

PRESTON
ELEMENTARY SCHOOL
Panthers



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

School Improvement Plan		
School	Preston Elementary School	
Title I School	Yes	
TEAM		
Name	Job Title	Email
Antonio Angeloni	Principal	angeloni.antonio@ccpsstaff.org
Jaclyn Murray	Assistant Principal	murray.jaclyn@ccpsstaff.org

Karin Miller	Reading Resource Teacher	miller.karin@ccpsstaff.org
Juli Walls	Math Resource Teacher	walls.juilann@ccpsstaff.org
Ashley Ireland	Pre-K 4 Teacher	ireland.ashley@ccpsstaff.org
Emily Edwards	Kindergarten Teacher	edwards.emily@ccpsstaff.org
Michelle Vinton	1st Grade Teacher	vinton.michelle@ccpsstaff.org
Christina Johnson	2nd Grade Teacher	johnson.christina@ccpsstaff.org
Justin Klein	3rd Grade Teacher	klein.justin@ccpsstaff.org
Laura Drathman	4th Grade Teacher	drathman.laura@ccpsstaff.org
Jason Faller	5th Grade Teacher	faller.jason@ccpsstaff.org
Lisa Murray	SPED Teacher	murray.lisa@ccpsstaff.org
Linda Blackmon	Media Specialist	blackmon.linda@ccpsstaff.org
Emily Sherman	Guidance Counselor	sherman.emily@ccpsstaff.org

Meeting Dates	
Meeting Dates	September 30 - ILT
	October 1 - Whole Group
	October 16 - ILT
	November 19 - Google Doc Meeting

ANALYZE/ROOT CAUSE ANALYSIS - PES Specific		
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"> ❖ Content Coaching sessions with 3-5 ELA teachers ❖ Mid-Cycle iReady data ❖ Grade-level specific ELA shared folders in Drive ❖ Common Core Companion resource ❖ Daily Tracking ❖ Grade-Level planning 	<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 centered ❖ Inconsistent implementation of E4L

	<ul style="list-style-type: none"> ❖ iReady Teacher Toolbox ❖ iReady Writing 	<p>strategies</p> <ul style="list-style-type: none"> ❖ Pacing of scope and sequence ❖ K-2 Core ELA Curriculum has gaps in phonics instruction
MCAP Data - Math	<ul style="list-style-type: none"> ❖ Math website ❖ Content Coaching sessions with 3-5 math teacher collaboration ❖ Math teacher expert (departmentalized) 3-5 ❖ Grade level planning ❖ Common Core Companion resource ❖ Tracking ❖ Mid cycle data available ❖ Math workshop- spiraled practice and teacher micro interventions 	<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
MISA Data	<ul style="list-style-type: none"> ❖ Content Coaching w/ Sandy Smith with 3-5 Science teachers weekly ❖ Vertical collaborative planning for Science teachers at PD's with purposeful designs ❖ Departmentalization - Teachers can focus on the science curriculum ❖ Teachers keeping 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
ACCESS for EL Data	<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 	<ul style="list-style-type: none"> ❖ EL personnel required to teach Read 180 due to lack of staff resources ❖ Uneven exposure to E4L due to

	Assistant ❖ i-Pads, Apple Pens, and new materials via Title I EL Grant	classroom placement ❖ Phonics proficiency in EL students lags behind other data groups
C4I Walk Data	❖ Learning Targets and Success Criteria are accessible to students ❖ Target-Task Alignment ❖ Teachers tracking	❖ 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
Discipline Data	❖ PAWS-itive Referrals - PBIS ❖ PAWS for being caught doing something good - PBIS ❖ Safety Patrol - motivation based incentive for 5th grade students ❖ Monthly Attendance Incentives ❖ 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 ❖ Use of Restorative Practices ❖ For-all-seasons - 5 days a week	❖ Not all teachers using mental health social/emotional checks
Attendance Data	❖ Monthly Attendance Incentives ❖ Guidance Counselor placing phone calls to flagged student	❖ Method to gauge student emotional/mental health about school

	<ul style="list-style-type: none"> ❖ 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"> ❖ Need to implement and train more staff in mental health checks
Systems 44/Read 180	<ul style="list-style-type: none"> ❖ System 44 focus on Phonics ❖ Read 180 focus on comprehension ❖ 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

Academic Achievement 18-19 - Meet or Exceeds - 4 or a 5 attained on MCAP - Hyper Links take you to tables diving into the data throughout the tables

	All Students	SWD	White	African American	Asian	Hispanic	Two or More	EL	FARMS	Am. Indian or Alaska Native
ELA 3-5	48.2%	0%	51%	18.2%	100%	33.3%	50.1%	0%	35.7%	0%
Math 3-5	42.8%	9.1%	48.3%	9.1%	100%	22.2%	25%	0%	31%	0%

Other Data Sources 18-19 - Hyper Links take you to tables diving into the data

	All Students	SWD	White	African American	Asian	Hispanic	Two or More	EL	FARMS	Am. Indian or Alaska Native
MISA (5th grade) Met or exceeds- 4 or 5 MCAP	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Discipline Data (Major Referrals)	20 (395)	1	12	6	0	2	0	0	-	0
Attendance Rate - Chronically absent (missing >10%)	10%	12.5%	90%	0%	2.5%	2.5%	5%	0%	-	0%

	<1.0	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.5	>4.5
ACCESS for EL (score for test out was 4.5)	0	16.6% (2)	0	66.6% (10)	16.6% (2)	0

Discipline Data										
Attendance Rate										

PLAN	
Focus Area #1: Academic Achievement: Reading/English Language Arts, Mathematics, Science <i>(Percent of students meeting or exceeding expectations)</i>	
S.M.A.R.T. GOAL #1 (3rd-5th)	EVIDENCED-BASED PRACTICE (STRATEGY)
English Language Arts 53% (5% increase) of all students in grades 3-5 will meet or exceed a 4 on the 2019-2020 ELA MCAP assessment.	STRATEGY #1 (Curriculum and Instruction) 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 attend weekly content coaching on Fridays with the ELA Reading Resource Teacher.
	STRATEGY #2 (Social/Emotional Wellness) Students use self-selected books during independent reading, which increases their reading stamina, reading volume, and reading fluency.

	<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 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) 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>Academic Nights where teachers will communicate content strategies to parents.</p>
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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. iReady mid-cycle data	As appropriate based on i-Ready timeline
Teacher Tracking	Tracking to aligned Success Criteria	Daily
MCAP ELA Data	MCAP ELA Data	After MCAP ELA scores are released from the state

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	

S.M.A.R.T. GOAL #2 (3rd-5th)	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>Mathematics</p> <p>48% (5% increase) of all students in grades 3-5 will meet or exceed a 4 on the 2019-2020 Math MCAP assessment</p>	<p>STRATEGY #1 (Curriculum and Instruction)</p> <p>Teachers will utilize Math Workshop for targeted interventions based on short-cycle tracking and mid-cycle data, including i-Ready.</p> <p>Every math teacher will use problem solving procedures in the classroom.</p> <p>Teachers will use exemplar tasks, weekly journaling, and number talks regularly in the classroom.</p> <p>Teachers will attend weekly content coaching on Fridays with the Math Resource Teacher</p> <p>Teachers will use the CCPS math website and approved resources as they</p>

	intentionally plan for a balance of team structures and independent math practice.
	<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>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 as a 3-5 mathematics expert team at least once per week, with the MRT as a facilitator.</p> <p>Teachers will collaborate with their grade level team at least once per week to analyze learning skills</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?
MCAP Math Data	MCAP Math Data	After MCAP scores are released from the state
i-Ready Benchmark Assessments	BOY, MOY, and EOY i-Ready assessments	BOY, MOY, and EOY

Teacher Tracking	Tracking to aligned Success Criteria	Daily
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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	

S.M.A.R.T. GOAL #3 (5th)	EVIDENCED-BASED PRACTICE (STRATEGY)
Science 31% (5% increase) of all 5th grade students will be proficient in the "Cross-Cutting Concepts" sub-domain of the 2020 MISA assessment.	STRATEGY #1 (Curriculum and Instruction) Science teachers grades 3-5 will attend weekly content coaching with Sandy Smith, Science Teacher Specialist.
	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 be tracking teachers' progress on creating an environment of autonomy, where students transition to a greater awareness of their own and peers' emotions.

	<p>STRATEGY #3 (Communication) Science teaches in grades 3-5 will attend CIT meetings with administration to analyze data, collaborate on strategies in the classroom, and implementation of E4L routines across grade levels.</p> <p>Academic Nights where teachers will communicate content strategies to parents.</p>
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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?
Growth on MISA Cross Cutting Concept scores	MISA Scores	After the MISA test results are sent from the state.
SLO Attainment from teachers grades 3-5	Teacher SLO Data	Teacher SLO conferences.
Benchmark assessments	Benchmark assessments	After strategically placed Benchmark assessments
Teacher Tracking	Tracking to aligned Success Criteria	Daily

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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PLAN

Focus Area #2: Student Growth in Reading/English Language Arts/Mathematics
(Academic progress - consider the percent of students that have grown by 10+ points from the previous year)

S.M.A.R.T. GOAL #4 (4th-5th)	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>English Language Arts</p> <p>43% (5% increase) of students in grades 4 and 5 will show at least a 10 point increase (from the previous year's score) on the 2020 ELA MCAP assessment.</p>	<p>STRATEGY #1 (Curriculum and Instruction) 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>Teachers will attend weekly content coaching on Fridays with the Reading Resource Teacher.</p> <p>STRATEGY #2 (Social/Emotional Wellness) 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 be tracking teachers' progress on creating an environment of autonomy, where students transition to a greater awareness of their own and</p>

	peers' emotions.
	<p>STRATEGY #3 (Communication) 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?
MCAP ELA Data	MCAP ELA Data	After MCAP scores are released from the state
i-Ready Benchmark Assessments	BOY, MOY, and EOY i-Ready assessments	BOY, MOY, and EOY
A.C.E. Response Rubric	BOY, MOY, EOY A.C.E. response writing prompts	BOY, MOY, EOY
Teacher Tracking	Tracking to aligned Success Criteria	Daily

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	

S.M.A.R.T. GOAL #5 (5th)	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>Mathematics</p> <p>20% of students in grade 5 will show at least a 10 point increase (from the previous year's score) on the 2020 Math MCAP assessment.</p>	<p>STRATEGY #1 (Curriculum and Instruction)</p> <p>Teacher SLOs will focus on modeling and reasoning through the instruction of exemplars while using the problem solving procedure.</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 will use exemplar tasks, weekly journaling, and number talks regularly in the classroom.</p> <p>Teachers will attend weekly content coaching on Fridays with the Math Resource Teacher</p> <p>Teachers will use the CCPS math website and approved resources as they intentionally plan for a balance of team structures and independent math practice.</p>
	<p>STRATEGY #2 (Social/Emotional Wellness)</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-</p>

	<p>resolution strategies.</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)</p> <p>Teachers will collaborate as a 3-5 mathematics expert team at least once per week, with the MRT as a facilitator.</p> <p>Teachers will collaborate with their grade level team at least once per week to analyze learning skills</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?
MCAP Math Data - students who increase 10 points in 5th grade	MCAP Scores for current 5th grade students	After MCAP scores are released from the state
i-Ready Benchmark Math Assessments for grade 5 students	BOY, MOY, and EOY i-Ready assessments	BOY, MOY, and EOY
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
Teacher Tracking	Tracking to aligned Success Criteria	Daily

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	

S.M.A.R.T. GOAL #6 (K-3rd)	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>English Language Arts</p> <p>100% of students in Kindergarten will increase their iReady scores by 22-44 points by the end-of-year assessment.</p> <p>100% of students in 1st Grade will increase their iReady scores by 37-54 points by the end-of year assessment.</p> <p>100% of students in 2nd Grade will increase their iReady scores by 22-44 points by the end-of year assessment.</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>Reading Resource teacher meets with grade level teams for coaching.</p> <p>Use of Fountas and Pinnell guided reading program to meet the instructional needs of individual students.</p> <p>K-2 use of Wilson Foundations for core phonics instruction.</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</p>

100% of students in 3rd Grade will increase their iReady scores by 17-36 points by the end-of year assessment.	learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies. 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.
	STRATEGY #3 (Communication) Students use monthly reading logs, which guardians sign off on, to track their reading at home. The reading logs are incentivised each month. Academic Nights where teachers will communicate content strategies to parents.

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 Benchmark Assessments	BOY, MOY, and EOY i-Ready assessments	BOY, MOY, and EOY
Foundations Unit tests	Phonics and Phonemic Awareness	End of each unit.
F&P Benchmark	Accuracy, Fluency, and Comprehension	BOY and EOY
Teacher Tracking	Tracking to aligned Success Criteria	Daily

Date Data was reviewed	
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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	

S.M.A.R.T. GOAL #7 (K-3rd)	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>Mathematics</p> <p>100% of students in Kindergarten will increase their iReady scores by 21-32 points by the end-of-year assessment.</p> <p>100% of students in 1st Grade will increase their iReady scores by 21-36 points by the end-of year assessment.</p> <p>100% of students in 2nd Grade will increase their iReady scores by 18-29 points by the end-of year assessment.</p> <p>100% of students in 3rd Grade will increase their iReady scores by 21-30 points by the end-of year assessment.</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>Math Resource Teacher is meeting with grade level teams for coaching.</p> <p>Teachers will utilize Math Workshop for targeted interventions based on short-cycle tracking and mid-cycle data, including i-Ready. Every math teacher will use consistent problem solving procedures in the classroom through Exemplars and weekly journaling.</p> <p>Teachers will use number talks and other fluency routines regularly in the classroom.</p> <p>3rd Grade Math Teacher and SPED teacher will attend weekly content coaching on Fridays with the Math Resource Teacher.</p> <p>Teachers will use the CCPS math website and approved resources as they intentionally plan for a balance of team structures and independent math practice.</p>
	<p>STRATEGY #2 (Social/Emotional Wellness)</p> <p>Teachers will use E4L strategies to promote teamwork, student ownership of their</p>

	<p>learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies.</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) 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?
i-Ready Benchmark Assessments	BOY, MOY, and EOY i-Ready assessments	BOY, MOY, and EOY
Math Exemplars	Modeling and Reasoning	Weekly
Teacher Tracking	Tracking to aligned Success Criteria	Daily

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

Focus Area #3: School Quality and Student Success
(Chronic absenteeism and Discipline)

S.M.A.R.T. GOAL #8

EVIDENCED-BASED PRACTICE (STRATEGY)

Chronic Absenteeism

PES will minimally maintain the current rate of chronic absenteeism (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)

PBIS Attendance Committee committed to breaking down and studying the attendance data to make informed recommendations to administration on attendance issues.

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.

Emily Sherman, Guidance counselor, working with students both in small groups and individually to provide support for students who are chronically absent.

Access to For All Seasons counselor with proper sign-up.

SST process for students identified as chronically absent.

STRATEGY #3 (Communication)

Letters talking about our attendance incentives and the benefits of consistent attendance.

Emily Sherman contacting parents and community partners to provide support for

	chronically absent students
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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?
Percentage of chronically absent students at PES	Powerschool Attendance Data	Monthly

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 #9	EVIDENCED-BASED PRACTICE (STRATEGY)
Discipline PES will reduce major referrals by 10% from the 2018-2019 school year.	STRATEGY #1 (Curriculum and Instruction) Full implementation of PBIS strategies in our classrooms under the PAWS Code of Conduct. PBIS committee chaired by Jackie Murray and Emily Sherman to guide all PBIS

related activities

PAWSitive Referrals - involves contacting parents with the child to inform them of the positive acts they are doing, and posting their accomplishment on the school bulletin board and Facebook page.

PAWSitive Shoutouts - read on the announcements about classroom and PBIS related accomplishments

Discipline Data updates at Faculty Meetings to inform staff of discipline trends.

Character Counts Coaches coming into Classrooms for Character Lessons

GrandPals Program run by Emily Sherman

STRATEGY #2 (Social/Emotional Wellness)

Tier II and Tier III interventions - included Check In, Check Out; Behavior Plans, daily conferences with guidance, SAC monitor, and administration; SST meetings.

For All Seasons Counselor available full time - 5 days a week for students enrolled in the program.

Channel Markers program working with several students after school hours.

STRATEGY #3 (Communication)

Monthly Newsletters with HomeSchool Connection component

School Website with PBIS plan and information detailing positive behavior based incentives

Facebook/Twitter Pages maintained by PES administration.

Parent conferences and phone calls to coordinate on behavior plans, discipline referrals, and positive behavior referrals.

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?
Discipline Data monthly reports	PowerSchool Discipline Data	Monthly at faculty meetings

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
Focus Area #4: 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 #10	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>77% of EL students, that took the WiDA last year (2018 -2019), will increase their Scale Score and Confidence Band by 10 points in each of the four Language Domains: Listening, Speaking, Reading and Writing.</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	
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 #11	EVIDENCED-BASED PRACTICE (STRATEGY)

<p>PES 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) Two 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 PES 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 Meetings - held at Back to School Night, and the first PTA meetings of this calendar year.</p>

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

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	Twice per year after meetings.

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	
Pre-K Programs Focus Area	
S.M.A.R.T. GOAL #12	EVIDENCED-BASED PRACTICE (STRATEGY)
By June 15, 2020, 75% of Pre-Kindergarten students at PES will	STRATEGY #1 (Curriculum and Instruction)

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.	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) Pre-Kindergarten teachers will implement Conscious Discipline Greeting Circle and Closing Circle with fidelity.
	STRATEGY #3 (Communication) Pre-Kindergarten teachers will provide Family Engagement Materials for each Frog Street Curriculum Themes to students' families.

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

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	Home Reading Log Incentive Program	Classroom Teachers, RRT	Monthly	\$0
GOAL #2	NA	NA	NA	NA
GOAL #3	NA	NA	NA	NA
GOAL #4	Home Reading Log Incentive Program	Classroom Teachers, RRT	Monthly	\$0
GOAL #5	NA	NA	NA	NA
GOAL #6	Home Reading Log Incentive Program	Classroom Teachers, RRT	Monthly	\$0
GOAL #7	NA	NA	NA	NA
GOAL #8	Monthly Attendance Incentives	Classroom Teachers, PBIS Administration, Guidance Counselor	Monthly	Varies by month
GOAL #9	PAWSitive Referrals, PBIS Incentives, Panther PAWS	Classroom Teachers, PBIS Administration, Guidance Counselor	Daily, Weekly, Monthly, Quarterly	Varies by incentive
GOAL #10	NA	NA	NA	NA

GOAL #11	Home School Compact Mailing Academic Night 1: PES Goes to the Circus! Academic Night 2: PES Growing Together	Administration, PTA, Teachers, and Families	September 2019 October 22, 2019 March 24, 2020	\$251
GOAL #12	NA	NA	NA	NA

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

Title I Parent Involvement Funds - \$4,140 dollars - Spent on Home School Compacts and Academic Nights
For All Seasons - Shayna Church, 5 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

Preston Ruritan Society

Preston Historical Society

Provident State Bank - Financial Literacy Program

Choptank Transport - Group of Character Counts Coaches

Freemasons, Nanticoke Chapter - Attendance Incentive