction

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> 100% CKLA Implementation 		Students will be proficient in grade-level ELA expectations and standards.		Use of assessments provided with CKLA as well as teacher-created assessments; Universal assessments 3x per year to determine student growth and needs; Monthly grade level meetings to discuss student growth, pacing, and needs.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Use of CKLA for ELA instruction with an emphasis on pacing and providing rigorous instruction in all three tiers of the MTSS framework.	08/23/2022	05/31/2023	Sheri McGowan/Principal Jennifer Gilman/ELA Chairperson	CKLA Resources Professional Development Sessions Six Title I funded para professionals (\$129,084.48) for push-in tier II E/I and tier III WIN time support. Two Title I funded professional teacher interventionists (\$255,226.00) for Tier III pull-out intervention.	Yes
Collaboration with IU 13 for training focused on using Paraprofessionals effectively in the classroom. Ongoing coaching will be available from IU consultants.	08/17/2022	05/31/2023	Rich Eby/Assistant Superintendent	IU Consultants Ongoing collaboration	Yes

Action Plan for: High Quality Teaching and Instruction

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> 100% Eureka Math Squared Implementation 		Students will be proficient in grade-level Math expectations and standards.		Use of assessments provided with Eureka Math Squared as well as teacher-created assessments; Universal assessments 3x per year to determine student growth and needs; Monthly grade level meetings to discuss student growth, pacing, and needs.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Use of Eureka Math Squared for Math instruction with an emphasis on pacing and providing rigorous instruction.	08/23/2022	05/31/2023	Sheri McGowan/Principal Kayley Gates/Math Chairperson	Eureka Math Squared Resources Professional Development Sessions	Yes

Action Plan for: High Quality Teaching and Instruction

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Enrichment and Intervention - 80% of Tier III learners show growth on NWEA MAP/mClass composite EOY / 70% of 3rd graders proficient on PSSA. 		Targeted interventions will assist students in their acquisition of grade level expectations; Enrichment opportunities will introduce learners to topics and learning that is above their grade level.		Use of assessments provided with Enrichment and Intervention programs, as well as teacher-created assessments; Universal assessments 3x per year to determine student growth and needs; Data from online resources used for enrichment and intervention Monthly grade level meetings to discuss student growth, pacing, and needs.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Implementation of a daily school-wide Enrichment and Intervention period.	08/23/2022	05/31/2023	Sheri McGowan/Principal	Enrichment and Intervention material Professional Development on resources Six Paraprofessionals (\$129,084.48) and the two professional educator MTSS interventionists staff (\$255,226.00) funded by Title I will be instrumental in implementation	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
High Quality Teaching and Instruction	<ul style="list-style-type: none">• Use of CKLA for ELA instruction with an emphasis on pacing and providing rigorous instruction in all three tiers of the MTSS framework.• Collaboration with IU 13 for training focused on using Paraprofessionals effectively in the classroom. Ongoing coaching will be available from IU consultants.
High Quality Teaching and Instruction	<ul style="list-style-type: none">• Use of Eureka Math Squared for Math instruction with an emphasis on pacing and providing rigorous instruction.
High Quality Teaching and Instruction	<ul style="list-style-type: none">• Implementation of a daily school-wide Enrichment and Intervention period.

Professional Development Activities

ELA and Math Ongoing Professional Learning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Use of CKLA for ELA instruction with an emphasis on pacing and providing rigorous instruction in all three tiers of the MTSS framework. 	Classroom teachers Special Education Teachers	Writing Intervention Toolkit	Successful implementation of the writing component of the program and use of the Intervention Toolkit during Enrichment/Intervention period. Implementation of CKLA with integrity. Appropriate pacing in instructional programs to ensure sufficient grade-level content is covered throughout the school year.	Sheri McGowan/Principal	08/17/2022	05/31/2023

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Two days	<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 	Language and Literacy Acquisition for All Students
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing		

Math - Ongoing Professional Learning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Use of Eureka Math Squared for Math instruction with an emphasis on pacing and providing rigorous instruction. 	Classroom teachers Special Education teachers	Online Professional learning resources for Eureka Math Squared	Implementation of Eureka Math Squared with integrity. Appropriate pacing in instructional programs to ensure sufficient grade-level content is covered throughout the school year.	Sheri McGowan/Principal	08/23/2022	05/31/2023

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Ongoing, as needed	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing		

Using Paraprofessionals to Support Student Success

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implementation of a daily school-wide Enrichment and Intervention period. 	Classroom teachers Special Education teachers Paraprofessionals	How to most effectively use paraprofessionals in the classroom to support student success.	Paraprofessionals will be utilized in all classrooms to support student success.	Sheri McGowan/Principal	08/16/2022	05/31/2023

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 day		
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing coaching provided by IU13		