

**PRESTON**  
**ELEMENTARY SCHOOL**  
*Panthers*



Preston Elementary School - School Improvement Plan  
 21-22 School Year

Preston Elementary School is a Schoolwide Title I School

\*If parents are not satisfied, or have feedback or comments, with the Schoolwide Plan parents may make comments to the school by contacting the principal at 410-479-2897 or emailing

[angeloni.antonio@ccpsstaff.org](mailto:angeloni.antonio@ccpsstaff.org)

PES - School Wide Goal and SLO Goals 21-22	
PES School Wide Equity Goal	<ul style="list-style-type: none"> <li>Preston Elementary School will be making a concerted effort to address what we have listed in our Root Cause Analysis Needs for Equity by collaborating with our Equity committee and liaison through the 21-22 school year.</li> </ul>
PES SLO 1 - Math	<ul style="list-style-type: none"> <li>By the end of the '21-'22 school year PES will increase the number of students in tier 1 (green) from 8% to 40% and will decrease the number of students in tier 3 (red) from 32% to 15% according to the RTI triangle from the iReady Beginning of Year (Placement definition - Standard View) diagnostic data.</li> </ul>

<b>PES SLO 2 - ELA</b>	<ul style="list-style-type: none"> <li>● <b>100% of students who are “at-risk” or “some-risk”, with 80% or better attendance, will increase by one risk category or more on DIBELS.</b></li> </ul>
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<b>School Information</b>	
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<b>School</b>	Preston Elementary School ( <b>Title 1 School</b> )
<b>Vision Statement</b>	PES is a community of learners that trust each other and will work together to ensure that everyone is safe and successful.
<b>PBIS Code of Conduct</b>	<p><b>PAWS:</b></p> <ul style="list-style-type: none"> <li>● Practice Responsibility</li> <li>● Act Respectfully</li> <li>● Work Hard</li> <li>● Stay Safe</li> </ul>

<b>TEAM</b>		
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<b>Name</b>	<b>Job Title</b>	<b>Email</b>
Antonio Angeloni	Principal	angeloni.antonio@ccpsstaff.org
Jaclyn Murray	Assistant Principal	murray.jaclyn@ccpsstaff.org
Deanne Waters	Reading Resource Teacher	waters.deanne@ccpsstaff.org
Juli Walls	Math Resource Teacher	walls.juilann@ccpsstaff.org
Ashley Ireland	Pre-K 4 Teacher	ireland.ashley@ccpsstaff.org

Justin Klein	3rd Grade Teacher	klein.justin@ccpsstaff.org
Laura Drathman	4th Grade Teacher	drathman.laura@ccpsstaff.org
Jason Faller	2nd Grade Teacher	faller.jason@ccpsstaff.org
Lisa Murray	SPED Teacher	murray.lisa@ccpsstaff.org
Linda Blackmon	Media Specialist	blackmon.linda@ccpsstaff.org
Susan Angeloni	Parent	susanwesterman@gmail.com

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
<b>Math Content: i-Ready Math</b>	<ul style="list-style-type: none"> <li>❖ Updated pacing guide with specific targets and tracking documents provided <ul style="list-style-type: none"> <li>➤ Teachers have access to prior grade level vertical progression</li> </ul> </li> <li>❖ Number Routines continue to be an important foundational piece of our core content</li> <li>❖ MyPath encouraged 30 mins per week for independent leveled practice (or two passed lessons)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Flexible grouping will be challenging due to COVID-19 protocols</li> <li>❖ Time limits on small group work</li> <li>❖ Vertical planning with other math teachers is a challenge within the schedule</li> <li>❖ Disparity in learning loss during virtual and hybrid teaching experience during 20-21 SY</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Aligned Unit assessments and district pacing with focus on critical content</li> <li>❖ Control over turning off domains unrelated to critical content (practice on MyPath can be targeted)</li> <li>❖ Flexibility with math workshop structures and time allocation</li> <li>❖ Targeted acceleration during math workshop (acceleration standards pre-determined by district)</li> <li>❖ iReady Math Toolbox for targeted small group instruction</li> </ul>	
<p><b>ELA Content: i-Ready ELA</b></p>	<ul style="list-style-type: none"> <li>❖ Updated Pacing Guides with a focus on standards and added teacher units to allow for teacher autonomy.</li> <li>❖ Teachers working over the summer break to update and map out the scope and sequence of units</li> <li>❖ Module Notebook for each grade level to help improve handwriting</li> <li>❖ Foundations Funhub - gives both teachers and students practice on a digital platform</li> <li>❖ DIBELS mClass platform to quickly gather data with validity and target needs of students</li> <li>❖ Focus on foundational skills during ELA blocks in our K-2 grades</li> </ul>	<ul style="list-style-type: none"> <li>❖ Flexible grouping will be challenging due to COVID-19 protocols</li> <li>❖ Time limits on small group work</li> <li>❖ Vertical planning with other ELA teachers is a challenge within the schedule</li> <li>❖ Disparity in learning loss during virtual and hybrid teaching experience during 20-21 SY</li> <li>❖ 2020 - 2021 condensed content time impacts 2021 - 2022</li> </ul>

<p><b>Science: MISA Data</b></p>	<ul style="list-style-type: none"> <li>❖ Science is given near equal content time in master schedule (2-5)</li> <li>❖ Science teachers at PES not splitting time with other contents</li> <li>❖ Access to Sandy Smith, Science Specialist</li> <li>❖ PES Science teachers continue to be on or ahead of pace</li> <li>❖ Adding in Supplemental activities as needed</li> <li>❖ Hands on lab work will be returning</li> </ul>	<ul style="list-style-type: none"> <li>❖ Lack of data from the state or county level due to COVID-19</li> <li>❖ Flexible grouping will be challenging due to COVID-19 protocols</li> <li>❖ Time limits on small group work</li> <li>❖ Vertical planning with other Science teachers is a challenge within the schedule</li> <li>❖ Disparity in learning loss during virtual and hybrid teaching experience during 20-21 SY</li> </ul>
<p><b>ACCESS for EL Data</b></p>	<ul style="list-style-type: none"> <li>❖ Increased number in EL population is leading to greater awareness of the need for communication in the home language</li> <li>❖ An increase of Spanish communication - robo calls, newsletters, google translate, language links</li> <li>❖ Flexible scheduling</li> <li>❖ Dedicated EL teacher and EL IA</li> <li>❖ Increase of EL parents reaching out to the EL teacher via Google Voice using text messaging when they have questions which has lead to great relationships and trust</li> <li>❖ Most EL students are in the building for connectivity or in person</li> </ul>	<ul style="list-style-type: none"> <li>❖ Increased EL population poses time restraints for explicit individualized instruction</li> <li>❖ Greater academic gaps with EL students due to not having connectivity during CoL in the Spring</li> <li>❖ EL parents would like to hear more from the general education teacher about their student's progress</li> <li>❖ All teachers and staff need to be mindful of sending communication home in English as well as the home language. This is the law.</li> <li>❖ Planning with each grade level is not always feasible</li> </ul>

	<p>instruction</p> <ul style="list-style-type: none"> <li>❖ The EL teacher and EL tutor are not required to teach an intervention allowing more time with EL students</li> <li>❖ Weekly communication to parents from the EL teacher</li> <li>❖ EL parents have verbally shared their appreciation for receiving information in their home language</li> <li>❖ Weekly CIT meeting with the EL supervisor and other EL teachers</li> <li>❖ Sharing Google Classrooms with the classroom teachers is a great resource when planning and making modifications since in person, collaborative planning is not always possible.</li> <li>❖ Breakout rooms on zoom has been beneficial for instructional groups</li> </ul>	<ul style="list-style-type: none"> <li>❖ Having to share interpreters for conference days and/or being asked to spread EL conferences out due to interpreters being at "higher demand" schools</li> </ul>
<p style="text-align: center;"><b>Discipline Data</b></p>	<ul style="list-style-type: none"> <li>❖ PAWS-itive Referrals - PBIS</li> <li>❖ Panther PAWS - given and tracked virtually and in person - PBIS</li> <li>❖ Check In/Check Out for Tier II students by SAC Monitor</li> <li>❖ Guidance Counselor meeting with students in small groups and one-on-one - Lunch Bunches</li> <li>❖ Use of Restorative Practices</li> <li>❖ Teachers using morning meetings for social/emotional checks</li> <li>❖ Pilot of Comfortable Cafeteria Program</li> </ul>	<ul style="list-style-type: none"> <li>❖ Not all teachers using mental health social/emotional checks</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Rollout of Conscious Discipline in Pre-K to Grade 1</li> </ul>	
<b>Attendance Data</b>	<ul style="list-style-type: none"> <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> <li>❖ Involvement of PPW worker as necessary</li> <li>❖ SEL Check-ins are a very positive force in a student's day.</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>❖ Teachers to be more proactive in reaching to families who have attendance issues</li> </ul>
<b>Interventions</b>	<ul style="list-style-type: none"> <li>❖ System 44 - focus on Phonics</li> <li>❖ Read 180 - focus on comprehension</li> <li>❖ Soliday focus on foundational skills</li> <li>❖ Failure Free - focus on word recognition and fluency</li> <li>❖ Wilson - letter and sound fluency</li> <li>❖ OG+ focuses on phonemic awareness and foundational skills</li> <li>❖ Targeted time in grade level schedules to accommodate small group needs and interventions</li> <li>❖ Main way to target Tier III students</li> </ul>	<ul style="list-style-type: none"> <li>❖ Fidelity in implementation of interventions</li> <li>❖ Human Resources</li> <li>❖ Technology not always working correctly</li> <li>❖ Lack of a dedicated RIT</li> </ul>
<b>Equity</b>	<ul style="list-style-type: none"> <li>❖ Robust Equity Committee in place</li> </ul>	<ul style="list-style-type: none"> <li>❖ A lot of in-house translating of</li> </ul>

	<p>for 21-22 school year</p> <ul style="list-style-type: none"><li>❖ Working with EL Teacher to target equitable access for our EL families</li><li>❖ 1 to 1 device ratio for all students, with access to software platforms for in-class and at-home learning</li><li>❖ PES has a MTSS system in place to address needs of all students regardless of where they are academically</li><li>❖ T II interventions are fluid and change on a 2 week rotation based on data and what teachers need.</li><li>❖ Provide both ILS and T III interventions for ELA students identified for placement in a research based reading intervention</li><li>❖ Dedicated CIT time to discuss individual student needs in academics, behavior, social-emotional needs, etc.</li><li>❖ SST process in place for students not making sufficient progress in T III interventions.</li><li>❖ PES provides all newsletters, phone calls, and send home materials in a student's native language.</li><li>❖ Teachers provide all student feedback to families (ie: report card comments) in Spanish.</li></ul>	<p>district level documents to Spanish</p> <ul style="list-style-type: none"><li>❖ Translation takes time and tools available are not the most efficient</li><li>❖ Not enough staff are trained in specific TIII interventions that would be most appropriate for students.</li><li>❖ We need more professional development time to provide in-depth equity training to staff</li></ul>
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**Academic Achievement 20-21 - iReady Math/ELA (BOY)**

	<b>All Students</b>	<b>SWD</b>	<b>White</b>	<b>African American</b>	<b>Asian</b>	<b>Hispanic</b>	<b>EL</b>	<b>Am. Indian or Alaska Native</b>
<b>Math - Green</b>	61 (19%)	2 (8%)	52 (21%)	6 (20%)	0	5 (19%)	0	0
<b>Math - Yellow</b>	177 (58%)	11 (39%)	143 (57%)	18 (62%)	1 (100%)	14 (54%)	8 (53%)	1 (100%)
<b>Math - Red</b>	69 (22%)	15 (54%)	57 (23%)	5 (17%)	0	7 (27%)	7 (47%)	0
<b>ELA (2-5) - Green</b>	86	2	71	6	0	3	1	1
<b>ELA (2-5) - Yellow</b>	80	2	60	9	1	6	3	0
<b>ELA (2-5) - Red</b>	51	14	45	5	0	9	8	0

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

i-Ready - Grade 1	<a href="#">Math - BOY</a>	<a href="#">ELA - MOY; Math - MOY</a>	<a href="#">ELA - EOY; Math - EOY</a>
i-Ready - Grade 2	<a href="#">ELA - BOY; Math - BOY</a>	<a href="#">ELA - MOY; Math - MOY</a>	<a href="#">ELA - EOY; Math - EOY</a>
i-Ready - Grade 3	<a href="#">ELA - BOY; Math - BOY</a>	<a href="#">ELA - MOY; Math - MOY</a>	<a href="#">ELA - EOY; Math - EOY</a>
i-Ready - Grade 4	<a href="#">ELA - BOY; Math - BOY</a>	<a href="#">ELA - MOY; Math - MOY</a>	<a href="#">ELA - EOY; Math - EOY</a>
i-Ready - Grade 5	<a href="#">ELA - BOY; Math - BOY</a>	<a href="#">ELA - MOY; Math - MOY</a>	<a href="#">ELA - EOY; Math - EOY</a>
ELA (Heggerty, DIBELS, Foundations) - Grade K	<a href="#">20-21 Kindergarten Assessment Data</a>	<a href="#">20-21 Kindergarten Assessment Data</a>	<a href="#">20-21 Kindergarten Assessment Data</a>
ELA (Heggerty, DIBELS, Foundations) - Grade 1	<a href="#">20-21 First Grade Assessment Data</a>	<a href="#">20-21 First Grade Assessment Data</a>	<a href="#">20-21 First Grade Assessment Data</a>

20-21	<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	3	1	8	0	3

<b>Read 180</b> <b>20-21</b> Reading Inventory	<b>Grade 5</b>
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Test 1 (BOY)	<a href="#"><u>BOY Reading Inventory- 5th Read 180</u></a>
Test 2 (MOY)	<a href="#"><u>MOY Reading Inventory- Read 180</u></a>
Test 3 (EOY)	<a href="#"><u>EOY Grade 5 Reading Inventory Read 180</u></a>

<b>Systems 44 20-21 Reading Inventory &amp; Phonics Inventory</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Test 1 (BOY)</b>	<a href="#"><u>Grade 3 Phonics Inventory BOY/System 44</u></a>  <a href="#"><u>Grade 3 Reading Inventory BOY/System 44</u></a>	<a href="#"><u>Grade 4 Phonics Inventory BOY/System 44</u></a>  <a href="#"><u>Grade 4 Reading Inventory BOY/System 44</u></a>	<a href="#"><u>Grade 5 Phonics Inventory BOY/System 44</u></a>  <a href="#"><u>Grade 5 Reading Inventory BOY/System 44</u></a>
<b>Test 2 (MOY)</b>	<a href="#"><u>MOY Grade 3 Phonics Inventory</u></a>  <a href="#"><u>MOY Grade 3 Reading Inventory</u></a>	<a href="#"><u>MOY Grade 4 Phonics Inventory</u></a>  <a href="#"><u>MOY Grade 4 Reading Inventory</u></a>	<a href="#"><u>MOY Grade 5 Phonics Inventory</u></a>  <a href="#"><u>MOY Grade 5 Reading Inventory</u></a>
<b>Test 3 (EOY)</b>	<a href="#"><u>EOY Grade 3 Phonics Inventory</u></a>	<a href="#"><u>EOY Grade 4 Phonics Inventory</u></a>	<a href="#"><u>EOY Grade 5 Phonics Inventory</u></a>

	<a href="#">EOY Grade 3 Reading Inventory</a>	<a href="#">EOY Grade 4 Reading Inventory</a>	<a href="#">EOY Grade 5 Reading Inventory</a>
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<b>Failure Free 20-21</b>	<b>Grade 3</b>
<b>Current as of 5/28/21</b>	<a href="#">PES Failure Free Reading/Data Collection</a>

<b>Academic Achievement 21-22 - i-Ready Math/ELA - BOY</b>								
	<b>All Students</b>	<b>SWD</b>	<b>White</b>	<b>African American</b>	<b>Asian</b>	<b>Hispanic</b>	<b>EL</b>	<b>Am. Indian or Alaska Native</b>
<b>Math - Green</b>	31 (9%)	3 (8%)	30 (10%)	0 (0%)	N/A	0 (0%)	0 (0%)	0 (0%)
<b>Math - Yellow</b>	217 (59%)	15 (38%)	188 (61%)	13 (46%)	N/A	19 (61%)	8 (50%)	0 (0%)
<b>Math - Red</b>	119 (33%)	22 (55%)	91 (30%)	15 (53%)	N/A	12 (38%)	8 (50%)	3 (100%)
<b>ELA - Green</b>	70 (19%)	6 (15%)	64 (21%)	3 (11%)	N/A	3 (10%)	0 (0%)	0 (0%)
<b>ELA - Yellow</b>	179 (49%)	12 (30%)	154 (50%)	14 (50%)	N/A	15 (50%)	7 (44%)	0 (0%)

<b>ELA - Red</b>	114 (31%)	22 (56%)	88 (29%)	11 (39%)	N/A	12 (40%)	9 (57%)	3 (100%)
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<b>i-Ready (K-5)</b>	<a href="#">Math - BOY</a>	<a href="#">ELA - BOY</a>		
<b>i-Ready - Grade K</b>	<a href="#">Math - BOY</a>	<a href="#">ELA - BOY</a>		
<b>i-Ready - Grade 1</b>	<a href="#">Math - BOY</a>	<a href="#">ELA - BOY</a>		
<b>i-Ready - Grade 2</b>	<a href="#">Math - BOY</a>	<a href="#">ELA - BOY</a>		
<b>i-Ready - Grade 3</b>	<a href="#">Math - BOY</a>	<a href="#">ELA - BOY</a>		
<b>i-Ready - Grade 4</b>	<a href="#">Math - BOY</a>	<a href="#">ELA - BOY</a>		
<b>i-Ready - Grade 5</b>	<a href="#">Math - BOY</a>	<a href="#">ELA - BOY</a>		
<b>DIBELS (K-5)</b>	BOY Benchmark Data			
<b>DIBELS - Grade K</b>				
<b>DIBELS - Grade 1</b>				
<b>DIBELS - Grade 2</b>				
<b>DIBELS - Grade 3</b>				
<b>DIBELS - Grade 4</b>				

DIBELS - Grade 5			
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21-22	<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)						

Read 180 21-22 Reading Inventory	Grade 5
Test 1 (BOY)	<a href="#">Grade 5 BOY Reading Inventory</a>
Test 2 (MOY)	<a href="#">Grade 5 MOY Reading Inventory</a>
Test 3 (EOY)	

Systems 44 21-22 Reading	Grade 3	Grade 4	Grade 5
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Inventory & Phonics Inventory			
<b>Test 1 (BOY)</b>	<b>NA</b>	<a href="#">Grade 4 BOY Reading Inventory</a> <a href="#">Grade 4 BOY Phonics Inventory</a>	<a href="#">Grade 5 BOY Reading Inventory</a> <a href="#">Grade 5 BOY Phonics Inventory</a>
<b>Test 2 (MOY)</b>	<a href="#">Grade 3 MOY Reading Inventory</a> <a href="#">Grade 3 MOY Phonics Inventory</a>	<a href="#">Grade 4 MOY Reading Inventory</a> <a href="#">Grade 4 MOY Phonics Inventory</a>	<a href="#">Grade 5 MOY Reading Inventory</a> <a href="#">Grade 5 MOY Phonics Inventory</a>
<b>Test 3 (EOY)</b>			

<b>Failure Free</b>	
<b>Current as of:</b>	<a href="#">Failure Free Reading Progress Monitoring Data MOY</a>

PLAN	
<b>Focus Area #1: Academic Achievement and Growth: Reading/English Language Arts, Mathematics, Science</b> <i>(Percent of students meeting or exceeding expectations)</i>	
<p><b>English Language Arts</b>  <b>S.M.A.R.T. GOAL #1 (K-5th)</b></p> <ul style="list-style-type: none"> <li>● <b>Achievement</b></li> <li>● At least 80% or more of students who are "at-risk" or "some-risk", with 80% or better attendance, will increase by one risk category or more on DIBELS.</li> <li>● <b>Growth</b></li> <li>● By the end of the '21/'22 school year, 80% of K-5 students, with an attendance rate of 80% or better, will demonstrate growth in DIBELS.</li> </ul>	<p style="text-align: center;"><b>EVIDENCED-BASED PRACTICE (STRATEGY)</b></p> <p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <ul style="list-style-type: none"> <li>● Daily Heggerty instruction in grades K-2.</li> <li>● ILS block with targeted small group rotations based on student needs.</li> <li>● Phonics decodables for grades K-2.</li> <li>● Phonics instruction via Foundations, daily, in grades K-2.</li> <li>● Teacher tracking with Learning Targets and Success Criteria.</li> <li>● Targeted writing and word study instruction in grades 3-5 to develop student's writing process skills.</li> <li>● Common Unit Assessments in module lesson block in all CCPS schools.</li> </ul> <p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <ul style="list-style-type: none"> <li>● Teachers will use E4L strategies to promote teamwork, student ownership of their learning.</li> <li>● Small group or targeted skill practice promotes open discussion among students with agreement and disagreement about reading strategies.</li> <li>● Morning Meetings for emotional wellness in all CCPS schools.</li> <li>● Chain discussions in hybrid classes to engage both in-person and virtual students.</li> </ul>



	<p><b>STRATEGY #3 (Communication)</b></p> <ul style="list-style-type: none"> <li>● Google Classrooms are utilized in all grade levels. This includes resources for families.</li> <li>● Zoom conferences with parents that take advantage of the visual medium to help parents with their student's learning</li> <li>● School and Staff newsletters to parents</li> <li>● PES Coaches have Google Classrooms for teachers to go to for access to materials, strategies, etc.</li> <li>● Shared CCPS Google Drive available to all teachers containing resources necessary for daily instruction.</li> <li>● Standing RRT Coaching meetings weekly</li> </ul>
	<p><b>STRATEGY #4 (Equity)</b></p> <ul style="list-style-type: none"> <li>● All grade levels using DIBELS to evaluate student need</li> <li>● Haeggerty utilized in grades K-2 to improve student phonemic awareness</li> <li>● Teacher tracking to adjust teaching for student needs</li> <li>● EL teacher and IA working to reinforce classroom ELA lessons.</li> <li>● EL teacher and IA pushing in to classrooms to support language for EL students</li> <li>● SPED teachers and IAs pushing in to classrooms to support SPED student goals</li> </ul>

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?
DIBELS	BOY, MOY, EOY + monthly progress monitoring for "at-risk" students	3x/year + monthly progress monitoring

iReady Diagnostic	BOY, MOY, EOY diagnostic growth (increase green, decrease red, typical and stretch growth points)	3 times per year- Sept, January, May
Reading Eggs	Lessons and quizzes completed (minimum of 2x/week)	Weekly
Exact Path (Grades 4-5)	Lessons and quizzes completed (minimum of 2x/week)	Weekly
Foundations (K-2)	Unit Tests	End of each unit (varies per grade level)
Word Study (3-5)	Unit Tests	End of each unit (varies per grade level)
Daily Teacher Tracking (ELA)	Classroom based assessments	Weekly

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>	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>Mathematics</b>	<b>EVIDENCED-BASED PRACTICE (STRATEGY)</b>
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<p><b>S.M.A.R.T. GOAL #2 (K-5)</b></p> <ul style="list-style-type: none"> <li>● <b>Achievement</b></li> <li>● PES will increase the number of students in tier 1 (green) from 8% to 40% and will decrease the number of students in tier 3 (red) from 32% to 15% according to the RTI triangle from the iReady Beginning of Year (Placement definition - Standard View) diagnostic data.</li> </ul> <p><b>S.M.A.R.T. GOAL #5 (K-5)</b></p> <ul style="list-style-type: none"> <li>● <b>Growth</b></li> <li>● 100% of students with an attendance rate of 80% or better will demonstrate typical growth on the iReady assessment</li> </ul>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <ul style="list-style-type: none"> <li>● Teachers are tracking student progression through OA and NBT standards and strategies. (Goal #1 looking for movement primarily in these areas)</li> <li>● Teachers will take a prescriptive approach to closing learning gaps (time on MyPath iReady is one measurable strategy Goal #5) while ensuring access to grade level standards for each student.</li> <li>● Majority of live instructional time and MyPath iReady is spent on OA and NBT with a focus on moving student data in these areas only.</li> <li>● MyPath is being utilized in the class for 30-45 minutes weekly.</li> <li>● Math Workshop continues to be a block utilized during the day.</li> <li>● Number Talks continue in everyday math instruction.</li> <li>● Exemplars for problem solving</li> <li>● Common Unit Assessments across CCPS</li> <li>● Strict pacing guide with provided daily Learning Targets and Success Criteria.</li> <li>● All teachers are tracking iReady usage with fidelity for students who are below in OA and NBT domains on a weekly basis.</li> </ul>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <ul style="list-style-type: none"> <li>● Teachers will use E4L strategies to promote teamwork, student ownership of their learning.</li> <li>● Number Talks promotes open discussion among students with agreement and disagreement about math strategies.</li> <li>● Morning Meetings for emotional wellness in all CCPS schools.</li> <li>● Chain discussions in hybrid classes to engage both in-person and virtual students.</li> </ul>
	<p><b>STRATEGY #3 (Communication)</b></p> <ul style="list-style-type: none"> <li>● Google Classrooms are utilized in all grade levels. This includes resources for families.</li> <li>● Zoom conferences with parents that take advantage of the visual medium to help parents with their student's learning</li> </ul>

	<ul style="list-style-type: none"> <li>● School and Staff newsletters to parents</li> <li>● PES Coaches have Google Classrooms for teachers to go to for access to materials, strategies, and exemplars.</li> <li>● Shared CCPS Google Drive available to all teachers containing resources necessary for daily instruction.</li> <li>● Standing MRT Coaching meetings weekly</li> </ul>
	<p><b>STRATEGY #4 (Equity)</b></p> <ul style="list-style-type: none"> <li>● EL teacher and IA pushing in to classrooms to support language for EL students</li> <li>● SPED teachers and IAs pushing in to classrooms to support SPED student goals</li> <li>● Text to Speech/teacher read aloud offered for math problems</li> <li>● iReady MyPath and Teacher Toolbox lessons customized for student need</li> <li>● Math Workshop time small groups customized for student need</li> </ul>

<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>
iReady Diagnostic (Math)	BOY, MOY, EOY diagnostic growth (increase green, decrease red, typical and stretch growth points)  Track toolbox instructional minutes for teacher direct instruction in math  iReady Math MyPath lessons passed	3 times per year- Sept, January, May  Updated weekly  Updated weekly
Grade Level Math tracking (progressions and strategies)	Student progress of grade level standards (1, 2, 3 scale)	At the end of each unit

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>	

Science	EVIDENCED-BASED PRACTICE (STRATEGY)
<b>S.M.A.R.T. GOAL #3</b> <ul style="list-style-type: none"> <li>● <b>Achievement</b></li> <li>● PES will increase the number of students in grades 2-5 that provide evidence based answers to science based inquiries.</li> <li>● PES will increase the number of students in grades 2-5 that meet county expectations of 70% on the Post Assessment.</li> </ul>	<b>STRATEGY #1 (Curriculum and Instruction)</b> <ul style="list-style-type: none"> <li>● Teachers are tracking student progression through CER and Answer/Evidence teacher made tasks and NGSS Science curriculum.</li> <li>● Teachers will take a prescriptive approach to closing learning gaps (time in FLEX groups) while ensuring access to grade level standards for each student.</li> <li>● 2 Quarterly County Benchmark Assessments (Pre and Post Assessments)</li> </ul>
	<b>STRATEGY #2 (Social/Emotional Wellness)</b> <ul style="list-style-type: none"> <li>● Teachers will use E4L strategies to promote teamwork, student ownership of their learning.</li> <li>● Small group or targeted skill practice promotes open discussion among students with agreement and disagreement about science claims.</li> <li>● Morning Meetings for emotional wellness in all CCPS schools.</li> <li>● Chain discussions in classes to engage all students.</li> </ul>
	<b>STRATEGY #3 (Communication)</b> <ul style="list-style-type: none"> <li>● Google Classrooms are utilized in all grade levels. This includes resources for</li> </ul>

	<p>families.</p> <ul style="list-style-type: none"> <li>• Conferences with parents to help parents with their student's learning.</li> <li>• School and Staff newsletters to parents.</li> <li>• Shared CCPS Website available to all teachers containing resources necessary for daily instruction.</li> <li>• Regular meetings with the Science Resource Teacher.</li> </ul>
	<p><b>STRATEGY #4 (Equity)</b></p> <ul style="list-style-type: none"> <li>• Teachers tracking student progress and adjusting teaching to meet student needs</li> <li>• Teachers using flexible grouping to close learning gaps while ensuring access to grade level standards for each student</li> </ul>

**TRACK**

<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>
Quarterly County Benchmarks	Quarterly County Benchmark scores.	The assessments will be given during the quarters that science is taught. 2 quarters per grade.
Formal Teacher Tracking	Data collected by teachers that are standards based	Daily
CER Assessment	Student performance on Science Inquiries that informs teacher on student mastery of standards	Weekly

**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>	

<b>PLAN</b>	
<b>Focus Area #2: School Quality and Student Success</b> <i>(Chronic absenteeism and Discipline)</i>	
<b>S.M.A.R.T. GOAL #4</b>	<b>EVIDENCED-BASED PRACTICE (STRATEGY)</b>
<p><b>Chronic Absenteeism</b></p> <p>PES will maintain a rate of chronic absenteeism at 10%, which is a harmless pattern from last year.</p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <ul style="list-style-type: none"> <li>● PBIS Attendance Committee committed to breaking down and studying the attendance data to make informed recommendations to administration on attendance issues.</li> <li>● Coordination with Pupil Services on attendance challenges and communication with families.</li> <li>● Weekly Attendance meetings from the Attendance Committee</li> </ul> <hr/> <p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <ul style="list-style-type: none"> <li>● Emily Sherman, Guidance counselor, working with students both in small groups and individually to provide support for students who are chronically absent.</li> <li>● Access to For All Seasons counselor with proper sign-up.</li> <li>● SST process for students identified as chronically absent.</li> <li>● PPW Referrals for chronically absent students.</li> </ul>

	<b>STRATEGY #3 (Communication)</b> <ul style="list-style-type: none"> <li>• Letters sent home to families of students with borderline attendance</li> <li>• Emily Sheman contacting parents and community partners to provide support for chronically absent students</li> </ul>
	<b>STRATEGY #4 (Equity)</b> <ul style="list-style-type: none"> <li>• All students' attendance data examined and families are reached out to when necessary</li> <li>• School/PPW offer individual supports to family based on need in order to improve student attendance</li> </ul>

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

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	



<b>S.M.A.R.T. GOAL #5</b>	<b>EVIDENCED-BASED PRACTICE (STRATEGY)</b>
<p><b>Discipline</b></p> <p>At least 80% of PES students PreK4 - 5th will receive a positive referral in the 2021 - 2022 school year.</p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <ul style="list-style-type: none"> <li>● Full implementation of PBIS strategies in our classrooms under the PAWS Code of Conduct.</li> <li>● PBIS committee chaired by Jackie Murray and Emily Sherman to guide all PBIS related activities</li> <li>● 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.</li> <li>● PAWSitive Shoutouts - read on the announcements about classroom and PBIS related accomplishments</li> <li>● Discipline Data updates at Faculty Meetings to inform staff of discipline trends.</li> </ul>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <ul style="list-style-type: none"> <li>● Tier II and Tier III interventions - included Check In, Check Out; Behavior Plans, daily conferences with guidance and administration; SST meetings.</li> <li>● SAC Monitor on staff to support students.</li> <li>● For All Seasons Counselor available</li> </ul>
	<p><b>STRATEGY #3 (Communication)</b></p> <ul style="list-style-type: none"> <li>● Monthly Newsletters with HomeSchool Connection component</li> <li>● School Website with PBIS plan and information detailing positive behavior based incentives</li> <li>● Facebook page maintained by PES administration.</li> <li>● Parent conferences and phone calls to coordinate on behavior plans, discipline referrals, and positive behavior referrals.</li> </ul>
	<p><b>STRATEGY #4 (Equity)</b></p> <ul style="list-style-type: none"> <li>● Positive phone calls made home in students' families' native language</li> </ul>

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	
<b>Focus Area #3: English Language Proficiency</b> <i>(Percent of English learners demonstrating adequate progress on the English language proficiency learner assessment from the previous year)</i>	
S.M.A.R.T. GOAL #6	EVIDENCED-BASED PRACTICE (STRATEGY)
80% of EL students that took the WiDA last year (2019 -2020), will increase their Scale Score and Confidence Band by 10 points in each of the four Language	<b>STRATEGY #1 (Curriculum and Instruction)</b> <ul style="list-style-type: none"> <li>• Use of WiDA standards for instruction and assessment</li> <li>• "Can Do" Descriptors of Proficiency Levels to describe student ability and needs.</li> <li>• Use of Common Core State Standards which are mirrored in the general</li> </ul>

Domains: Listening, Speaking, Reading and Writing.	<p>education classroom.</p> <ul style="list-style-type: none"> <li>• Use of iReady teacher resources &amp; toolbox for additional support and instruction.</li> <li>• Newcomer Access resources for teachers to use with non-English speaking students.</li> </ul>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <ul style="list-style-type: none"> <li>• Teachers communicate with students on a weekly basis during opening conversations</li> <li>• Teachers communicate and check in with the EL teacher, guidance counselor and/or nurse regarding any social/emotional concerns.</li> </ul>
	<p><b>STRATEGY #3 (Communication)</b></p> <ul style="list-style-type: none"> <li>• Communicate weekly and/or as needed with co-teachers, EL tutor, EL Specialist, EL Supervisor, MRT, RRT and administration</li> <li>• Translated documents sent home to families and translators available for conferences with parents or use Language Link.</li> </ul>
	<p><b>STRATEGY #4 (Equity)</b></p> <ul style="list-style-type: none"> <li>• Translated documents sent home to families and translators available for conferences with parents or use Language Link.</li> <li>• EL teacher works closely with families to lend support for needs outside of school</li> </ul>

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

iRESULTS	
<b>Date Data was reviewed</b>	6/4/21
<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>	<p><a href="#">iReady Data EL &amp; Math</a></p> <p>Tier 3 Math and ELA groups were cut in half. Classroom teachers, the EL Tutor and the EL teacher worked collaboratively to help student close gaps and support growth in these two core areas. E4L strategies, iReady practice/My Path, tracking, use of manipulatives, organizers, vocabulary building, memorization of heart words communication and intentional planning facilitated the progress seen in both ELA and Math.</p> <p><a href="#">EL SLO goals were fully attained</a> during quarter 3 in targeted grades 2-4. Students had access to digital and or paper flash card heart words.</p>

PLAN	
Title I Focus Area: Parent, Family and Stakeholder Involvement	
S.M.A.R.T. GOAL #7	EVIDENCED-BASED PRACTICE (STRATEGY)
PES will continue to provide an	<b>STRATEGY #1 (Curriculum and Instruction)</b>

opportunity for parents, families, and stakeholders to learn about the curriculum and pedagogy ongoing inside of the classrooms.

- Title I Night for February where we will showcase academics in all core contents, specials, interventions, and other areas at PES
- Teachers will be paid to coordinate and run Title I night
- Parent Conferences
- Back to School Night

**STRATEGY #2 (Social/Emotional Wellness)**

- For All Seasons - 2 Days a week
- Time daily in classrooms for 15 minutes focused on SEL.
- Teachers checking in every lesson for SEL Wellness.
- PBIS Matrix and Code of Conduct.
- Guidance Counselor Lessons built into curriculum.
- PES Wellness Committee focused on staff and student physical/mental health.
- PES Planned Events (ie: Spirit Days, Staff Wellness Days) to promote staff/student morale.

**STRATEGY #3 (Communication)**

- Weekly Newsletters sent home to all families.
- School Website updated and maintained with timely information.
- Facebook Page maintained by PES administration.
- SchoolMessenger calls made each week with updates for families
- Mailings home detailing school events, curriculum announcements, and other important information.

**STRATEGY #4 (Equity)**

- Conference sign ups offered in both English and Spanish
- Conference signs ups sent home both digitally and on paper (for families who may not have internet access)
- Conference choices - offered for Zoom or in person conference (parent choice)
- Language Links translation service used for conference as needed
- All papers sent home from conference in family's native language

<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>
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.

<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>	<ul style="list-style-type: none"> <li>• PES Wellness Committee focused on staff and student physical/mental health run by Emily Hammond with monthly goals, helpful tips, and contests</li> <li>• Morning Meetings in all grades with SEL focused discussion</li> <li>• PBIS embedded throughout the school with Panther Paws and daily following of the Code of Conduct</li> <li>• Weekly Newsletters sent home to all families via Smore platform</li> <li>• School Website updated and maintained with timely information via Blog and emails with blog links/information.</li> <li>• Facebook is maintained by PES administration weekly.</li> <li>• SchoolMessenger calls made each week with updates for families in both English and Spanish</li> <li>• Mailings home detailing school events, curriculum announcements, and other important information during various quarters.</li> <li>• Spirit Days for staff and students throughout the year</li> </ul>

**PLAN**

**Pre-K Programs Focus Area**

S.M.A.R.T. GOAL #8	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>By June 2022, 60% of students will achieve Level 4 on the Language and Literacy and Math SKB s on the Early Learning Assessment (ELA).</p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <ul style="list-style-type: none"> <li>Pre-Kindergarten teachers will implement the Frog Street Curriculum through the use of CCPS enhanced Frog Street Lessons with fidelity.</li> </ul>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <ul style="list-style-type: none"> <li>Pre-Kindergarten teachers will implement Conscious Discipline Greeting Circle and Closing Circle with fidelity.</li> </ul>
	<p><b>STRATEGY #3 (Communication)</b></p> <ul style="list-style-type: none"> <li>Pre-Kindergarten teachers will provide Family Engagement Materials for each Frog Street Curriculum Themes to students' families.</li> </ul>
	<p><b>STRATEGY #4 (Equity)</b></p> <ul style="list-style-type: none"> <li>Pre-Kindergarten teachers will track student progress toward grade-level goals and individualize teaching to student needs</li> </ul>

**TRACK**

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

**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>	

**IMPLEMENT - Title I Fund/Monies spent**

	<b>ACTIVITY(ies)</b>	<b>Who is involved?</b>	<b>When will it happen? Month/Year</b>	<b>What is the projected cost?</b>
<b>GOAL #1</b>	Title I Academic Night	Administration, MRT, RRT, Certificated teaching staff, support staff	February 3, 2022	\$2,364
<b>GOAL #2</b>	Title I Academic Night	Administration, MRT, RRT, Certificated teaching staff, support staff	February 3, 2022	\$2,364
<b>GOAL #3</b>	Title I Academic Night	Administration, MRT, RRT, Certificated teaching staff, support staff	February 3, 2022	\$2,364
<b>GOAL #4</b>	Attendance Committee Meetings, CIT Meetings	Attendance Committee, Classroom	Bi-monthly for Attendance	None



		teachers	committee, full weeks for CIT Meetings	
<b>GOAL #5</b>	PAWSitive Referrals, PBIS Incentives, Panther PAWS	Classroom Teachers, PBIS Administration, Guidance Counselor	Daily, Weekly, Monthly, Quarterly	Varies by incentive
<b>GOAL #6</b>	Monthly Cultural Events for students at PES - IE: Dia de Muertos, Holiday Celebrations, Hispanic Heritage Month "daily facts"	EL Teacher, Equity Committee, Classroom teachers, students	Monthly	Varies
<b>GOAL #7</b>	Title 1 Curriculum Night - Admin Title I presentation/information table	Classroom Teachers and Parents	February 3, 2022	\$2,364
<b>GOAL #8</b>	Pre-K Family Engagement Materials from Frog Street Curriculum	Classroom Teachers and Parents	Throughout the year	Varies

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

<b>Title I Parent Involvement Funds</b>
<b>For All Seasons - 2 days a week</b>
<b>Food Backpack Program for Food Needy Families</b>
<b>Choptank Wellness Nurse Practitioner - Weekly on Tuesdays and Thursdays</b>

**Idlewild Ruritan Club - Food Drive for Holiday Seasons**

**Channelmarkers - 1 day a week, meeting with at need students afterschool**