



# **School Improvement Plan**

## **21 - 22 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
School	Ridgely Elementary School	
Title I School	Yes	
Lee Sutton	Principal	sutton.lee@ccpsstaff.org
Sarah Crebs	Assistant Principal	crebs.sarah@ccpsstaff.org
Katie Allis-Fisher	Central Office Liaison	allisfisher.kathleen@ccpsstaff.org
Sara Howard	Math Resource Teacher/Coach	howard.sara@ccpsstaff.org
Laura Royer	Reading Resource Teacher/Coach	royer.laura@ccpsstaff.org
Kim Shirkey	English Learner Teacher	shirkey.kimberly@ccpsstaff.org
Julie Maheux	Special Education Teacher	maheux.julie@ccpsstaff.org
Regan Fox	Pre-kindergarten Teacher	fox.JENNIFER@ccpsstaff.org

Michelle Pearson	Kindergarten Teacher	pearson.michelle@ccpsstaff.org
Gabby Ward	Grade 1 Teacher	ward.gabrielle@ccpsstaff.org
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
Colby Baughman	Grade 5 Teacher	baughman.colby@ccpsstaff.org
Anna Buffenmyer	School Counselor/PBIS	buffenmyer.anna@ccpsstaff.org
Ashley Weer	Music/Specialist	weer.ashley@ccpsstaff.org
Faith Burton	Teach to Lead	burton.faith@ccpsstaff.org
Christina Black	Instructional Assistant	black.christina@ccpsstaff.org
Stephanie Cava	At-large volunteer staff member	cava.stephanie@ccpsstaff.org
Jennifer Mayer	Parent/CAC Representative	mayer.jennifer.m@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

<p><b>ELA: I-ready, tracking, Fall MCAP Data (when available)</b></p>	<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>
<p><b>Math: iready, tracking, unit assessments and Fall MCAP Data (when available)</b></p>	<ul style="list-style-type: none"> <li>❖ Math website to guide planning and instruction (updated pacing guides for 21 - 22 school year with Bridge and Math Workshop Focus)</li> <li>❖ Daily Number Sense Routines</li> <li>❖ Grade level planning/CIT's</li> <li>❖ Common Core Companion resource</li> <li>❖ Tracking (county wide trackers linked to pacing)</li> <li>❖ Using iReady data to guide instruction</li> <li>❖ Math workshop- spiraled practice and teacher micro interventions for</li> </ul>	<ul style="list-style-type: none"> <li>❖ Flexible grouping a challenge with Covid-19 protocols. Time limits on small groups/student movement</li> <li>❖ Time for vertical planning between teams and schools</li> <li>❖ Disparity in learning loss during virtual and hybrid teaching experience for 20-21 SY</li> <li>❖ Balance between independent practice and teaming/productive struggle</li> <li>❖ Common understanding of what qualifies as higher levels of thinking or differentiation</li> </ul>

	<p>a minimum of 30 minutes daily.</p> <ul style="list-style-type: none"> <li>❖ Flexible Math Block Structure Options to meet the needs of learners (must be pre-planned)</li> <li>❖ Use of instructional coaches for content</li> <li>❖ Instructional Coach push-in support for groups in iReady Grouping 2</li> <li>❖ Spending time on critical grade level content, acceleration model of covering missed skills from previous year.</li> <li>❖ I do, We do, You do instructional delivery</li> <li>❖ iReady weekly instruction to close gaps in learning (2 lessons per week)</li> <li>❖ Departmentalization in Grades 1-5</li> <li>❖ iReady Math Toolbox lessons for targeted small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students on quarantine accessing grade level instruction</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> </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</li> </ul>

	<ul style="list-style-type: none"> <li>❖ i-Pads and new materials via Title I EL Grant</li> </ul>	<ul style="list-style-type: none"> <li>❖ classroom placement</li> <li>❖ Phonics proficiency in EL students lags behind other data groups</li> <li>❖ Virtual Learning restrictions at times.</li> </ul>
<b>Classroom Walk Through Walk Data</b>	<ul style="list-style-type: none"> <li>❖ Learning Targets and Success Criteria</li> <li>❖ Target-Task Alignment</li> <li>❖ Teachers tracking</li> <li>❖ Small group instruction being utilized when appropriate</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>
<b>Discipline Data</b>	<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>
<b>Attendance Data</b>	<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> </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>❖ Close Contact Quarantine and Positive student/staff</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Attendance Committee (monthly meetings) to track and intervene for at risk and chronic student</li> </ul>	
<b>Systems 44/Failure Free/Sunday/Read 180</b>	<ul style="list-style-type: none"> <li>❖ System 44 focus on Phonics/Read 180 Vocab./Comprehension</li> <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>❖ Time</li> <li>❖ Human Resources</li> <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>

<b>Academic Achievement</b>										
2019 - 20/2020 - 21 - 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	<a href="#">41 19-20</a>									
	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 - 2020/2020 - 2021- 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 2021 - 2022 Data**

I-ready (k-5) ELA	<a href="#">BOY iReady Data</a>	MOY iReady Data	EOY iReady Data
I-ready (k-5) Math	<a href="#">BOY iReady Data</a>	MOY iReady Data	EOY iReady Data
i-Ready - Grade K	<a href="#">Math</a> <a href="#">ELA</a>	Math ELA	Math ELA
i-Ready - Grade 1	<a href="#">Math</a> <a href="#">ELA</a>	Math ELA	Math ELA
i-Ready - Grade 2	<a href="#">Math</a> <a href="#">ELA</a>	Math ELA	Math ELA
i-Ready - Grade 3	<a href="#">Math</a> <a href="#">ELA</a>	Math ELA	Math ELA

i-Ready - Grade 4	<a href="#">Math</a> <a href="#">ELA</a>	Math ELA	Math ELA
i-Ready - Grade 5	<a href="#">Math</a> <a href="#">ELA</a>	Math ELA	Math ELA

PLAN		
Focus Area #1: Academic Achievement Reading/English Language Arts/Mathematics <i>(Percent of students meeting or exceeding expectations)</i>		
S.M.A.R.T. GOAL #1	Baseline Data	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>- Achievement:</p> <p>By June 2022, 60 % of students with 80% or greater attendance, will be at, or above benchmark as measured by the DIBELS 8 End of Year screener.</p>	<p><b>Increase scores from 74.6% of students making typical or better progress to 80%.</b></p>	<p>Growth:</p> <p>By June 2022, 60% of students with 80% or greater attendance, who have been designated as 'at-risk', or 'some-risk' by the DIBELS 8 Beginning of Year screener, will show an improvement by at least one risk level as measured by the DIBELS 8 End of Year screener.</p>

		<p>.</p> <hr/> <p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <p>Teachers will use 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> <hr/> <p><b>STRATEGY #3 (Communication)</b></p> <p>Teachers will send home information to parents on student progress.</p> <p>Teachers will post support and information in Google Classroom Platform, Kajeets as necessary, and paper packets when necessary.</p> <p>Academic Distribution events will be held to provide content, materials and select strategies to parents.</p> <hr/> <p><b>STRATEGY #4 (Equity)</b></p> <p>All grade levels using DIBELS to evaluate student need</p>
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		<p>Haeggerty utilized in grades K-2 to improve student phonemic awareness</p> <p>Teacher tracking to adjust teaching for student needs</p> <p>EL teacher and IA working to reinforce classroom ELA lessons.</p> <p>EL teacher and IA pushing in to classrooms to support language for EL students</p> <p>SPED teachers and IAs pushing in to classrooms to support SPED student goals</p>
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<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. Dibels, Heggerty data, i-ready data and Foundations Unit assessments.	As appropriate based on i-Ready timeline BOY, MOY, EOY DIBELS BOY,MOY,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>100% of students at RES (with an attendance rate of 80% or more) will aim to reach or exceed 100% median progress toward typical growth in the</p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <p>Teachers will take a prescriptive approach to closing learning gaps while ensuring access to grade level standards for each student.</p> <p>Teachers will track student progress toward grade level standards and accelerate learning when needed.</p>

<p>iReady Math Diagnostic by the end of the 21-22 school year.</p>	<p>MRT will focus on providing Targeted Group Interventions during the Math Workshop block based on available iReady data and lessons.</p>														
<table border="0"> <thead> <tr> <th data-bbox="191 326 394 358">Student Grade</th> <th data-bbox="407 326 625 428">Median of Annual Typical Growth Measure</th> </tr> </thead> <tbody> <tr> <td data-bbox="191 472 222 505">K</td> <td data-bbox="485 472 617 505">32 points</td> </tr> <tr> <td data-bbox="191 513 222 545">1</td> <td data-bbox="485 513 617 545">29 points</td> </tr> <tr> <td data-bbox="191 553 222 586">2</td> <td data-bbox="485 553 617 586">26 points</td> </tr> <tr> <td data-bbox="191 594 222 626">3</td> <td data-bbox="485 594 617 626">26 points</td> </tr> <tr> <td data-bbox="191 634 222 667">4</td> <td data-bbox="485 634 617 667">23 points</td> </tr> <tr> <td data-bbox="191 675 222 708">5</td> <td data-bbox="485 675 617 708">18 points</td> </tr> </tbody> </table>	Student Grade	Median of Annual Typical Growth Measure	K	32 points	1	29 points	2	26 points	3	26 points	4	23 points	5	18 points	<p>Teachers will utilize time during Math Workshop for 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>Teachers will review iReady instruction data at CIT and work with the MRT to make a plan for students not making progress.</p> <p>Students will work on their "My Path" in iReady with the weekly goal of 2 lessons per week per student. Teachers will track this data.</p> <p>Daily Number Sense Routines will take place in the math block.</p> <p>Teachers will follow a countywide pacing guide with Learning Targets and Success Criteria for students provided.</p>
Student Grade	Median of Annual Typical Growth Measure														
K	32 points														
1	29 points														
2	26 points														
3	26 points														
4	23 points														
5	18 points														
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <p>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>Daily Number Sense routines to promote open discussion among students with respectful agreement and disagreement about math strategies.</p>														

	<p>Morning Meetings for emotional wellness.</p> <p><b>STRATEGY #3 (Communication)</b>                  Teachers will collaborate with their grade level team and MRT weekly to analyze data and plan instructionally.</p> <p>Teachers will utilize the Google Classroom Platform to provide resources and support for learning, Kajeets as necessary, and paper packets when necessary..</p> <p>Data and instructional materials will be shared with parents at parent conferences.</p> <p>RES MRT has a Google Classroom for teachers to access materials, strategies, and content reminders.</p> <hr/> <p><b>STRATEGY #4 (Equity)</b>                  EL teacher and IA pushing in to classrooms to support language for EL students</p> <p>SPED teachers and IAs pushing in to classrooms to support SPED student goals</p> <p>Text to Speech/teacher read aloud offered for math problems</p> <p>iReady MyPath and Teacher Toolbox lessons customized for student need</p> <p>Math Workshop time small groups customized for student need</p>
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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>

iReady Reports	Report of student diagnostic scores and growth towards EOY goal	BOY, MOY, EOY
Attendance Data	Report the students meeting attendance requirements	BOY, MOY, EOY

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>	<a href="#">RES BOY 21-22 Diagnostic Results</a>

PLAN	
<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>	
S.M.A.R.T. GOAL #3a/b	EVIDENCED-BASED PRACTICE (STRATEGY)
English Language Arts a. By June 2022, 100% of K-5 students with an attendance rate of 80% or better will increase by one risk category level on one or more measures on Dibels.	<b>STRATEGY #1 (Curriculum and Instruction)</b> -Heggerty Instruction Daily -Foundations Units Daily
	<b>STRATEGY #2 (Social/Emotional Wellness)</b> -Instructional Routines, PBIS
	<b>STRATEGY #3 (Communication)</b> -parent communication



	<p><b>-SST process if progress is not being made.</b></p> <hr/> <p><b>STRATEGY #4 (Equity)</b>                  Teachers tracking student progress and adjusting teaching to meet student needs</p> <p>Teachers using flexible grouping to close learning gaps while ensuring access to grade level standards for each student</p>
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<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>
<p>Heggerty Assessments:                      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>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.                      Teachers gather data and put in Google Drive</p>	<p>Beginning, Middle and End of Year</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.</p>	<p>End of every Foundations Unit</p>

	Teachers will track	
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<b>RESULTS</b>	
<b>Date Data was reviewed</b>	12/16/20
<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 #4</b>	<b>Baseline Data</b>	<b>EVIDENCED-BASED PRACTICE (STRATEGY)</b>
Mathematics  Reduce the percentage of Tier 3 students on the iReady Math Diagnostics by 5% from BOY to EOY.	BOY iReady Math # of Students in Tier 3 (two or more grade levels below)  1st- 20% 2nd- 32% 3rd- 48% 4th-40% 5th- 42%  Total RES students working in Tier 3 BOY: 30%	<b>STRATEGY #1 (Curriculum and Instruction)</b> 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 diagnostic assessments then MOY diagnostic assessments.  Teachers will use iReady My Path, fluency routines, independent practice time and number talks regularly in the classroom.  Teachers will use the CCPS math website and approved

		<p>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. Intentionally planning for accelerating learning, due to gaps in instruction, will be utilized as noted in the district pacing and by using ANET Prerequisite skills.</p> <p>Math Resource Teacher meets with grade level teams at CIT for data discussions and ideas to meet the needs of Tier 3 students.</p> <p>Use of the CCPS SST referral process.</p> <hr/> <p><b>STRATEGY #2 (Social/Emotional Wellness)</b>                  Teachers will use strategies that 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> <hr/> <p><b>STRATEGY #3 (Communication)</b>                  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, Kajeets as necessary, and paper packets when necessary.</p> <p>Distribution events where teachers will communicate content,</p>
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		<p>materials and strategies to parents.</p> <hr/> <p><b>STRATEGY #4 (Equity)</b>                  Teachers tracking student progress and adjusting teaching to meet student needs</p> <p>Teachers using flexible grouping to close learning gaps while ensuring access to grade level standards for each student</p>
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<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>
i-Ready Math Diagnostic Assessments	BOY, MOY and EOY i-Ready assessments	BOY, MOY 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</b>	<a href="#">Data</a>

<b>on the goals</b>	
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<b>PLAN</b>
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**Focus Area #4:** Readiness for Post-Secondary Success  
*(Percent of 9th graders earning four credits in core academic courses)*

S.M.A.R.T. GOAL #5	EVIDENCED-BASED PRACTICE (STRATEGY)
	STRATEGY #1 (Curriculum and Instruction)
	STRATEGY #2 (Social/Emotional Wellness)
	STRATEGY #3 (Communication)

<b>TRACK</b>
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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?

<b>RESULTS</b>
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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>	

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></p> <p>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></p> <p>Attendance incentive - send perfect attendance recognition to individual students quarterly</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></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> <hr/> <p><b>STRATEGY #4 (Equity)</b>                  All students' attendance data examined and families are reached out to when necessary</p> <p>School/PPW offer individual supports to family based on need in order to improve student attendance</p>
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<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>
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>
<p><b>Discipline</b></p> <p>RES will reduce major referrals by 10% from the 2019-2020 school year.</p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <p>Full implementation of PBIS strategies in our classrooms under the RES Code of Conduct.</p> <p>PBIS committee chaired by Anna Buffenmyer to guide all PBIS related activities</p> <p>BEST IN SHOW awards given when classes demonstrate RES code of conduct.</p> <p>Terrier Time implemented in Classrooms (strategies are taught to assist students in managing their own social/emotional behavior.</p> <p>Discipline Data updates at PBIS meetings and to inform staff of discipline trends.</p> <p>PBIS "Pawsitive" phone calls home by teacher, administration.</p> <p>PBIS "Punch Cards for individual classroom incentives.</p>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <p>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.</p> <p>For All Seasons Counselor available full time - 2 days a week for students enrolled in the program.</p>
	<p><b>STRATEGY #3 (Communication)</b></p> <p>Weekly Family Update with relevant school information.</p> <p>School Website with PBIS plan and information detailing positive behavior based incentives</p> <p>Facebook Page</p> <p>Parent conferences and phone calls to coordinate on behavior plans, discipline</p>



	referrals, and positive behavior referrals.  <hr/> <b>STRATEGY #4 (Equity)</b> School-wide PBIS and classroom incentive program for all students
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<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>
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

<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 #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></p>	
S.M.A.R.T. GOAL #8	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>(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 will improve their score a minimum of 0.1.                      Contingent upon the administration of ACCESS for 2021</p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b>                      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 &amp; toolbox for additional support and instruction.</p> <p>Use mClass DIBELS Instructional Materials during ILS in small groups.</p>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b>                      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><b>STRATEGY #3 (Communication)</b>                      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</p>

	<p>conferences with parents.</p> <hr/> <p><b>STRATEGY #4 (Equity)</b>                  Translated documents sent home to families and translators available for conferences with parents or use Language Link.</p> <p>EL teacher works closely with families to lend support for needs outside of school</p>
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<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>
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>	

PLAN	
Title I Focus Area: Parent, Family and Stakeholder Involvement	
S.M.A.R.T. GOAL #9	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>(2020 - 2021 Data)</p> <p>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.</p>	<p><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</p> <p>Parent/Teacher conference days through Zoom, phone, and in-person.</p>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b>                      Weekly Family Update with relevant school information.</p>
	<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>
	<p><b>STRATEGY #4 (Equity)</b>                      Conference signs ups sent home both digitally and on paper (for families who</p>

	<p>may not have internet access)</p> <p>Conference choices - offered for Zoom or in person conference (parent choice)</p> <p>Language Links translation service used for conference as needed</p> <p>All papers sent home from conference in family's native language</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>	

PLAN	
Pre-K Programs Focus Area	
S.M.A.R.T. GOAL #10	EVIDENCED-BASED PRACTICE (STRATEGY)
By June 15, 2022, 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	<b>STRATEGY #1 (Curriculum and Instruction)</b>  Pre-Kindergarten teachers will implement the Frog Street Curriculum through the use of CCPS enhanced Frog Street Lessons with fidelity.
	<b>STRATEGY #2 (Social/Emotional Wellness)</b>  Pre-Kindergarten teachers will implement Conscious Discipline Greeting Circle and

and Literacy, Mathematics, and Physical Well-Being and Motor Development.	Closing Circle with fidelity.
	<b>STRATEGY #3 (Communication)</b>  Pre-Kindergarten teachers will provide Family Engagement Materials for each Frog Street Curriculum Themes to students' families.
	<hr/> <b>STRATEGY #4 (Equity)</b> Pre-Kindergarten teachers will track student progress toward grade-level goals and individualize teaching to student needs

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

Equity Commits from August retreat:	To use/refer to the equity lens in the school improvement process. To expand our understanding of race within our practices  Goal - <ol style="list-style-type: none"> <li>1. Use the equity lens to develop school improvement goals.</li> <li>2. Examine race equity in professional learning.</li> <li>3. Staff awareness and growth through equity faculty updates and k-2 focus on reading, and regular review</li> </ol>
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	of subgroup data.
How will we monitor your equity commit/goal?	Data collection, staff discussion School improvement team - equity committee (lead the equity review) Professional learning through the book study/conversations by the Teach to Lead team -Include the school counselor with their ASCA goals
How to share equity information with staff?	CIT Faculty meetings
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	Equity team -once a month and during SIT Admin - Yes School counselor Member: Faith Burton, Chelsey Bledsoe, Paul Richardson, Alexandra Freeman, Kim Brown
	***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) Classroom Walkthroughs 3) Unit Assessment Data Dives/Summative Assessments	Supervisors, administrators, coaches, ELA teachers, other content area	Normal Weeks At least once or twice a month End of Unit/I-Ready	\$2742.00 Title I Family Engagement Academic Night

	4) PD Days (School and Content)	teachers.	Window PD Days scheduled by CCPS	Funding Source
<b>GOAL #2</b>	1) CIT Meetings 2) Classroom Walkthroughs 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	\$2742.00 Title I Family Engagement Academic Night Funding Source
<b>GOAL #3</b>	1) CIT Meetings 2) Classroom Walkthroughs 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	\$2742.00 Title I Family Engagement Academic Night Funding Source
<b>GOAL #4</b>	1) CIT Meetings 2) Classroom 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	\$2742.00 Title I Family Engagement Academic Night Funding Source
<b>GOAL #5</b>	NA			
<b>GOAL #6</b>	1) Review of reports identifying Chronically Absent Students 2) Discuss data within Attendance Committee	Administrators, Counselors, Teachers, PBIS Team, Equity Data Team	Ongoing throughout the school year.	\$0



	<p>3) Involve teachers, parents, counselors, administrators, and PPW in working to build relationships with identified students.</p> <p>4) PPW referrals for persistent attendance concerns</p>			
<b>GOAL #7</b>	<p>1) PBIS incentives</p> <p>2) Monthly reviews of discipline data within the PBIS and Equity Data team</p> <p>3) Use of SST as a vehicle to move students through MTSS</p> <p>4) Admin trainings with staff on classroom management and trauma sensitive classrooms</p>	Administrators, Counselors, Teachers, PBIS Team, Equity Data Team	Ongoing throughout the school year. Monthly PBIS review of data	\$250.00 - PBIS funding source
<b>GOAL #8</b>	<p>1. Access WIDA</p> <p>2. Tier II/Tier III intervention times</p> <p>3. EL tutor and teacher</p>	Administrators, Teachers	Ongoing and during designated data collection times.	\$0
<b>GOAL #9</b>	<p>1) Evening Family Events as permitted</p> <p>2) Drive Through Meet the Teacher</p> <p>3) Home/School Family Engagement Connection</p>	Administrators, Counselors, Teachers	Ongoing throughout the school year.	\$2742.00 Title I Family Engagement Academic Night Funding Source
<b>GOAL #10</b>	<p>1. Prek PD</p> <p>2. Raising a Reader</p> <p>3. Implementation of Frog Street</p>	Administrators, Counselors, Teachers, and teacher specialist	Ongoing and during designated data collection times.	\$0
<b>Goal #11</b>	<p>1. Equity Meetings both county and school based</p> <p>2. PD</p> <p>3. CIT Meetings.</p>	Supervisor, administrators, teachers, equity liaison	Ongoing	\$2742.00 Title I Family Engagement Academic Night

				Funding Source
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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 Virtual Family Engagement Academic Events &amp; Materials - \$2742.00</b>
<b>Title I Family Engagement Academic Night Funding Source</b>
<b>For All Seasons Counselor - 1 to 2 day(s) a week</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>
<b>Caroline County Recreation/Parks Winter Basketball Program</b>