



# **School Improvement Plan 20 - 21 School Year**

For more information, feedback, or input on the School Improvement Plan, please contact the school.

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
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Title I School	Yes	
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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
<b>ELA: I-ready, tracking and LSI Trend Tracker Data</b>	<ul style="list-style-type: none"> <li>❖ Grade-level specific ELA shared folders in Drive</li> <li>❖ Common Core Companion resource</li> <li>❖ Daily Tracking</li> <li>❖ Grade-Level planning</li> <li>❖ iReady Teacher Toolbox</li> <li>❖ iReady Writing</li> <li>❖ E4L book study opportunities</li> <li>❖ ELA website</li> <li>❖ Heggerty in K-2</li> </ul>	<ul style="list-style-type: none"> <li>❖ Connectivity has created issues with data validity. (the virtual setting is new)</li> <li>❖ Higher levels of thinking built in to regular classroom routines</li> <li>❖ Curriculum is standards referenced</li> <li>❖ Lessons are resource driven without the necessary teacher modifications</li> <li>❖ Lessons are heavily teacher centered</li> <li>❖ Inconsistent implementation of E4L strategies</li> <li>❖ Pacing of scope and sequence</li> <li>❖ K-2 Core ELA Curriculum has gaps in phonics instruction</li> <li>❖ Inconsistent use of data across grade levels.</li> </ul>
<b>Math: I-ready, tracking, unit assessments and LSI Trend Tracker Data-</b>	<ul style="list-style-type: none"> <li>❖ Math website to guide planning and instruction</li> <li>❖ Grade level planning</li> <li>❖ Common Core Companion resource</li> <li>❖ Tracking</li> <li>❖ Math workshop- spiraled practice</li> </ul>	<ul style="list-style-type: none"> <li>❖ Shorter time in schedules for daily math instruction</li> <li>❖ Building concepts with limited manipulatives in students hands (virtual)</li> <li>❖ Balance between independent practice and teaming/productive</li> </ul>

	<p>and teacher micro interventions</p> <ul style="list-style-type: none"> <li>❖ Use of instructional coaches for content and E4L</li> <li>❖ Weekly Professional Development meetings with Math Supervisor and MRT's</li> </ul>	<p>struggle</p> <ul style="list-style-type: none"> <li>❖ Higher levels of thinking built in to classroom routines on a regular basis</li> <li>❖ Common understanding of what qualifies as higher levels of thinking</li> <li>❖ Connecting concepts to procedures on a regular basis</li> <li>❖ Inconsistent use of data across teachers and grade levels</li> <li>❖ Connectivity has created issues with data validity. (the virtual setting is new)</li> </ul>
<p><b>Science (No Data?)</b></p>	<ul style="list-style-type: none"> <li>❖ Departmentalization in grades 4 and 5 - Teachers can focus on the science curriculum</li> <li>❖ Implement tracking data</li> </ul>	<ul style="list-style-type: none"> <li>❖ Lack of data from the state in terms of breakdown of subgroups</li> <li>❖ Lack of mid-cycle data - no benchmarking</li> <li>❖ Scheduling due to Virtual Learning</li> </ul>
<p><b>ACCESS for EL Data</b></p>	<ul style="list-style-type: none"> <li>❖ Flexible scheduling and low EL Numbers - leads to intense one on one and small group</li> <li>❖ Dedicated EL teacher and EL Assistant</li> <li>❖ i-Pads and new materials via Title I EL Grant</li> </ul>	<ul style="list-style-type: none"> <li>❖ EL personnel required to teach System 44 and Failure Free Intervention due to lack of staff resources</li> <li>❖ Uneven exposure to E4L due to classroom placement</li> <li>❖ Phonics proficiency in EL students lags behind other data groups</li> <li>❖ Virtual Learning restrictions at times.</li> </ul>

<p><b>C4I Walk Data (Virtual Trend Data: Conditions)</b></p>	<ul style="list-style-type: none"> <li>❖ Learning Targets and Success Criteria are accessible to students</li> <li>❖ Target-Task Alignment</li> <li>❖ Teachers tracking</li> <li>❖ Virtual Walkthrough Data</li> </ul>	<ul style="list-style-type: none"> <li>❖ Unbalanced time between teaching points and scaffolding tasks</li> <li>❖ Inconsistent teaming in classrooms</li> <li>❖ Students tracking students</li> <li>❖ Frequency of rigorous tasks</li> <li>❖ Higher level taxonomy built into classroom on a regular basis</li> </ul>
<p><b>Discipline Data</b></p>	<ul style="list-style-type: none"> <li>❖ Monthly review of discipline data as a PBIS team.</li> <li>❖ Conscious Discipline in PreK</li> <li>❖ Check In/Check Out for Tier II students</li> <li>❖ Guidance Counselor support</li> <li>❖ Use of Restorative Practices</li> <li>❖ For-all-seasons - 2 days a week</li> <li>❖ Class Meetings and check-ins</li> </ul>	<ul style="list-style-type: none"> <li>❖ Not all teachers using mental health social/emotional checks</li> <li>❖ Fidelity of behavior supports</li> </ul>
<p><b>Attendance Data</b></p>	<ul style="list-style-type: none"> <li>❖ Monthly Attendance Incentives</li> <li>❖ Guidance Counselor placing phone calls to flagged student</li> <li>❖ SST meets for chronic attendance issues</li> <li>❖ Data from Powerschool identifying at risk and chronic attendance students (monthly)</li> <li>❖ Attendance Committee to track and intervene for at risk and chronic student</li> </ul>	<ul style="list-style-type: none"> <li>❖ Method to gauge student emotional/mental health about school</li> <li>❖ Need to implement and train more staff in mental health checks</li> <li>❖ Maintaining virtual attendance and implementing supportive strategies is difficult with students not in person.</li> </ul>
<p><b>Systems 44/Failure Free/Sunday/Read 180</b></p>	<ul style="list-style-type: none"> <li>❖ System 44 focus on Phonics/Read 180 Vocab./Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Time</li> <li>❖ Human Resources</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Failure Free Reading</li> <li>❖ Soliday targets areas for students significantly below grade level</li> <li>❖ Main way to target Tier III students</li> </ul>	<ul style="list-style-type: none"> <li>❖ Technology not always working correctly - takes time to fix</li> <li>❖ Designated room/location for intervention classes</li> <li>❖ Regular review of data to determine effectiveness.</li> </ul>
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<b>Academic Achievement</b>										
2019 - 2020 - No Data due to COVID 19										
2018 - 2019 Data below:										
	<b>All Students</b>	<b>SWD</b>	<b>White</b>	<b>African American</b>	<b>Asian</b>	<b>Hispanic</b>	<b>Two or More</b>	<b>EL</b>	<b>FARMS</b>	<b>Am. Indian or Alaska Native</b>
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)

<b>Other Data Sources</b>										
2018 - 2019/2019 - 2020 data										

	All Students	SWD	White	African American	Asian	Hispanic	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	49 referrals									
	Overall Attendance K- 5	Pre-k - 5	Regular	At Risk	Chronic	Severe Chronic				
Attendance-Chronically Absent	94.09%	93.86%	233	178	17	8				

	<1.0	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.5	>4.5
ACCESS FOR EL	0	9% (1)	27% (3)	0	27% (3)	36% (4)



Academic Achievement 2019 - 2020 - NO DATA Due to COVID 19										
	All Students	SWD	White	African American	Asian	Hispanic	Two or More	EL	FARMS	Am. Indian or Alaska Native
MCAP ELA 3-5										
MCAP Math 3-5										

**i-Ready 2020 - 2021 Data**

	Fall Data	Spring Data
<b>I-ready (k-5) ELA</b>		
<b>I-ready (k-5) Math</b>		

**19-20 DATA**

<b>i-Ready (K-5)</b>	<a href="#">ELA</a> - BOY; <a href="#">Math</a> - BOY	<a href="#">ELA</a> - MOY; <a href="#">Math</a> - MOY	ELA - EOY; Math - EOY
<b>i-Ready - Grade K</b>	<a href="#">ELA</a> - BOY; <a href="#">Math</a> - BOY	<a href="#">ELA</a> - MOY; <a href="#">Math</a> - MOY	ELA - EOY; Math - EOY
<b>i-Ready - Grade 1</b>	<a href="#">ELA</a> - BOY; <a href="#">Math</a> - BOY	<a href="#">ELA</a> - MOY; <a href="#">Math</a> - MOY	ELA - EOY; Math - EOY
<b>i-Ready - Grade 2</b>	<a href="#">ELA</a> - BOY; <a href="#">Math</a> - BOY	<a href="#">ELA</a> - MOY; <a href="#">Math</a> - MOY	ELA - EOY; Math - EOY
<b>i-Ready - Grade 3</b>	<a href="#">ELA</a> - BOY; <a href="#">Math</a> - BOY	<a href="#">ELA</a> - MOY; <a href="#">Math</a> - MOY	ELA - EOY; Math - EOY
<b>i-Ready - Grade 4</b>	<a href="#">ELA</a> - BOY; <a href="#">Math</a> - BOY	<a href="#">ELA</a> - MOY; <a href="#">Math</a> - MOY	ELA - EOY; Math - EOY
<b>i-Ready - Grade 5</b>	<a href="#">ELA</a> - BOY; <a href="#">Math</a> - BOY	<a href="#">ELA</a> - MOY; <a href="#">Math</a> - MOY	ELA - EOY; Math - EOY

<b>PLAN</b>		
<b>Focus Area #1:</b> Academic Achievement Reading/English Language Arts/Mathematics <i>(Percent of students meeting or exceeding expectations)</i>		
<b>S.M.A.R.T. GOAL #1</b>	<b>Baseline Data</b>	<b>EVIDENCED-BASED PRACTICE (STRATEGY)</b>

<p><b>English Language Arts</b></p> <ul style="list-style-type: none"> <li>- <b>RES will decrease the number of students in the Student Support Team Process for reading related concerns by 50%.</b> (80% of students, with adequate internet access and at least 90% attendance)</li> <li>-</li> </ul>	<p><b>Active 2021 SST Data</b></p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <p><b>K-1</b> Teachers in grades k-1 use Heggerty BOY data and Foundations unit assessments to determine weaknesses in the areas of phonics and phonemic awareness. Tracking data to determine specific areas of concern.</p> <p><b>2-5 teachers</b> use iReady data and lessons for targeting students grouped by achievement level and specific needs identified by the BOY diagnostic assessments.</p> <p>Virtual Walkthroughs to provide Feedforward on the conditions of learning.</p> <ul style="list-style-type: none"> <li>-utilizing Tier II tracking of interventions to promote student growth and dismiss from SST or put in Tier 3 process.</li> <li>-Maintain or decrease the number of students in tier III interventions by actively monitoring the students in the SST process.</li> </ul>
		<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></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 virtual 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,</p>

		<p>where students transition to a greater awareness of their own and peers' emotions.</p>
		<p><b>STRATEGY #3 (Communication)</b>                  Teachers will send home information to parents on student progress.</p> <p>Teacher will post supports and information in Google Classroom Platform</p> <p>Academic Distribution events will be held to provide content, materials and select strategies to parents.</p>

<b>TRACK</b>		
<b>How will it be known that progress is being made? (Benchmark/Outcome)</b>	<b>What data will be used to measure progress?</b>	<b>How often will benchmark data be collected?</b>
SST data and tracking process Meet every 4-6 weeks to review	Teachers will use daily short-cycle data, tracking to the standard of each lesson. Heggerty data, i-ready data and Foundations Unit assessments.	As appropriate based on i-Ready timeline BOY,EOY
Teacher Tracking	Tracking to aligned Success Criteria	Daily
MCAP ELA Data 18-19 ONLY	MCAP ELA Data	After MCAP ELA scores are released

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

S.M.A.R.T. GOAL #2	EVIDENCED-BASED PRACTICE (STRATEGY)
<p><b>Mathematics</b></p> <p>80% of Tier 3, 4, 5 students, with adequate internet access and at least 90% attendance, will complete an average of 30-49 minutes (or 2 completed lessons) of i-Ready instruction per week to close gaps in learning.</p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <p>Teachers will take a prescriptive approach to closing the learning gaps while ensuring access to grade level standards for each student.</p> <p>Teachers will plan, with the MRT and grade level teams, to incorporate iReady math instruction into the math block weekly.</p> <p>Teachers will utilize time during Math Workshop for this targeted iReady instruction for students working below grade level to address unfinished learning, gaps and misconceptions.</p> <p>Teachers will assign lessons to students based on tracking data.</p>

<p>*Take into consideration regular weeks of school.</p>	<p>Teachers will review iReady instruction data weekly and work with the MRT to make a plan for students not getting on.</p> <p>(The other 20% of students help account for students working on goal work, students on an alternate program based on tracking, and students with domains turned off because they are working on or above grade level in those domains.)</p>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b>                  Teachers will check in with students on their progress and work with them to set goals for their instruction.</p> <p>Teachers will monitor progress while students work, to make sure that the level of instruction is just right and intervene with a reteaching if needed.</p>
	<p><b>STRATEGY #3 (Communication)</b>                  Teachers will collaborate with their grade level team and MRT weekly to analyze data and plan instructionally.                  Teachers will utilize the Google Classroom Platform to provide resources and support for learning.                  Data and instructional materials will be shared with parents at parent conferences.</p>

TRACK		
<p><b>How will it be known that progress is being made?</b></p>	<p><b>What data will be used to measure progress?</b></p>	<p><b>How often will benchmark data be collected?</b></p>

<b>(Benchmark/Outcome)</b>		
Weekly iReady Instruction Reports	Report of number of students using instruction weekly.	Weekly
Connectivity/Level Data	Students with little or no connectivity will be noted as well as students who have maxed out of grade level content so numbers are accurate.	Monthly
Attendance Data	Report the students meeting attendance requirements	Weekly

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

PLAN	
<p><b>Focus Area #2:</b> Student Growth in Reading/English Language Arts/Mathematics  <i>(Academic progress- consider the percent of students that have grown by 10+ points from the previous year)</i></p>	
S.M.A.R.T. GOAL #3a/b	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>English Language Arts</p> <p>a. 80% of all K-1 students that scored beginning or developing on initial Heggerty testing in identified areas will improve their phonemic awareness skills by moving to developing or meeting expectations.</p> <p>b. 80% of all 2nd grade students will demonstrate proficiency on Foundations Unit Assessments.</p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <p>-Heggerty Instruction Daily</p> <p>-Foundations Units Daily</p>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <p>-Instructional Routines, PBIS</p>
	<p><b>STRATEGY #3 (Communication)</b></p> <p>-parent communication</p> <p>-SST process if progress is not being made.</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?
Heggerty Assessments:	K students in beginning or developing	Beginning, Middle and End of Year



<p>K students in beginning or developing range in the areas of blending and segmenting onset and rime. 1st grade students in beginning or developing range in the areas of adding initial phonemes, isolating medial sounds and deleting initial sounds.</p>	<p>range in the areas of blending and segmenting onset and rime. 1st grade students in beginning or developing range in the areas of adding initial phonemes, isolating medial sounds and deleting initial sounds. Teachers gather data and put in Google Drive</p>	
<p>Grade 2: Foundations Unit Assessments</p>	<p>Students scoring below 76% on Unit Assessments will be provided reteaching and retakes in order to demonstrate proficiency on assessments. Teachers will track</p>	<p>End of every Foundations Unit</p>

<b>RESULTS</b>	
<p><b>Date Data was reviewed</b></p>	<p>12/16/20</p>
<p><b>Were the goals achieved?</b></p>	<p><input type="checkbox"/> YES or <input type="checkbox"/> NO</p>
<p><b>Provide Data/Evidence to reflect on the goals</b></p>	

S.M.A.R.T. GOAL #4	Baseline Data	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>Mathematics (2020 - 2021 Data)</p> <p>Reduce the percentage of Tier 4 and 5 students on the iReady Math Diagnostics Number and Operations and Algebraic Thinking Domains by 5% from BOY to EOY.</p>	<p>BOY iReady Math (Numbers and Operations) # of Students in Tier 4 and 5 (two or more grade levels below)</p> <p>1st- 10/61 students 2nd- 16/63 students 3rd- 5/52 students 4th-15/62 students 5th- 17/64 students</p> <p>Total students working in Tier 4 or 5: 63/302 (21%)</p> <p>BOY iReady Math (Algebraic Thinking) # of Students in Tier 4</p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <p>Teachers will utilize Math Workshop for targeted interventions based on short-cycle tracking and mid-cycle data, including i-Ready.</p> <p>Teachers use iReady data and lessons for targeting students grouped by achievement level and specific needs identified by the BOY diagnostic assessments.</p> <p>Teachers will use iReady My Path, fluency routines, independent practice time and number talks regularly in the classroom.</p> <p>Teachers will use the CCPS math website and approved resources as they intentionally plan for core math instruction to include critical content and appropriate independent math practice.</p> <p>Teachers will follow district pacing guides and use tracking data and common unit assessments to prioritize student mastery of critical content.</p> <p>Math Resource Teacher is meeting with grade level teams for</p>

	<p>and 5 (two or more grade levels below)</p> <p>1st- 8/61 students 2nd- 14/61 students 3rd- 10/52 students 4th-15/60 students 5th- 19/63 students</p> <p>Total students working in Tier 4 or 5: 66/297 (22%)</p>	<p>coaching.</p> <p>Use of the CCPS SST referral process.</p>
		<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></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><b>STRATEGY #3 (Communication)</b></p> <p>Teachers will collaborate with their grade level team at least once per week to analyze learning skills and plan instructionally.</p> <p>Teachers will utilize the Google Classroom Platform to provide resources and support for learning.</p> <p>Distribution events where teachers will communicate content, materials and 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?
i-Ready Math Benchmark Assessments	BOY and EOY i-Ready assessments	BOY and EOY

i-Ready My Path/Instruction Data	Weekly instructional reports	Weekly
Teacher Tracking	Tracking to aligned Success Criteria	Daily

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

<b>PLAN</b>	
<b>Focus Area #4:</b> Readiness for Post-Secondary Success <i>(Percent of 9th graders earning four credits in core academic courses)</i>	
S.M.A.R.T. GOAL #5	EVIDENCED-BASED PRACTICE (STRATEGY)
	<b>STRATEGY #1 (Curriculum and Instruction)</b>
	<b>STRATEGY #2 (Social/Emotional Wellness)</b>
	<b>STRATEGY #3 (Communication)</b>

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?

RESULTS	
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
<b>Focus Area #5:</b> School Quality and Student Success <i>(Chronic absenteeism)</i>

S.M.A.R.T. GOAL #6	EVIDENCED-BASED PRACTICE (STRATEGY)
<p><b>Chronic Absenteeism</b></p> <p>RES will monitor 100% of all students on the chronic absentee list by documenting contacts and following the SST process in order to decrease the overall number by 5-10%.</p> <p>(2020 - 2021 Data)</p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b>                      RES Attendance Committee is devoted to analyzing the attendance data to make informed decisions to decrease the absentee rate.</p> <p>Coordination with Pupil Services on attendance challenges and communication with families.</p>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b>                      Attendance incentives under the PBIS umbrella aimed at increasing whole class attendance.</p> <p>Anna Buffenmeyer, Guidance counselor, working with students both in small groups and individually to provide support for students who are chronically absent.</p> <p>Access to For All Seasons counselor with proper sign-up.</p> <p>SST process for students identified as chronically absent.</p>
	<p><b>STRATEGY #3 (Communication)</b>                      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		
<p><b>How will it be known that progress is being made? (Benchmark/Outcome)</b></p>	<p><b>What data will be used to measure progress?</b></p>	<p><b>How often will benchmark data be collected?</b></p>

Monitor Percentage of chronically absent students at RES.	Powerschool Attendance Data	Monthly

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

<b>S.M.A.R.T. GOAL #7</b>	<b>EVIDENCED-BASED PRACTICE (STRATEGY)</b>
<b>Discipline</b>  RES will reduce major referrals by 10% from the 2019-2020 school year.	<b>STRATEGY #1 (Curriculum and Instruction)</b> 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.

	<p>Character Counts Coaches coming into Classrooms for Character Lessons. PBIS "Pawsitive" phone calls home by teacher, administration.</p>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b> Tier II and Tier III interventions - included Check In, Check Out; Behavior Plans, 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><b>STRATEGY #3 (Communication)</b> 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		
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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<b>RESULTS</b>	
<b>Date Data was reviewed</b>	
<b>Were the goals achieved?</b>	<input type="checkbox"/> YES or <input type="checkbox"/> NO
<b>Provide Data/Evidence to reflect on the goals</b>	

<b>PLAN</b>	
<b>Focus Area #6:</b> English Language Proficiency <i>(Percent of English learners demonstrating adequate progress on the English language proficiency learner assessment from the previous year)</i>	
<b>S.M.A.R.T. GOAL #8</b>	<b>EVIDENCED-BASED PRACTICE (STRATEGY)</b>
(2020 - 2021 Data) 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	<b>STRATEGY #1 (Curriculum and Instruction)</b> Use of WiDA standards for instruction and assessment  “Can Do” Descriptors of Proficiency Levels to describe student ability and needs.  Use of Common Core State Standards which are mirrored in the general education classroom.

<p>will improve their score a minimum of 0.1. Contingent upon the administration of ACCESS for 2021</p>	<p>Use of iReady teacher resources &amp; toolbox for additional support and instruction. Newcomer Access resources for teachers to use with non-English speaking students.</p>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b> Teachers communicate with students on a weekly basis during opening conversations  Teachers communicate and check in with the guidance counselor regarding any social/emotional concerns.</p>
	<p><b>STRATEGY #3 (Communication)</b> Communicate weekly and/or as needed with co-teachers, EL assistant, EL Specialist, EL Supervisor, MRT, RRT and administration  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

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

<b>PLAN</b>	
<b>Title I Focus Area: Parent, Family and Stakeholder Involvement</b>	
<b>S.M.A.R.T. GOAL #9</b>	<b>EVIDENCED-BASED PRACTICE (STRATEGY)</b>
(2020 - 2021 Data)  RES will continue to provide an opportunity for parents, families, and stakeholders to learn about the curriculum and pedagogy ongoing inside of the virtual classrooms.	<b>STRATEGY #1 (Curriculum and Instruction)</b> Virtual training nights directly tied to the technology, provide resources through drive thru events, GC, zoom events, FB and newsletter  Academic Nights fro pre-k – grade 5  Parent/Teacher conference days through Zoom.
	<b>STRATEGY #2 (Social/Emotional Wellness)</b> Weekly School Newsletter/Update which discuss social, emotional, nutritional, and physical wellness.

	<p><b>STRATEGY #3 (Communication)</b>                  Weekly Parent Updates provided to all families via School Messenger phone call, e-mail, RES FaceBook, &amp; RES website.</p> <p>School Website updated and maintained with timely information.</p> <p>Facebook 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>
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<b>Date Data was reviewed</b>	
<b>Were the goals achieved?</b>	<input type="checkbox"/> YES or <input type="checkbox"/> NO
<b>Provide Data/Evidence to reflect on the goals</b>	

<b>PLAN</b>	
<b>Pre-K Programs Focus Area</b>	
<b>S.M.A.R.T. GOAL #10</b>	<b>EVIDENCED-BASED PRACTICE (STRATEGY)</b>

<p>By June 15, 2021, 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 and Literacy, Mathematics, and Physical Well-Being and Motor Development.</p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <p>Pre-Kindergarten teachers will implement the Frog Street Curriculum through the use of CCPS enhanced Frog Street Lessons with fidelity.</p>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <p>Pre-Kindergarten teachers will implement Conscious Discipline Greeting Circle and Closing Circle with fidelity.</p>
	<p><b>STRATEGY #3 (Communication)</b></p> <p>Pre-Kindergarten teachers will provide Family Engagement Materials for each Frog Street Curriculum Themes to students' families.</p>

<p><b>Were the goals achieved?</b></p>	<p><input type="checkbox"/> YES or <input type="checkbox"/> NO</p>
<p><b>Provide Data/Evidence to reflect on the goals</b></p>	

<p><b>PLAN</b></p>	
<p><b>Equity</b></p>	
<p><b>S.M.A.R.T. GOAL #11</b></p>	<p><b>EVIDENCED-BASED PRACTICE (STRATEGY)</b></p>

<p>Equity Commits from August retreat:</p>	<ul style="list-style-type: none"> <li>I continuously am exposing myself to anti-racist literature and discussions with peers and colleagues. I am committed to growing in my equity work and making it actionable in my school and CCPS as a whole.</li> </ul>
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	<p>My doctoral dissertation that I hope to complete this year, focuses on understanding how whiteness impacts literacy and perceptions of students-I look forward to how this helps me lead others in their understanding of equity as well.</p> <ul style="list-style-type: none"> <li>• I will commit to actively participate with honest self reflection to improve our school and community.</li> </ul> <p>Goal - Staff awareness and growth through equity faculty updates and k-2 focus on reading, and regular review of subgroup data.</p>
How will we monitor your equity commit/goal?	Data collection, staff discussion
How to share equity information with staff?	Faculty meeting time - after media specialist update
Are there specific equity concerns for your school? Your staff?	Interpreter and translation sharing with GES.
Does your school have a committee and/or a cohort? Is there an admin on the committee/cohort	Will coordinate a small committee to assist with building the RES equity plan. Both Administrators ; )
	***Look at how to better communicate the function of SLO's so that they can be used to improve subgroup and whole school data/student outcomes.

IMPLEMENT				
	ACTIVITY(ies)	Who is involved?	When will it happen? Month/Year	What is the projected cost?

<b>GOAL #1</b>	1) CIT Meetings 2) Virtual 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	
<b>GOAL #2</b>	1) CIT Meetings 2) Virtual 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	
<b>GOAL #3</b>	1) CIT Meetings 2) Virtual 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	
<b>GOAL #4</b>	1) CIT Meetings 2) Virtual 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	
<b>GOAL #5</b>	NA			

<b>GOAL #6</b>	<ol style="list-style-type: none"> <li>1) Review of reports identifying Chronically Absent Students</li> <li>2) Discuss data within Attendance Committee</li> <li>3) Involve teachers, parents, counselors, administrators, and PPW in working to build relationships with identified students.</li> <li>4) PPW referrals for persistent attendance concerns</li> </ol>	Administrators, Counselors, Teachers, PBIS Team, Equity Data Team	Ongoing throughout the school year.	
<b>GOAL #7</b>	<ol style="list-style-type: none"> <li>1) PBIS incentives</li> <li>2) Monthly reviews of discipline data within the PBIS and Equity Data team</li> <li>3) Use of SST as a vehicle to move students through MTSS</li> <li>4) Admin trainings with staff on classroom management and trauma sensitive classrooms</li> </ol>	Administrators, Counselors, Teachers, PBIS Team, Equity Data Team	Ongoing throughout the school year. Monthly PBIS review of data	
<b>GOAL #8</b>	<ol style="list-style-type: none"> <li>1. Access WIDA</li> <li>2. Tier II/Tier III intervention times</li> <li>3. EL tutor and teacher</li> </ol>	Administrators, Teachers	Ongoing and during designated data collection times.	
<b>GOAL #9</b>	<ol style="list-style-type: none"> <li>1) Drive thru events</li> <li>2) Zoom events</li> <li>3) Home/School Family Engagement Connection</li> </ol>	Administrators, Counselors, Teachers	Ongoing throughout the school year.	Title I Family Engagement
<b>GOAL #10</b>	<ol style="list-style-type: none"> <li>1. Prek PD</li> <li>2. Raising a Reader</li> <li>3. Implementation of Frog Street</li> </ol>	Administrators, Counselors, Teachers, and teacher specialist	Ongoing and during designated data collection times.	
<b>Goal #11</b>	<ol style="list-style-type: none"> <li>1. Equity Meetings both county and</li> </ol>	Supervisor,	Ongoing	



	school based 2. PD 3. CIT Meetings.	administrators, teachers, equity liaison		
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**Component IV: In Coordination with other Federal, State and Local Services,  
Resources, and Programs**  
(Please list if appropriate and applicable)

<b>Title I Family Engagement Funds - Spent on HSC and Events</b>
<b>For All Seasons -Mariah Farmer Grace.- 1 day a week</b>
<b>Channel Markers Program for support with children in need</b>
<b>Food Backpack Program for Food Needy Families</b>
<b>Choptank Wellness Nurse Practitioner - Weekly on Monday/Wednesday</b>
<b>Caroline County Sheriff's Department</b>