

**Ridgely
Elementary
School**



**School Improvement Plan
19-20 School Year**

RES Vision

- RES is a progressive community of learners collaboratively supporting each other through intentional planning in a risk-taking and trusting environment, leading to rigor, student autonomy, and mastery of content standards.

| TEAM | | |
|-------------------|--------------------------------|---------------------------------|
| Name | Job Title | Email |
| Lee Sutton | Principal | sutton.lee@ccpsstaff.org |
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| Nicole Walls | Kindergarten Teacher | walls.nicole@ccpsstaff.org |
| Danielle Jacobsen | Grade 1 Teacher | jacobsen.danielle@ccpsstaff.org |

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| Chelsey Bledsoe | Grade 2 Teacher | bledsoe.chelsey@ccpsstaff.org |
| Kim Brown | Grade 3 Teacher/Equity Liaison | brown.kimberly@ccpsstaff.org |
| Stephanie Shirkey | Grade 4 Teacher | shirkey.stephanie@ccpsstaff.org |
| Rebecca Weisman | Grade 5 Teacher | weisman.rebecca@ccpsstaff.org |
| Anna Buffenmyer | School Counselor | buffenmyer.anna@ccpsstaff.org |
| Erin Bonner | PE/Specialist | bonner.erin@ccpsstaff.org |
| Jameyra Finney | Instructional Assistant | finney@ccpsstaff.org |
| Melissa Wetzel | Parent/CAC Representative | missyw80@gmail.com |

| ANALYZE/ROOT CAUSE ANALYSIS | | |
|---|---|--|
| Data Source(s), Observations, and Data Trend Summary | Root Cause Analysis (Include supporting and impeding factors) | |
| | WHAT'S WORKING | WHAT'S NOT WORKING |
| MCAP Data - ELA | <ul style="list-style-type: none"> ❖ Mid-Cycle iReady data ❖ Grade-level specific ELA shared folders in Drive ❖ Common Core Companion resource ❖ Daily Tracking | <ul style="list-style-type: none"> ❖ Higher levels of thinking built in to regular classroom routines ❖ Curriculum is standards referenced ❖ Lessons are resource driven without the necessary teacher modifications ❖ Lessons are heavily teacher |

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| | <ul style="list-style-type: none"> ❖ Grade-Level planning ❖ iReady Teacher Toolbox ❖ iReady Writing ❖ More data points within i-ready 3-5 over the course of the year. ❖ E4L book study opportunities | <ul style="list-style-type: none"> centered ❖ Inconsistent implementation of E4L strategies ❖ Pacing of scope and sequence ❖ K-2 Core ELA Curriculum has gaps in phonics instruction ❖ Inconsistent use of data across grade levels. |
| MCAP Data - Math | <ul style="list-style-type: none"> ❖ Math website to guide planning and instruction ❖ Grade level planning ❖ Common Core Companion resource ❖ Tracking ❖ More data points available within iReady- 3-5 data points available for students during year ❖ Math workshop- spiraled practice and teacher micro interventions for Tier 2 ❖ E4L book study opportunities ❖ Use of instructional coaches for content and E4L ❖ Weekly Exemplar Instruction to support Reasoning and Modeling | <ul style="list-style-type: none"> ❖ Balance between independent practice and teaming/productive struggle ❖ Higher levels of thinking built in to classroom routines on a regular basis ❖ Common understanding of what qualifies as higher levels of thinking ❖ Connecting concepts to procedures on a regular basis ❖ Inconsistent use of data across teachers and grade levels |
| MISA Data | <ul style="list-style-type: none"> ❖ Departmentalization in grade 3 and 4 - Teachers can focus on the science curriculum ❖ Implement tracking data | <ul style="list-style-type: none"> ❖ Lack of data from the state in terms of breakdown of subgroups ❖ Lack of mid-cycle data - no benchmarking |

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| <p>ACCESS for EL Data</p> | <ul style="list-style-type: none"> ❖ Flexible scheduling and low EL Numbers - leads to intense one on one and small group ❖ Dedicated EL teacher and EL Assistant ❖ i-Pads and new materials via Title I EL Grant | <ul style="list-style-type: none"> ❖ EL personnel required to teach System 44 and Failure Free Intervention due to lack of staff resources ❖ Uneven exposure to E4L due to classroom placement ❖ Phonics proficiency in EL students lags behind other data groups |
| <p>C4I Walk Data</p> | <ul style="list-style-type: none"> ❖ Learning Targets and Success Criteria are accessible to students ❖ Target-Task Alignment ❖ Teachers tracking | <ul style="list-style-type: none"> ❖ Unbalanced time between teaching points and scaffolding tasks ❖ Inconsistent teaming in classrooms ❖ Students tracking students ❖ Frequency of rigorous tasks ❖ Higher level taxonomy built into classroom on a regular basis |
| <p>Discipline Data</p> | <ul style="list-style-type: none"> ❖ Safety Patrol Opportunity - motivation based incentive for 5th grade students ❖ Monthly review of discipline data as a PBIS team. ❖ Terrier Time ❖ Conscious Discipline in PreK ❖ Check In/Check Out for Tier II students ❖ Use of SAC Monitor for working with students on one-on-one basis ❖ Guidance Counselor meeting with students in small groups and one-on-one | <ul style="list-style-type: none"> ❖ Not all teachers using mental health social/emotional checks |

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| | <ul style="list-style-type: none"> ❖ Use of Restorative Practices ❖ For-all-seasons - 2 days a week | |
| Attendance Data | <ul style="list-style-type: none"> ❖ Monthly Attendance Incentives ❖ Guidance Counselor placing phone calls to flagged student ❖ SST meets for chronic attendance issues ❖ Data from Powerschool identifying at risk and chronic attendance students (monthly) ❖ Attendance Committee to track and intervene for at risk and chronic student | <ul style="list-style-type: none"> ❖ Method to gauge student emotional/mental health about school ❖ Need to implement and train more staff in mental health checks |
| Systems 44/Failure Free/Sunday | <ul style="list-style-type: none"> ❖ System 44 focus on Phonics ❖ Failure Free Reading ❖ Main way to target Tier III students | <ul style="list-style-type: none"> ❖ Time ❖ Human Resources ❖ Technology not always working correctly - takes time to fix ❖ Designated room/location for intervention classes |

| Academic Achievement 2018 - 2019 | | | | | | | | | | |
|-------------------------------------|---------------------|------------|--------------|-------------------------|--------------|-----------------|--------------------|-----------|--------------|------------------------------------|
| | All Students | SWD | White | African American | Asian | Hispanic | Two or More | EL | FARMS | Am. Indian or Alaska Native |

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|------------------|------|------|------|------|---------|------|------|----------|------|-----------|
| MCAP ELA 3-5 | 49.8 | 15.0 | 58.6 | 15.8 | 0.0 (1) | 21.1 | 35.3 | 0.0 (7) | 34.4 | 100.0 (1) |
| MCAP Math 3-5 | 48.8 | 20.0 | 59.3 | 21.1 | 0.0 (1) | 38.1 | 41.2 | 33.3 (9) | 32.9 | 100.0 (1) |

| Other Data Sources 2018 - 2019 | | | | | | | | | | |
|-----------------------------------|-------------------------------|------------------|--------------------|---------------------|---------|-------------------|----------------|-----|-------|--------------------------------------|
| | All Students | SWD | White | African American | Asian | Hispani c | Two or More | EL | FARMS | Am. Indian or Alaska Native |
| MISA | 34.1 | 0.0 | 43.5 | 10.0 | --- | 12.5 | 20.0 | --- | 19.4 | |
| | Total Referrals | Bus Referrals | Major Referrals | | | | | | | |
| Discipline | 64 | 35 | 29 | | | | | | | |
| | Overall Attendance K- 5 | Pre-k - 5 | Regular | At Risk | Chronic | Severe Chronic | | | | |
| Attendance - | 94.09% | 93.86% | 233 | 178 | 17 | 8 | | | | |

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| | <1.0 | 1.0-1.9 | 2.0-2.9 | 3.0-3.9 | 4.0-4.5 | >4.5 |
| ACCESS FOR EL | | | | | | |

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| i-Ready (K-5) | ELA - BOY; Math - BOY | ELA - MOY; Math - MOY | ELA - EOY; Math - EOY |
| i-Ready - Grade K | ELA - BOY; Math - BOY | ELA - MOY; Math - MOY | ELA - EOY; Math - EOY |
| i-Ready - Grade 1 | ELA - BOY; Math - BOY | ELA - MOY; Math - MOY | ELA - EOY; Math - EOY |
| i-Ready - Grade 2 | ELA - BOY; Math BOY | ELA - MOY; Math - MOY | ELA - EOY; Math - EOY |
| i-Ready - Grade 3 | ELA - BOY; Math BOY | ELA - MOY; Math - MOY | ELA - EOY; Math - EOY |
| i-Ready - Grade 4 | ELA - BOY; Math BOY | ELA - MOY; Math - MOY | ELA - EOY; Math - EOY |
| i-Ready - Grade 5 | ELA - BOY; Math BOY | ELA - MOY; Math - MOY | ELA - EOY; Math - EOY |

PLAN

Focus Area #1: Academic Achievement Reading/English Language Arts/Mathematics
(Percent of students meeting or exceeding expectations)

| S.M.A.R.T. GOAL #1 | EVIDENCED-BASED PRACTICE (STRATEGY) |
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| <p>English Language Arts</p> <p>Students in grade 4 (45.4%) and 5 (50.2%) will improve the overall percentage of proficiency in ELA by 7% in their respective grade level from the 2018 - 2019 MCAP score. 4th grade proficiency will meet or exceed 48.6% (+ 3.2%)/5th grade proficiency will meet or exceed 57.0% (+3.5%).</p> | <p>STRATEGY #1 (Curriculum and Instruction)</p> <p>Teachers use iReady data and lessons for targeting students grouped by achievement level and specific needs identified by the BOY/MOY diagnostic assessments.</p> <p>Teachers will implement the A.C.E. (Answer, Cite, Explain) strategy to teach students how to strongly support their writing.</p> |
| | <p>STRATEGY #2 (Social/Emotional Wellness)</p> <p>Students use self-selected books during independent reading, which increases their reading stamina, reading volume, and reading fluency.</p> <p>Teachers will use E4L strategies to promote teamwork, student ownership of their learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies.</p> <p>Leadership team will actively monitor teachers' progress on creating an environment of autonomy, where students transition to a greater awareness of their own and peers' emotions.</p> |
| | <p>STRATEGY #3 (Communication)</p> <p>Students use monthly reading logs, which guardians sign off on, to track their reading at home. The reading logs are incentivised each month.</p> <p>Teachers will send home information to parents on the ACE rubric to help advocate for practice at home that supports classroom instruction.</p> <p>Academic Nights where teachers will communicate content strategies to parents.</p> |

| TRACK | | |
|---|---|---|
| How will it be known that progress is being made? (Benchmark/Outcome) | What data will be used to measure progress? | How often will benchmark data be collected? |
| iReady mid-cycle data will give a projected proficiency report | Teachers will use daily short-cycle data, tracking to the standard of each lesson. BOY, MOY, and EOY i-Ready assessments | As appropriate based on i-Ready timeline BOY, MOY, EOY |
| Teacher Tracking | Tracking to aligned Success Criteria | Daily |
| MCAP ELA Data | MCAP ELA Data | After MCAP ELA scores are released from the state |
| A.C.E. Response Rubric | BOY, MOY, EOY A.C.E. response writing prompts | BOY, MOY, EOY |

| RESULTS | |
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| Date Data was reviewed | |
| Were the goals achieved? | <input type="checkbox"/> YES or <input type="checkbox"/> NO |
| Provide Data/Evidence to reflect on the goals | |

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| S.M.A.R.T. GOAL #2 | EVIDENCED-BASED PRACTICE (STRATEGY) |
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Mathematics

Students in grade 4 (49.2%) and 5 (53.3%) will improve the overall percentage of proficiency in Math by 7% in their respective grade level from the 2018 - 2019 MCAP score. 4th grade proficiency will meet or exceed 52.6% (+3.4%)/5th grade proficiency will meet or exceed 57.0% (+3.7%).

STRATEGY #1 (Curriculum and Instruction)

Teachers will utilize Math Workshop for targeted interventions based on short-cycle tracking and mid-cycle data, including i-Ready.

Teachers use iReady data and lessons for targeting students grouped by achievement level and specific needs identified by the BOY/MOY diagnostic assessments.

Teachers will use exemplar tasks, weekly journaling, fluency routines and number talks regularly in the classroom.

Teachers will focus on modeling and reasoning through the instruction of exemplars while using the problem solving procedure.

Teachers will use the CCPS math website and approved resources as they intentionally plan for a balance of team structures and independent math practice.

Math Resource Teacher is meeting with grade level teams for coaching.

STRATEGY #2 (Social/Emotional Wellness)

Teachers will use E4L strategies to promote teamwork, student ownership of their learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies.

Leadership team will actively monitor teachers' progress on creating an environment of autonomy, where students transition to a greater awareness of their own and peers' emotions.

STRATEGY #3 (Communication)

Teachers will collaborate with their grade level team at least once per week to analyze learning skills

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| | Academic Nights where teachers will communicate content strategies to parents |
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| TRACK | | |
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| How will it be known that progress is being made? (Benchmark/Outcome) | What data will be used to measure progress? | How often will benchmark data be collected? |
| MCAP Math Data | MCAP Math Data | After MCAP scores are released from the state |
| i-Ready Math Benchmark Assessments | BOY, MOY, and EOY i-Ready assessments | BOY, MOY, and EOY |
| Teacher Tracking | Tracking to aligned Success Criteria | Daily |
| Exemplars aligned to a rubric tied to modeling and reasoning | Student scores on exemplar rubrics tied to modeling and reasoning | Weekly, and then analyzed by teachers for lesson planning |

| RESULTS | |
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| Date Data was reviewed | |
| Were the goals achieved? | <input type="checkbox"/> YES or <input type="checkbox"/> NO |
| Provide Data/Evidence to reflect on the goals | |

| S.M.A.R.T. GOAL #3 (5th) | EVIDENCED-BASED PRACTICE (STRATEGY) |
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| <p>Science 39.1% (5% increase) of all 5th grade students will be proficient in the "Cross-Cutting Concepts" sub-domain of the 2020 MISA assessment.</p> | <p>STRATEGY #1 (Curriculum and Instruction) Teachers will utilize STEMscopes units to allow students to explore Next Gen science concepts.</p> <p>Teachers will utilize Claim-Evidence-Reasoning to evaluate student growth within the Cross-Cutting Concepts.</p> |
| | <p>STRATEGY #2 (Social/Emotional Wellness) Teachers will use E4L strategies to promote teamwork, student ownership of their learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies.</p> <p>Teachers and Leadership Team will participate in trauma informed professional development and book study.</p> <p>Leadership team will be tracking teachers' progress on creating an environment of autonomy, where students transition to a greater awareness of their own and peers' emotions.</p> |
| | <p>STRATEGY #3 (Communication) Teachers will collaborate at CIT meetings with grade level content peers to plan instruction and analyze learning skills.</p> <p>Teachers will collaborate with fellow K-5 science content teachers following the school-based PD schedule.</p> <p>Weekly Staff Update from principal highlighting E4L resources and updating on instructional needs/challenges/strengths.</p> <p>Academic Nights will be held allowing teachers to communicate content</p> |

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| | strategies to parents. |
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| Were the goals achieved? | <input type="checkbox"/> YES or <input type="checkbox"/> NO |
| Provide Data/Evidence to reflect on the goals | |

| PLAN | |
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| Focus Area #5: School Quality and Student Success <i>(Chronic absenteeism)</i> | |
| S.M.A.R.T. GOAL #4 | EVIDENCED-BASED PRACTICE (STRATEGY) |
| Chronic Absenteeism RES will decrease the current rate of chronic absenteeism by 10% from the previous year, with the goal of decreasing the chronic absenteeism rate by 2% to 8% by the end of the 19-20 school year. | STRATEGY #1 (Curriculum and Instruction) RES Attendance Committee is devoted to analyzing the attendance data to make informed decisions to decrease the absentee rate. Coordination with Pupil Services on attendance challenges and communication with families. |
| | STRATEGY #2 (Social/Emotional Wellness) Attendance incentives under the PBIS umbrella aimed at increasing whole class attendance. Anna Buffenmeyer, Guidance counselor, working with students both in small groups and individually to provide support for students who are chronically absent. |

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| | <p>Access to For All Seasons counselor with proper sign-up.</p> <p>SST process for students identified as chronically absent.</p> |
| | <p>STRATEGY #3 (Communication)</p> <p>Letters discussing the benefits of consistent attendance.</p> <p>Anna Buffenmeyer contacting parents and community partners to provide support for chronically absent students</p> |

| TRACK | | |
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| How will it be known that progress is being made? (Benchmark/Outcome) | What data will be used to measure progress? | How often will benchmark data be collected? |
| Monitor Percentage of chronically absent students at RES. | Powerschool Attendance Data | Monthly |
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| RESULTS | |
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| Date Data was reviewed | |
| Were the goals achieved? | <input type="checkbox"/> YES or <input type="checkbox"/> NO |
| Provide Data/Evidence to reflect | |

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| on the goals | |
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| S.M.A.R.T. GOAL #5 | EVIDENCED-BASED PRACTICE (STRATEGY) |
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| <p>Discipline RES will reduce major referrals by 10% from the 2018-2019 school year.</p> | <p>STRATEGY #1 (Curriculum and Instruction) Full implementation of PBIS strategies in our classrooms under the RES Code of Conduct. PBIS committee chaired by Christi Fortner to guide all PBIS related activities BEST IN SHOW awards given when classes demonstrate RES code of conduct. Terrier Time implemented in Classrooms (strategies are taught to assist students in managing their own social/emotional behavior. Discipline Data updates at PBIS meetings and to inform staff of discipline trends. Character Counts Coaches coming into Classrooms for Character Lessons. PBIS "Pawsitive" phone calls home by teacher, administration.</p> |
| | <p>STRATEGY #2 (Social/Emotional Wellness) Tier II and Tier III interventions - included Check In, Check Out; Behavior Plans, daily conferences with guidance, school psychologist consult, SAC monitor support, and administration; SST meetings, PPW support. For All Seasons Counselor available full time - 2 days a week for students enrolled in the program. Channel Markers program working with several students after school hours.</p> |
| | <p>STRATEGY #3 (Communication) Monthly Newsletters with HomeSchool Connection component SST process updates. School Website with PBIS plan and information detailing positive behavior based incentives Facebook Page Parent conferences and phone calls to coordinate on behavior plans, discipline referrals, and positive behavior referrals.</p> |

| TRACK | | |
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| How will it be known that progress is being made? (Benchmark/Outcome) | What data will be used to measure progress? | How often will benchmark data be collected? |
| Monitor Percentage of discipline data for students at RES. | Discipline referral data Bus referral data Check-in/check-out data | Quarterly by SIT Monthly by PBIS Team |
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| RESULTS | |
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| Date Data was reviewed | |
| Were the goals achieved? | <input type="checkbox"/> YES or <input type="checkbox"/> NO |
| Provide Data/Evidence to reflect on the goals | |

| PLAN |
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| Focus Area #6: English Language Proficiency <i>(Percent of English learners demonstrating adequate progress on the English language proficiency learner assessment from the previous year)</i> |

| S.M.A.R.T. GOAL #6 | EVIDENCED-BASED PRACTICE (STRATEGY) |
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| <p>All EL students will improve their writing domain score as reflected on the WIDA Access. Students currently at 3.4 or below will improve by 0.5 or more. Students that are currently a 3.5 or above will improve their score a minimum of 0.1.</p> | <p>STRATEGY #1 (Curriculum and Instruction) Use of WiDA standards for instruction and assessment</p> <p>“Can Do” Descriptors of Proficiency Levels to describe student ability and needs.</p> <p>Use of Common Core State Standards which are mirrored in the general education classroom.</p> <p>Use of iReady teacher resources & toolbox for additional support and instruction.</p> <p>Newcomer Access resources for teachers to use with non-English speaking students.</p> |
| | <p>STRATEGY #2 (Social/Emotional Wellness) Teachers communicate with students on a weekly basis during opening conversations</p> <p>Teachers communicate and check in with the guidance counselor regarding any social/emotional concerns.</p> |
| | <p>STRATEGY #3 (Communication) Communicate weekly and/or as needed with co-teachers, EL assistant, EL Specialist, EL Supervisor, MRT, RRT and administration</p> <p>Translated documents sent home to families and translators available for conferences with parents.</p> |

TRACK

| How will it be known that progress is being made? (Benchmark/Outcome) | What data will be used to measure progress? | How often will benchmark data be collected? |
|---|---|---|
| Tracking by EL teacher | Can Do Descriptors of Proficiency Levels | A minimum of weekly |
| iReady mid year assessment and end of year assessment | iReady mid year data and end of year data | Mid-Year and end of year |

| RESULTS | |
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| Date Data was reviewed | |
| Were the goals achieved? | <input type="checkbox"/> YES or <input type="checkbox"/> NO |
| Provide Data/Evidence to reflect on the goals | |

| PLAN | |
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| Pre-K Programs Focus Area | |
| S.M.A.R.T. GOAL #7 | EVIDENCED-BASED PRACTICE (STRATEGY) |
| By June 15, 2020, 75% of Pre-Kindergarten students at RES will demonstrate a Level 4 or higher on the Early Learning Assessment (ELA) in four domains - Social Foundations, Language | STRATEGY #1 (Curriculum and Instruction) Pre-Kindergarten teachers will implement the Frog Street Curriculum through the use of CCPS enhanced Frog Street Lessons with fidelity. |
| | STRATEGY #2 (Social/Emotional Wellness) |

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| and Literacy, Mathematics, and Physical Well-Being and Motor Development. | Pre-Kindergarten teachers will implement Conscious Discipline Greeting Circle and Closing Circle with fidelity. |
| | <p>STRATEGY #3 (Communication)</p> <p>Pre-Kindergarten teachers will provide Family Engagement Materials for each Frog Street Curriculum Themes to students' families.</p> |

TRACK

| How will it be known that progress is being made? (Benchmark/Outcome) | What data will be used to measure progress? | How often will benchmark data be collected? |
|---|---|---|
| Administration of the ELA | ELA Ratings | Quarterly |

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| Date Data was reviewed | |
| Were the goals achieved? | <input type="checkbox"/> YES or <input type="checkbox"/> NO |
| Provide Data/Evidence to reflect on the goals | |

PLAN

Title I Focus Area: Parent, Family and Stakeholder Involvement

| S.M.A.R.T. GOAL #8 | EVIDENCED-BASED PRACTICE (STRATEGY) |
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| <p>RES will continue to provide an opportunity for parents, families, and stakeholders to learn about the curriculum and pedagogy ongoing inside of the classrooms.</p> | <p>STRATEGY #1 (Curriculum and Instruction) Multiple academic nights directly tied to the ELA, Math, Science, and Social Studies curriculums.</p> <p>Parent and Grandparent Day to allow these significant stakeholders to visit PES for an entire day and follow their student's curricular schedule</p> <p>Parent/Teacher conference days.</p> |
| | <p>STRATEGY #2 (Social/Emotional Wellness) HomeSchool Connection Informational Letters included with Monthly School Newsletter which discuss social, emotional, nutritional, and physical wellness.</p> |
| | <p>STRATEGY #3 (Communication) Monthly Newsletters sent home to all families.</p> <p>School Website updated and maintained with timely information.</p> <p>Facebook/Twitter Pages maintained by RES administration.</p> <p>SchoolMessenger calls made each week with updates for families</p> <p>Mailings home detailing school events, curriculum announcements, and other important information.</p> <p>Parent Involvement Meeting - Spring of 2020 to review Title I budget and Family/Parent Engagement</p> |

| TRACK | | |
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| How will it be known that progress is being made? (Benchmark/Outcome) | What data will be used to measure progress? | How often will benchmark data be collected? |
| Evaluation data collected after Title I Events | Evaluations after Title I events | Periodically based on timing of events |
| Parent Involvement Meeting Feedback | Meeting minutes and evaluations | One meeting minimum per year. |

| RESULTS | |
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| Date Data was reviewed | |
| Were the goals achieved? | <input type="checkbox"/> YES or <input type="checkbox"/> NO |
| Provide Data/Evidence to reflect on the goals | |

| IMPLEMENT | | | | |
|----------------|----------------------|-------------------------|--|------------------------------------|
| | ACTIVITY(ies) | Who is involved? | When will it happen? Month/Year | What is the projected cost? |
| GOAL #1 | 1) CIT Meetings | Supervisors, | Normal Weeks | |

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| | <ul style="list-style-type: none"> 2) Walkthroughs of ELA Teachers Lessons 3) Unit Assessment Data Dives/Summative Assessments 4) PD Days (School and Content) | administrators, coaches, ELA teachers, other content area teachers. | At least once or twice a month End of Unit/I-Ready Window PD Days scheduled by CCPS | |
| GOAL #2 | <ul style="list-style-type: none"> 1) CIT Meetings 2) Walkthroughs of ELA Teachers Lessons 3) Unit Assessment Data Dives/Summative Assessments 4) PD Days (School and Content) | Supervisors, administrators, coaches, ELA teachers, other content area teachers. | Normal Weeks At least once or twice a month End of Unit/I-Ready Window PD Days scheduled by CCPS | |
| GOAL #3 | <ul style="list-style-type: none"> 1) CIT Meetings 2) Walkthroughs of ELA Teachers Lessons 3) Unit Assessment Data Dives/Summative Assessments 4) PD Days (School and Content) | Supervisors, administrators, coaches, ELA teachers, other content area teachers. | Normal Weeks At least once or twice a month End of Unit/I-Ready Window PD Days scheduled by CCPS | |
| GOAL #4 | <ul style="list-style-type: none"> 1) Review of reports identifying Chronically Absent Students 2) Discuss data within Attendance Committee 3) Involve teachers, parents, counselors, administrators, and PPW in working to build relationships with identified students. 4) PPW referrals for persistent attendance concerns | Administrators, EL Teachers, Equity Data Team | Ongoing throughout the school year. | |

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| GOAL #5 | <ul style="list-style-type: none"> 1) PBIS incentives 2) Monthly reviews of discipline data within the PBIS and Equity Data team 3) Use of SST as a vehicle to move students through MTSS 4) Admin trainings with staff on classroom management and trauma sensitive classrooms | Administrators, Counselors, Teachers, PBIS Team, Equity Data Team | Ongoing throughout the school year. Monthly PBIS review of data | |
| GOAL #6 | <ul style="list-style-type: none"> 1) CIT Meetings 2) Walkthroughs of EL Teachers Lessons 3) PD Days (School and Content) | Administrators, Counselors, Teachers, PBIS Team, Equity Data Team | Normal Weeks At least once or twice a month End of Unit/I-Ready Window PD Days scheduled by CCPS | |
| GOAL #7 | <ul style="list-style-type: none"> 1) CIT Meetings 2) Walkthroughs of Pre-K Teachers Lessons 3) PD Days (School and Content) 4) DATA Entry | Supervisors, administrators, ELA coaches, Pre-k teachers, | Quarterly | |
| GOAL #8 | <ul style="list-style-type: none"> 1) Academic Nights 2) Parent Volunteer Training Events 3) Home/School Family Engagement Connection | Administrators, Counselors, Teachers | Ongoing throughout the school year. | Title I Family Engagement |

**Component IV: In Coordination with other Federal, State and Local Services,
Resources, and Programs**
(Please list if appropriate and applicable)

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| Title I Family Engagement Funds - Spent on HSC and Academic Nights |
| For All Seasons -Leah C.- 2 days a week |
| Channel Markers Program for support with children in need |
| Food Backpack Program for Food Needy Families |
| Choptank Wellness Nurse Practitioner - Weekly on Wednesday/Friday |
| Caroline County Sheriff's Department |
| Character Counts |
| Caroline County Mental Health |