

Saluda Elementary School



School Improvement – 2026-2027 School Year

Goal #1

By the end of the 2026–2027 school year, at least 80% of students in grades K–2 will demonstrate proficiency in mathematics as measured by the mCLASS Math Composite Score, and at least 88% of students in grades 3–5 will demonstrate proficiency on the End-of-Grade Mathematics Assessment.

Action Steps

- ☐ Maintain a master schedule that provides a minimum 80-minute daily mathematics block for all grade levels.
- ☐ Implement a schoolwide 2026-2027 Professional Development Plan (PDP) goal focused on spiral review to reinforce previously taught mathematical concepts.
- ☐ Provide a dedicated 30-minute daily small-group mathematics block (a minimum of three times per week) to support differentiated instruction.
- ☐ Consistently implement research-based instructional practices, including the Concrete-Representational-Abstract (CRA) model and the use of math manipulatives to strengthen students' conceptual understanding.
- ☐ Submit a yearlong mathematics pacing guide from each grade level to the principal by August 7, 2026.
- ☐ Ensure mathematics instruction remains focused on grade-level standards. When enrichment is appropriate, instruction will deepen students' understanding of grade-level content rather than accelerating to standards from higher grade levels.
- ☐ Administer beginning-, middle-, and end-of-year mCLASS Math universal screeners and use the data to guide instructional planning, flexible grouping, and intervention decisions.
- ☐ Follow the district's mCLASS Math progress monitoring schedule with fidelity and use the data to adjust the intensity and frequency of classroom instruction and intervention based on student needs.
- ☐ Establish strategic mathematics intervention groups based on universal screening, progress monitoring, and classroom assessment data.
- ☐ Provide targeted mathematics intervention within the classroom through differentiated small-group instruction based on identified student needs.
- ☐ Engage actively in the MTSS problem-solving process to ensure students not responding to classroom interventions receive additional targeted, evidence-based support.
- ☐ Intentionally integrate A+ Essentials into mathematics instruction to increase student engagement and deepen understanding through arts integration.
- ☐ Participate in weekly grade-level collaborative meetings focused on standards, instruction, intervention, and assessment.
- ☐ Participate in mathematics MTSS meetings following each universal screening window, and more frequently as needed, with Mrs. Goforth and Ms. Stronach to analyze screening, progress monitoring, and classroom assessment data; identify students in need of additional support; evaluate the effectiveness of interventions; and collaboratively determine next instructional steps for students who are not responding adequately.

Goal #2

By the end of the 2026–2027 school year, at least 85% of students in grades K–2 will demonstrate reading proficiency as measured by the mCLASS Reading Composite Score, and at least 82% of students in grades 3–5 will demonstrate proficiency on the End-of-Grade English Language Arts Assessment.

Action Steps

- ☐ Maintain a master schedule that provides a minimum 90-minute uninterrupted English Language Arts (ELA) block for all grade levels.
- ☐ Implement a schoolwide 2026-2027 Professional Development Plan (PDP) goal for all K–4 classroom teachers, the EC teacher, and the Title I teacher focused on the implementation of UFLI Foundations as the school's phonics curriculum.
- ☐ Provide a dedicated 30-minute daily small-group literacy block (a minimum of three times per week) to support differentiated instruction.
- ☐ Utilize Arts & Letters as the core reading resource in all K–5 classrooms while honoring teachers' professional judgment to meet the instructional needs of their students.
- ☐ Utilize Geodes during K–2 small-group instruction to strengthen the connection between learning to read and reading to learn.
- ☐ Implement Heggerty during K–1 whole-group instruction, with support from the EC teacher as appropriate, to strengthen students' phonological awareness.
- ☐ Administer beginning- and middle-of-year literacy screeners and use the data to guide instructional planning, flexible grouping, and intervention decisions.
- ☐ Follow the district's progress monitoring schedule with fidelity and use the data to adjust the intensity and frequency of instruction and intervention based on student needs.
- ☐ Establish strategic student groups based on screening, progress monitoring, and classroom assessment data.
- ☐ Provide Tier III intensive reading intervention through the Title I teacher, with Tier II support provided as staffing and scheduling permit.
- ☐ Engage actively in the MTSS problem-solving process to ensure students not responding to Tier II interventions receive additional targeted, evidence-based support.
- ☐ Intentionally integrate A+ Essentials into literacy instruction to increase student engagement and deepen learning through arts integration.
- ☐ Participate in weekly grade-level collaborative meetings focused on standards, instruction, intervention, and assessment.
- ☐ Continue implementing the school's nightly reading expectation to strengthen reading fluency, build reading stamina, and promote family engagement in literacy.
- ☐ Participate in semester data review meetings with Ms. Benfield and Ms. Stronach to analyze observational, historical, and academic data and identify students in need of additional support.
- ☐ Participate in MTSS meetings every 6–8 weeks with Mrs. Goforth and Ms. Stronach to review student progress, evaluate interventions, and collaboratively problem-solve for students who are not demonstrating adequate growth.

GOAL #3

By May 2027, as measured by an end-of-year internal mock survey modeled after the Teacher Working Conditions Survey, 85% of staff will agree or strongly agree that Saluda Elementary is a safe and pleasant place to work.

Action Steps

- ☐ Protect teacher planning time by minimizing interruptions and using meetings intentionally to maximize collaboration and professional learning.
- ☐ Provide duty-free lunch for staff as often as possible based on daily coverage and staffing availability.
- ☐ Plan staff morale and appreciation activities throughout the year through the Social/Spirit Committee, including Spirit Weeks, Undercover Week, staff shoutouts, and appreciation events.
- ☐ Recognize staff regularly for their contributions through Leader of the Pack and other schoolwide recognition opportunities.
- ☐ Provide opportunities for staff members who attend professional learning to share key takeaways and effective practices with colleagues, fostering teacher leadership.
- ☐ Implement CharacterStrong as the school's social-emotional learning curriculum. Staff will participate in professional learning and implement the program to meet the needs of Saluda Elementary students.

- ☐ Provide biweekly classroom guidance lessons through the school counselor while maintaining a flexible schedule to ensure timely student support based on staff referrals.
- ☐ Incorporate regular classroom meetings to build positive relationships, strengthen classroom community, and support students' social-emotional well-being.
- ☐ Consistently implement the PAWS Matrix and proactive behavior supports while making appropriate classroom adjustments to meet individual student needs.
- ☐ Celebrate positive student leadership through Top Cat Awards, Fall and Spring Informances, and other opportunities that recognize student growth and achievement.
- ☐ Support student success by closely monitoring attendance and partnering with families and support staff to remove barriers to regular school attendance.
- ☐ Provide additional literacy support through after-school staff and Communities 4 Children (C4C) volunteers who work with students in small-group reading sessions.
- ☐ Build strong partnerships with families through Meet the Teacher, parent-teacher conferences, classroom volunteer opportunities, and ongoing communication.
- ☐ Maintain the school's commitment to supporting military-connected students and families through continued participation in the Purple Star Program.
- ☐ Conduct periodic Teacher Working Conditions (TWC) pulse surveys throughout the school year to monitor staff perceptions, identify areas for growth, and guide continuous improvement efforts.

School Improvement Team Meeting Dates

- Ongoing 2026 Summer Collaborative Work (Marshall, Richardson, Uhrich, Laurens, Jones, Wright, Stronach)

School Improvement Team Members

Team Members/Role

Michael Marshall, School Improvement Team Chair, Enrichment Representative

Michelle Richardson, Prek-2nd Grades Teacher Representative

Stephanie Uhrich, 3rd-5th Grades Teacher Representative

Cora Laurens, Support Specialist Representative

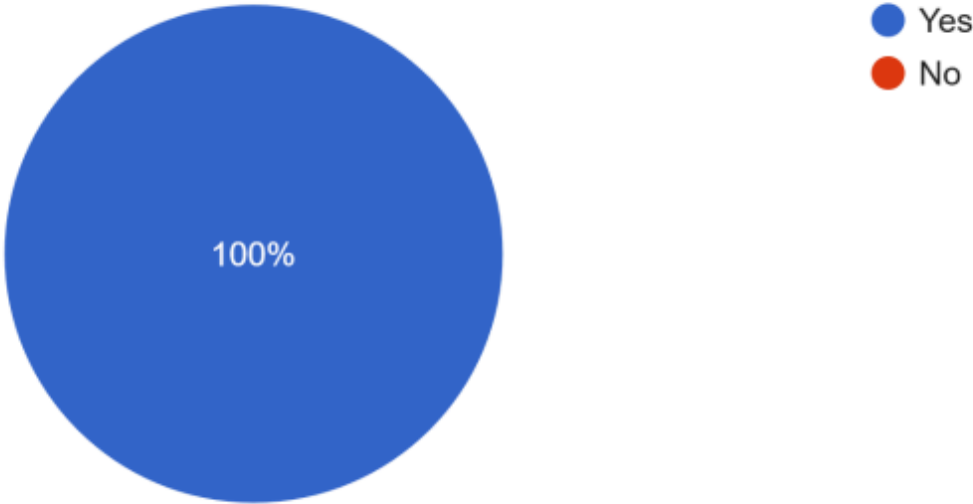
Harley Jones, Teacher Assistant Representative

Tonya Wright, Parent Representative

Erika Stronach, Principal

I approve of Saluda Elementary School's 2025-2026 School Improvement Plan.

17 responses



School Improvement Team Members	
Team Members/Role	Signature
Michael Marshall, School Improvement Team Chair, Enrichment Representative	
Michelle Richardson, Prek-2nd Grades Teacher Representative	
Stephanie Uhrich, 3rd-5th Grades Teacher Representative	
Cora Laurens, Support Specialist Representative	
Harley Jones, Teacher Assistant Representative	
Tonya Wright, Parent Representative	
Erika Stronach, Principal	