

**GES School Improvement Plan  
22-23 School Year**

**Mission** - In partnership with family and community, Greensboro Elementary School will motivate and challenge students to attain educational excellence.

**Vision** - GES fosters a collaborative community within a rigorous environment where students are empowered to advocate for their learning.

School	Greensboro Elementary School	
Title I School	Yes	
TEAM		
Name	Job Title	Email
Dawn Swann	Principal	swann.dawn@ccpsstaff.org

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Kathleen Davis	Math Resource Teacher	davis.kathleen@ccpsstaff.org
Meghan Foster	Leader of "Team Leaders"- 3rd Grade Teacher	foster.meghan@ccpsstaff.org
Colleen MacFarland	PBIS - Discipline	macfarland.colleen@ccpsstaff.org
Angela Webster	Character Counts	webster.angela@ccpsstaff.org
Zelie Kneller	Wellness Committee Chair Equity Chair	kneller.zelie@ccpsstaff.org
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Ashley Powell	Community Schools Coordinator	powell.ashley@ccpsstaff.org
Jen Reed	Parent Advisory Committee Member	jenreed2128@gmail.com
Lisa Durham	Parent Advisory Committee Member	lisa@asg-cpas.com
Gelin Wake	Parent Advisory Committee Member	gelinwake@gmail.com
Carmen Vasquez	Parent Advisory Committee Member	vasquez.carmen@gmail.com
Team Leader/ Faculty Advisory Committee		

Special Education	Erin Alexander	
EL	Cheri Nier	
Specialist	Ann Mengel	
PK	Nicole Kemp	
K	Bonnie Lease	
1	Holly Rex	
2	Jessica Gernert	
3	Meghan Foster	
4	Krystle Simpson	
5	Jen Gunter	

ANALYZE/ROOT CAUSE ANALYSIS - GES 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>MCAP Data, formative data, Reading Screener, IReady Data, DIBELS Data - ELA</b>	<ul style="list-style-type: none"> <li>❖ ELA Partner teachers</li> <li>❖ Mid-Year iReady data</li> <li>❖ DIBELS data</li> <li>❖ Grade-level specific ELA shared folders in Drive/Schoology</li> <li>❖ Common Core Companion resource</li> <li>❖ Consistent Tracking/Anecdotal Notes</li> <li>❖ Grade-Level planning, content planning &amp; guided planning</li> <li>❖ Foundations Core Instruction K-2</li> <li>❖ ILS Differentiated Lessons</li> <li>❖ Systems 44, Read 180 Intervention, Ispire</li> <li>❖ Reading Intervention Teacher - Full time</li> <li>❖ Reading Intervention Teacher - Part Time (3 days a week)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students do not have the opportunity to receive a Tier 2 intervention for students in a Tier 3 intervention.</li> <li>❖ ILS time in K-2 was shortened to 30 minutes so less students can receive small group instruction each day.</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Using ACE rubric to guide writing</li> <li>❖ Reading Resource Teacher available during content planning</li> <li>❖ SST meets to discuss student needs in the area of reading.</li> <li>❖ Geodes</li> <li>❖ Heggerty</li> <li>❖ Reading Eggs</li> <li>❖ LETRS training</li> </ul>	
<b>MCAP Data, formative data, Math Screener - Math</b>	<ul style="list-style-type: none"> <li>❖ Math Pacing Guide and Schoology Resources</li> <li>❖ Math Resource Teacher available for meeting with teachers or teams</li> <li>❖ Math teacher expert</li> <li>❖ (departmentalized) K-5</li> <li>❖ Grade level planning/Content planning and guided planning</li> <li>❖ Common Core Companion resource</li> <li>❖ Tracking with Illustrative Math</li> <li>❖ Mid cycle data available: Cool Downs, Checkpoints and Unit Assessments</li> <li>❖ Math workshop- spiraled practice and teacher micro interventions</li> <li>❖ I-Ready Intervention to help</li> </ul>	<ul style="list-style-type: none"> <li>❖ Time is short for math workshop for all the parts of the curriculum that need to be accomplished.</li> <li>❖ Students will not have as many opportunities for practice as they did last year due to the reduced math time.</li> <li>❖ Core lessons do not have much independent practice time built in, students will need to do that during math workshop in grades 3 to 5.</li> <li>❖ State data is too old or incomplete.</li> </ul>

	<p>make-up instructional gaps due to closure</p> <ul style="list-style-type: none"> <li>❖ MIT to do small group interventions</li> <li>❖ Number Routines</li> <li>❖ SST meets to discuss student needs in the area of mathematics.</li> <li>❖ Illustrative Math Core Curriculum and the Kendall Hunt Website</li> </ul>	
<b>MISA Data</b>	<p>Departmentalization - Teachers can focus on the science curriculum</p> <ul style="list-style-type: none"> <li>❖ Teachers keeping tracking data</li> <li>❖ Teachers having flexibility to use the math/science block to complete extended experiments</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> </ul>
<b>ACCESS for EL Data</b>	<ul style="list-style-type: none"> <li>❖ Flexible scheduling and allow EL teachers to place students in homerooms according to proficiency levels</li> <li>❖ Dedicated EL teacher and EL Assistant at each grade level</li> <li>❖ i-Pads and new materials via Title I EL Grant</li> <li>❖ EL personnel teach Read 180/Systems 44 to their own students</li> </ul>	<ul style="list-style-type: none"> <li>❖ EL numbers are so large at every grade level the caseload for each teacher is 40 or 50 students</li> <li>❖ Pull out areas for EL are very small and not conducive to such large groups</li> <li>❖ Lack of biliterate materials</li> <li>❖ Despite a number of biliterate staff members, we could still use more</li> </ul>

<p><b>Discipline Data</b></p>	<ul style="list-style-type: none"> <li>❖ Positive Referrals - PBIS</li> <li>❖ Safety Patrol - motivation based incentive for 5th grade students</li> <li>❖ Check In/Check Out for Tier II students</li> <li>❖ Use of SAC Monitor for working with students on a one-on-one basis</li> <li>❖ Guidance Counselor(s) meeting with students in small groups and one-on-one</li> <li>❖ Use of Restorative Practices</li> <li>❖ LCSW - 5 days a week</li> <li>❖ YGC - 5th grade boys (4 planned meetings)</li> <li>❖ Conscious Discipline - PK - 5</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discipline referrals for boys far exceed that for girls</li> <li>❖ New Teachers have not had as much PD in the area of Conscious Discipline</li> </ul>
<p><b>Attendance Data</b></p>	<ul style="list-style-type: none"> <li>❖ Attendance Secretary and Guidance Counselor placing phone calls and letters to flagged student</li> <li>❖ Quarterly attendance incentives</li> <li>❖ SST meets for chronic attendance issues</li> <li>❖ Data from Powerschool identifying at risk and chronic attendance students</li> <li>❖ Attendance Committee to track and intervene for identified</li> </ul>	<ul style="list-style-type: none"> <li>❖ Absence data will be inclusive of all absences, regardless of type.</li> </ul>

	attendance concerns. ❖ GES ATTendance Committee Meetings ❖ Home visits by counselor and principal when appropriate	
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Other Data Sources 21-22 - Hyper Links take you to tables diving into the data										
	All Students	SWD	White	African American	Asian	Hispanic	Two or More	EL	Female	Male
<a href="#">MISA (5th grade)Met or exceeds</a>	17%	0%	17%	23%	0%	7%	11%	0%	14%	19%

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



## Discipline

	Total Minor Incident Reports (MIR)	Total Major Discipline Referrals	Total Bus Referrals	Positive Referrals
September				
October				
November				
December				
January				
February				
March				
April				
May				



## iReady Data 2022-2023

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

DIBELS			
DIBELS - K-5	<a href="#">K-5 BOY DIBELS</a>	K-5 MOY DIBELS	
DIBELS -K	<a href="#">K BOY DIBELS</a>	K MOY DIBELS	
DIBELS - 1st	<a href="#">1st BOY DIBELS</a>	1st MOY DIBELS	
DIBELS - 2nd	<a href="#">2nd BOY DIBELS</a>	2nd MOY DIBELS	
DIBELS- 3rd	<a href="#">3rd BOY DIBELS</a>	3rd MOY DIBELS	
DIBELS - 4th	<a href="#">4th BOY DIBELS</a>	4th MOY DIBELS	
DIBELS- 5th	<a href="#">5th BOY DIBELS</a>	5th MOY DIBELS	

	<1.0	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.5	>4.5
<b>ACCESS for EL (score for test out was 4.5)</b>						

[ESSA Target Data \(linked\)](#)

PLAN	
Focus Area #1: Academic Achievement: Reading/English Language Arts, Mathematics, Science	
S.M.A.R.T. GOAL #1	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>English Language Arts</p> <p>By June 2023, we will increase the number of K-5 students (with 80% or greater attendance), who achieved benchmark or higher on the DIBELS composite score from 35% to 60% as measured by the DIBELS 8 assessment.</p> <p><b>BOY Data - % of students at below benchmark and well below benchmark</b>  <b>K- 87/115 (75%)</b>  <b>1st- 58/107 (54%)</b>  <b>2nd- 86/119 (73%)</b>  <b>3rd -66/109 (60%)</b>  <b>4th- 88/121 (73%)</b></p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <ul style="list-style-type: none"> <li>• <b>Staffing -</b> <ul style="list-style-type: none"> <li>○ <b>Reading Resource Teacher (Title I)</b></li> <li>○ <b>Reading Intervention Teacher (Title I)</b></li> <li>○ <b>OT Reading Intervention (Title I)</b></li> <li>○</li> </ul> </li> <li>• Reading intervention teachers will be utilized to target students who are lacking foundational reading skills.</li> <li>• Teachers will use the DIBELS data to target students that need additional support to reach benchmark proficiency. Teachers will use targeted lessons provided in the DIBELS database to address gaps in Foundational skills during the ILS block.</li> <li>• Teachers will use Foundations, Heggerty, Geodes (decodable) and approved resources as they intentionally plan for lessons that focus on the</li> </ul>

<p><b>5th- 67/113 (60%)</b></p>	<p>science of reading.</p> <ul style="list-style-type: none"> <li>• Heggerty will be used in whole group instruction in grades K-2 and Heggerty Extension will be used for 12 weeks in whole group instruction in grades 3-5 to address gaps in phonemic awareness. Bridge the Gap will be utilized to target students in grade 3-5 lacking phonemic awareness skills.</li> <li>• Additional fluency practice will be encouraged through the use of incentive based calendars.</li> <li>• The reading Resource teacher will meet with grade level teams for content coaching.</li> </ul>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <ul style="list-style-type: none"> <li>• Students use self-selected books during independent reading, which increases their reading stamina, volume, and fluency.</li> <li>• Students in the ELA class will be able to use Conscious Discipline calming strategies to prevent unregulated emotions during instruction.</li> <li>• Teachers will use classroom and on-line strategies to promote learning, student ownership, and self/peer advocacy through the use of protocols, including conflict-resolution strategies.</li> <li>• Teachers will use morning meeting time to check-in with students.</li> <li>• K-2 will have morning meetings to establish norms and create/establish</li> </ul>

	<p>relationships.</p> <ul style="list-style-type: none"> <li>Teachers will use the SST process to pursue greater support for students.</li> </ul> <p><b>STRATEGY #3 (Communication)</b></p> <ul style="list-style-type: none"> <li>Teachers will collaborate with their grade level team and Reading Resource Teacher during guiding planning.</li> <li>Teachers will communicate content to parents at the start of the school year during Meet the Teacher/Back to School Night.</li> <li>Teachers will communicate strategies to help children at home during our K-2 Reading night.</li> <li>Additional fluency practice will be encouraged through the use of incentive based calendars.</li> <li>Translators will be utilized to provide updates to parents.</li> <li>The CCPS app, ThrillShare, and family monthly newsletters will be used to communicate upcoming reading incentives and schoolwide reading related activities.</li> </ul>
	<p><b>Strategy #4 EQUITY</b></p> <ul style="list-style-type: none"> <li>The school will work collaboratively with the afterschool program to provide additional practice for students who may need additional support in the community.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents will be provided translation opportunities for conferences and communications home.</li> <li>• Students whose native language is not English will be provided additional supports through the use of peer partnering and/or the use of instructional assistants and tutors as needed.</li> <li>• Exact Path may be assigned to students in grades 2-5 by the SST team as an additional support to combat unfinished learning.</li> </ul>
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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?
<ul style="list-style-type: none"> <li>• Progress during ILS groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher anecdotal notes</li> <li>• Tests scores in intervention programs</li> </ul>	<ul style="list-style-type: none"> <li>• Daily</li> <li>• As appropriate based on the pace of each intervention.</li> </ul>
<ul style="list-style-type: none"> <li>• Progress monitoring in DIBELS in risk areas on each students instructional level.</li> </ul>	<ul style="list-style-type: none"> <li>• DIBELS progress monitor scores.</li> </ul>	<ul style="list-style-type: none"> <li>• Every 2 weeks</li> </ul>
<ul style="list-style-type: none"> <li>• Foundations Data Tracking in grades K-2 will show an increase in the percentage of students</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations tests</li> </ul>	<ul style="list-style-type: none"> <li>• After each unit test</li> </ul>



passing Foundations unit tests.		
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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 #2 Math	EVIDENCED-BASED PRACTICE (STRATEGY)
<b>Main Goal:</b> Mathematics (1-5)  100% of GES Math students will show	<b>STRATEGY #1 (Curriculum and Instruction)</b> <ul style="list-style-type: none"> <li>Staffing <ul style="list-style-type: none"> <li>Math Resource Teacher (Title I)</li> </ul> </li> </ul>

growth by moving the median at each grade level to meet 100% of annual typical growth based on initial placement with I-Ready Math diagnostic by the end of the year and 50% by mid-year.

○ **OT Math Intervention Teacher (Title I)**

- Teachers will utilize Math Workshop for targeted interventions based on short-cycle tracking and mid-cycle data, including i-Ready.
- Teachers will use the Illustrative math curriculum and approved resources as for unfinished learning in math workshop.
- Teachers will use I-Ready My Path to support unfinished learning.
- Teachers will provide differentiated small group instruction as needed.
- The Math Resource Teacher and Math Intervention Teacher will provide small group instruction for targeted students based on available data through I-Ready diagnostic, common unit assessments, classroom formative assessments.
- All Students will have access to Tier 1 supports for math during core instruction and additional supports in Math workshop.
- Teachers will use their mid-unit, unit and tracking data to guide lesson adjustments to address student needs.
- Additional fluency practice will be encouraged through the use of incentive based take home calendars and games.

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

	<ul style="list-style-type: none"> <li>• Teachers will use classroom strategies to promote learning, student ownership, and self/peer advocacy through the use of conscious discipline and PBIS.</li> <li>• Students in the math class will be able to use calming strategies and/or conscious discipline methods to provide students with coping skills.</li> <li>• Teachers will use the SST process to pursue greater support for students unable to cope in the varied learning environments used during the instructional day.</li> </ul>
	<p><b>STRATEGY #3 (Communication)</b></p> <ul style="list-style-type: none"> <li>• Teachers will collaborate with their grade level team during guided planning days with Math Resource Teachers and based on teacher determined need.</li> <li>• Parents will be contacted about progress through emails, phone calls, google voice texts</li> <li>• Teachers will contact parents if students are not meeting with success.</li> <li>• Translators will be provided for parents to help provide updates.</li> <li>• Teachers will provide conferencing opportunities to parents to update</li> </ul>

	<p>about student progress with mathematics.</p> <ul style="list-style-type: none"> <li>• Teachers will communicate math expectations during Back to School Night.</li> <li>• Additional fluency practice will be encouraged through the use of incentive based take home calendars and games.</li> <li>• Teachers can update parents through the “Rooms” app that is a part of Thrill Share.</li> <li>• The Family Newsletter will be used to communicate upcoming math events and incentives.</li> </ul>
	<p><b>Strategy # 4 (EQUITY)</b></p> <ul style="list-style-type: none"> <li>• The school will work collaboratively with the afterschool program to provide additional practice for students who may need additional support in the community.</li> <li>• Parents will be provided translation opportunities for conferences and communications home.</li> <li>• Students whose native language is not English will be provided additional supports through the use of peer partnering and/or the use of instructional assistants and tutors as needed.</li> <li>• Exact Path may be assigned to students in grades 2-5 by the SST team as an additional support to combat unfinished learning.</li> </ul>

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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?
Grades will show growth in the median on I-Ready over time.	I-Ready testing	2 times for a full diagnostic
Teachers will devote the first 7-9 days of instruction to developing a mathematical community	Observation of a community chart in classrooms	By the end of the first nine days.
More students will move to the proficient level on I-Ready.	BOY, MOY and EOY i-Ready assessments	BOY and EOY i-Ready assessments
Students will be monitored by the math team for successful mastery of standards with the use of tracking.	Tracking will be kept by teachers and those not meeting with success will be reported to the SST team.	Per Unit
Usage for students below grade level will be within fidelity guidelines unless reporting to another intervention.	Monitor Personalized Instruction Reports	Quarterly

RESULTS	
<b>Date Data was reviewed</b>	(All math teachers provided structure/classroom norm setting within the first nine days of school based on google classroom postings.)
<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 #3 (5)	EVIDENCED-BASED PRACTICE (STRATEGY)
Science By June 2023, 100% of 5th grade students will be proficient in the science practices sub-domain of the 2023 MISA assessment.	<b>STRATEGY #1 (Curriculum and Instruction)</b> Science teachers grades 3-5 will implement science lessons with fidelity with support from the science supervisor when necessary.  Science teachers will assess practices and track student progressions of the practices using the tracking document.  Teachers in grades 3-5 will use STEMscopes as part of the TIER I curriculum for Science.
	<b>STRATEGY #2 (Social/Emotional Wellness)</b> <ul style="list-style-type: none"> <li>Teachers will use classroom strategies to promote learning, student ownership, and self/peer advocacy through the use of conscious discipline and PBIS.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students in the science class will be able to use calming strategies and/or conscious discipline methods to provide students with coping skills.</li> <li>• Teachers will use the SST process to pursue greater support for students unable to cope in the varied learning environments used during the instructional day.</li> </ul>
	<p><b>STRATEGY #3 (Communication)</b></p> <ul style="list-style-type: none"> <li>• Teachers will communicate regularly with parents using phone calls, emails, and text messaging through Google Voice regarding assignments and performance.</li> <li>• Teachers will provide conferencing opportunities to parents to update about student progress in Science.</li> <li>• Teachers will share science expectations with parents at the start of the school year during Back to School Night</li> </ul>
	<p><b>Strategy # 4 (EQUITY)</b></p> <ul style="list-style-type: none"> <li>• Because 46% of the student population is Spanish Speaking, if language is a barrier, assessments initially completed in English for data reporting purposes with the option for a follow up test in home language for comparison.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use Stemscores materials in home language.</li> </ul>
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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 Practices scores	MISA Scores	After the MISA test results are sent from the state.
Science Practices Tacking Document	Tracking document	Daily instruction
SLO Attainment from teachers grades 3-5	Teacher SLO Data	Teacher SLO conferences.
Benchmark assessments	Benchmark assessments	At the end of each quarter of teaching science (2 quarters a year).

<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**

**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 Math	EVIDENCED-BASED PRACTICE (STRATEGY)
100% of students will participate in Illustrative Mathematics curriculum in order to move a grade placement in I-Ready from beginning of the year to the end of the year.	<b>STRATEGY #1 (Curriculum and Instruction)</b> <ul style="list-style-type: none"><li>Teachers use Illustrative Math lessons provided in the Kendall Hunt curricular materials.</li><li>Teachers will provide grade level practice from Illustrative Math curricular materials.</li><li>Teachers will use the provided Illustrative Math unit order.</li><li>The Math Resource teacher will provide support for teachers during Guided Planning days to support the use of Illustrative Mathematics.</li><li>Teachers will work collaboratively as a team to provide all learners access</li></ul>

	<p>to the grade level curriculum.</p> <ul style="list-style-type: none"> <li>• All Students will have access to Tier 1 and Tier 2 supports for math during core instruction and additional supports in Math workshop.</li> <li>• Students will be provided opportunities to make-up unfinished learning with the use of I-Ready Instruction and teacher developed lessons based on Illustrative math cool downs and tracking.</li> <li>• Additional fluency practice will be encouraged through the use of incentive based take home calendars and games.</li> </ul>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <ul style="list-style-type: none"> <li>• Teachers will use classroom strategies to promote learning, student ownership, and self/peer advocacy through the use of conscious discipline and PBIS.</li> <li>• Students in the math class will be able to use calming strategies and/or conscious discipline methods to provide students with coping skills.</li> <li>• Teachers will use the SST process to pursue greater support for students unable to cope in the varied learning environments used during the year.</li> </ul>
	<p><b>STRATEGY #3 (Communication)</b></p>

	<ul style="list-style-type: none"> <li>• Parents will be provided conferencing opportunities to receive updates about student math progress.</li> <li>• Teachers will collaborate with their grade level team during guided planning days with Math Resource Teachers and based on teacher determined needs.</li> <li>• Teachers will use school phones and e-mail as needed to communicate with parents based on need.</li> <li>• Teachers will communicate math expectations during back to school night.</li> <li>• Additional fluency practice will be encouraged through the use of incentive based take home calendars and games.</li> <li>• Teachers can update parents through the "Rooms" app that is a part of Thrill Share.</li> <li>• The Family Newsletter will be used to communicate upcoming math events and incentives.</li> </ul>
	<p><b>Strategy # 4 (EQUITY)</b></p> <ul style="list-style-type: none"> <li>• The school will work collaboratively with the afterschool program to provide additional practice for students who may need additional support in the community.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents will be provided translation opportunities for conferences and communications home.</li> <li>• Students whose native language is not English will be provided additional supports through the use of peer partnering and/or the use of instructional assistants and tutors as needed.</li> <li>• Exact Path may be assigned to students in grades 2-5 by the SST team as an additional support to combat unfinished learning.</li> </ul>
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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?
Illustrative Mathematics	Informal Pacing Checks	Quarterly
I-Ready Diagnostic Data showing more students at the appropriate instructional groupings.	Mid-Year and End of Year Diagnostic	Mid-Year and End-Of-Year

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:</b> School Quality and Student Success <i>(Chronic absenteeism and discipline)</i>	
S.M.A.R.T. GOAL #5	EVIDENCED-BASED PRACTICE (STRATEGY)
For the 22-23 SY GES will maintain a 94% attendance rate based on MSDE.	<b>STRATEGY #1 (Curriculum and Instruction)</b> <ul style="list-style-type: none"> <li>New rating of absences of regular, at-risk, chronic, and severe chronic to better identify all students needs and earlier intervention.</li> <li>Bi-weekly attendance meeting.</li> <li>Opportunities for students to meet with teachers to form relationships and get help with content</li> </ul>
	<b>STRATEGY #2 (Social/Emotional Wellness)</b> <ul style="list-style-type: none"> <li>Parents/Guardians contacted by teachers, attendance secretary, counselors and PPW if the problem is identified as a social/emotional issue.</li> <li>Referral to SST for severe/chronic absence problems. Interventions to be put in place (small groups, CI/CO, incentives).</li> </ul>

- Partner with support services (PPW, LCT, Mental health) to engage in more intensive interventions.
- Morning Meetings
- Maryland Terrapin Project - (The purpose of the turtle project is to get kids excited about a school activity, strive to do their best and COME TO SCHOOL! This is tied into our whole school attendance goal incentives)
- GES will pilot participation in the Refreshing Recess Program , promoting positive play, friendships, inclusion and appropriate interactions during non-academic social times(recess/lunch).
- GES provides adult supervision/greeting at ALL entrances of the school building each morning. Staff are on duty to greet all students as they exit the bus and additional staff is present to assist students with exiting their car in the car rider line. Counselors are also on deck to assist with transitioning students with attendance issues from the bus and car rider line into the building and to their classroom if necessary.

### **STRATEGY #3 (Communication)**

- Attendance secretary to contact parents/guardians when threshold of absences reached via telephone, letters.
- Bi-weekly attendance meeting with identified partners.
- ~~Attendance incentives for perfect and outstanding attendance each quarter. Perfect attendance is defined as no absences in that quarter. Outstanding attendance is missing 1 day or no absences with one or less late admittance or early dismissal.~~ (Given current conditions we don't want to encourage students to come to school sick to win an award)
- Parent survey to increase attendance, motivation, and engagement
- Google Voice to text and call parents about attendance
  - Use Google Voice **at least** 2 times per month to provide update

	regarding class attendance
	<b>Strategy # 4 (EQUITY)</b> <ul style="list-style-type: none"> <li>Chronically absent students will be continuously counseled to determine necessary individual interventions based on their needs and these needs will be communicated to teachers.</li> <li>Attendance policy summary will be shared via family newsletter, which can be translated in multiple languages. Newsletter is available electronically or print by request</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?
Monthly attendance reports from attendance secretary	Attendance records according to PowerSchool	Monthly
Bi-weekly attendance meetings	MTSS Data Sheet	(link the notes to the meeting???)
Fusion II Meetings Ask Colleen????	Attendance records according to PowerSchool for severe chronic absences	Bi-Weekly

RESULTS	
<b>Date Data was reviewed</b>	Reviewed bi-weekly during the attendance committee meetings.

	<p>Rewards are given out to students with Perfect and Excellent attendance.</p> <p>September Attendance Report W/O PK - 95.4%- goal achieved September Attendance Report W PK - 95.01% - goal achieved</p>
<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 #6</b>	<b>EVIDENCED-BASED PRACTICE (STRATEGY)</b>
<p>Utilize PBIS strategies to minimize discipline issues and encourage engagement by maintaining disciplinary referrals at less than 10%.</p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <ul style="list-style-type: none"> <li>Teachers use PowerPoint lessons to review behavioral expectations</li> <li>Classroom Guidance lessons for Character and Behavior</li> <li>BASE lessons will be implemented by School Counselors</li> <li>PBIS Matrix posted in all areas of the school - updated for the virtual world</li> <li>BEE Builders (Positive Behavior Trackers for identified students)</li> </ul>
	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <ul style="list-style-type: none"> <li>Referral to SST for concerns. Interventions to be put in place (small groups, CI/CO, incentives).</li> <li>Use of home bee builders.</li> </ul>



	<ul style="list-style-type: none"> <li>• Conscious Discipline PD to all staff addressing SEL, brain research, and positive behavior management</li> <li>• Morning Meetings</li> <li>• Classroom teachers utilize scheduled opportunities to <u>"reboot, remind, and review"</u> expectations.</li> </ul>
	<p><b>STRATEGY #3 (Communication)</b></p> <ul style="list-style-type: none"> <li>• Buzzing About the Positive Referrals</li> <li>• Student Support Team (SST)</li> <li>• Incentives for BEE Builder students</li> <li>• Utilize Minor Incident reports to inform parents/guardians about minor discipline occurrences that were handled by the teacher in the classroom.</li> </ul>
	<p><b>Strategy # 4 (EQUITY)</b></p> <ul style="list-style-type: none"> <li>• Counselors/PBIS Team will communicate with classroom teachers data on students who have and have not received a positive referral, minor incident report and/or major office referrals via shared Google Docs.</li> <li>• Teachers are encouraged to use this data to ensure equity amongst all students in regards to receiving a positive referral.</li> <li>• Counselors/Admin/Teachers will utilize this data to identify disproportionality in regards to office referrals.</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?
Maintenance of minimal discipline referrals and suspensions	<a href="#">Referral Summary</a> (Powerschool)	Monthly
Minor Incident Reports	Referral Summary (Counselor Report)	Monthly
Number Positive Referrals	<ul style="list-style-type: none"> <li><a href="#">Positive Referral Log</a></li> </ul>	Monthly
Students Recognized for Good Character	Character Counts Student List	Monthly

RESULTS	
Date Data was reviewed	2/4/22
Were the goals achieved?	<input type="checkbox"/> YES
Provide Data/Evidence to reflect on the goals	Total Discipline Referrals: Total Number of students: Positive referrals have been written. Minor Incident Reports. Students are utilizing Check In/Check Out Students have been referred to SST. Students have been recognized for Outstanding Character

## PLAN

### Focus Area #4: English Language Proficiency

*(Percent of English learners demonstrating adequate progress on the English language proficiency learner assessment from the previous year)*

S.M.A.R.T. GOAL #7	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>Teachers will help identified EL students minimize losses due to closure(s) during the pandemic by focusing on annual typical growth in math and reading as measured by the overall score on I-Ready diagnostic and informal tracking data.</p> <p>Proposed.....  <i>By June 2023, 25% of Greensboro Elementary School's EL students who are within the 6 year growth interval, will make adequate growth within the composite overall domain. This growth will be measured based on MSDE's expected growth formula.</i></p>	<p><b>STRATEGY #1 (Curriculum and Instruction)</b></p> <ul style="list-style-type: none"> <li>• WIDA standards</li> <li>• Can Do Descriptors of Proficiency Levels</li> <li>• CCSS</li> <li>• iReady teacher resources &amp; toolbox</li> <li>• Newcomer Access <del>Delete–this is not used</del></li> <li>• Use of both EL teachers, EL Instructional Assistants, RRT, and other reading support staff to provide support in the content areas.</li> <li>• Creation of an early intervention for PK-1 EL students called "Busy Bees Early Intervention." This will target students who have a higher ELP, but are below grade level in foundational reading skills. "Busy Bees" will take the place of Technology and Media Center for selected students.</li> <li>• Provide access to I-Ready instruction in math to fill learning gaps</li> </ul>

	<p><b>STRATEGY #2 (Social/Emotional Wellness)</b></p> <ul style="list-style-type: none"> <li>• Opportunities provided to work in teams with peer conversation in both English and Spanish</li> <li>• Communicate and check in with the guidance counselor regarding any social/emotional concerns</li> <li>• Provide support to newcomers by offering translators whenever possible to discuss 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 assistant, EL Specialist, EL Supervisor, MRT, RRT and administration</li> <li>• Opportunities provided to work in teams with peer conversation in both English and Spanish</li> <li>• EL translators available for conferences and phone calls to parents</li> <li>• Google Voice to text and call parents using translation</li> <li>• Translators available for parent contact in the front office <ul style="list-style-type: none"> <li>◦ Translators available for Level I students during instruction.</li> </ul> </li> </ul>
	<p><b>Strategy # 4 (EQUITY)</b></p> <ul style="list-style-type: none"> <li>• S'More Family Newsletter is capable of being translated in multiple languages</li> <li>• Google Voice to text and call parents using translation.</li> <li>• Bilingual office staff representative of our student population. <ul style="list-style-type: none"> <li>◦ <b>Office Translator (Title I)</b></li> </ul> </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 diagnostic	Growth Data	A minimum of twice annually

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 #8	EVIDENCED-BASED PRACTICE (STRATEGY)
Greensboro Elementary School will	<b>STRATEGY #1 (Curriculum and Instruction)</b>

engage 100% of their families by communicating school events, curriculum and opportunities for involvement.

School Sponsored Events: Drive thru Meet the Teacher, Google Classroom postings, Zoom Conferences, Partnering with the Health Department for COVID testing drive throughs

- Meet the Teacher: August 30, 2022
- Conference Day: November 18, 2022, February 2nd & 3rd
- K-2 Reading Night - October 11th
- Math Night - November 30th
- Holiday Sing Along/Jamboree - TBD
- Reading-Book Character, "Friendship According to Humphrey" kickoff-TBD

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

- Parent-teacher conferences
- Drive through Sing Along /Book Handout - TBD
- Referral services to School Based Mental Health provider & community agencies as needed.
- BASE social emotional curriculum grades 1-5 provided by School Counselors.

#### **STRATEGY #3 (Communication)**

- Parents are encouraged to complete a survey in regards to attendance and the desire to attend school.
- Apptegy/Thrillshare, Facebook page, Website, S'More newsletter, text messaging via Apptegy.
- Translators making phone calls/emails, Google Voice for phone calls and texts
- EL translators to contact parents as needed for teachers and conferences.

	<b>STRATEGY #4 (Equity)</b> <ul style="list-style-type: none"> <li>• S'More Family Newsletter is capable of being translated in multiple languages</li> <li>• Google Voice to text and call parents using translation.</li> <li>• Bilingual office staff representative of our student population.</li> <li>• Location of events are in close proximity to GES and accessible to all</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?
Calendar of events	Communication Samples	Throughout the school year
Shared Communication Logs	The number of contacts/conferences made with parents	Twice annually

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	
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S.M.A.R.T. GOAL #9	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>Greensboro Elementary School will maintain and improve school safety by meeting 100% of the required procedures and safeguards within the school year.</p>	<p><b>STRATEGY #1 Curriculum &amp; Instruction</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Back to school faculty meeting where staff were educated about safety procedures</a></li> <li>• <a href="#">Crisis binders</a> distributed to each classroom</li> <li>• Staff maintains and utilizes emergency cards in lanyard</li> </ul>
	<p><b>STRATEGY #2 Social/ Emotional Wellness</b></p> <ul style="list-style-type: none"> <li>• Drill days determined and posted on the GES school calendar</li> <li>• Resources distributed - Emergency Plan binder, Quick Reference Cards, Class lists for ID Badges, Updated Zoning Maps, Naming of Hallways to be carried over into the new building, following COVID 19 regulations</li> <li>• Emergency Exits posted throughout the building, designated communicators from ICT with two-way radios, updated procedures while under construction, new buddy system when traveling to and from learning cottages outside, new location for recess (blacktop and playground; no use of field)</li> <li>• Health Safety protocol signage to remind staff/students of required Covid 19 practices</li> <li>• Mailboxes installed outside each classroom door to store crisis binder.</li> </ul>
	<p><b>STRATEGY #3 Communication</b></p> <ul style="list-style-type: none"> <li>• Crisis Team includes one teacher from each grade/content team to ensure that our school safety is a collective, team effort (a sub committee of the Incident Command Team.</li> <li>• Drill days determined and posted on the GES school calendar, and safe procedures enforced and practiced with students on and off drill days.</li> </ul>

	<b>STRATEGY #4 Equity</b> <ul style="list-style-type: none"> <li>Plans in place for non-ambulatory students</li> <li>Emergency evacuation plan for certain students with special needs</li> <li>Students with visual and hearing impairments.</li> </ul>
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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?
Incident Command Team Planning Meetings	Number of meetings	Monthly
GES Drill Days	Number and types of drills	Monthly
Incident Command Team Debriefing Meetings	Number of meetings	Monthly
Crisis Team Meetings/Debriefing	Number of meetings	Monthly

<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>	

on the goals	
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PLAN	
Pre-K Programs Focus Area	
S.M.A.R.T. GOAL #10	EVIDENCED-BASED PRACTICE (STRATEGY)
100% of PK students will participate in conscious discipline.	<b>STRATEGY #1 (Curriculum and Instruction)</b> Frog Street Program Implementation The Welcome Circle
	<b>STRATEGY #2 (Social/Emotional Wellness)</b> Conscious Discipline
	<b>STRATEGY #3 (Communication)</b> Students practice speaking to peers and adults in a thoughtful manner.
	<b>STRATEGY #4 (EQUITY)</b>

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?
Teacher Observation	Observing the Program in Progress/Incidence of occurrence	Quarterly

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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>	

	<p><b>STRATEGY #2 (Safety Practices/Drills)</b></p> <ul style="list-style-type: none"> <li>• Drill days determined and posted on the GES school calendar: <ul style="list-style-type: none"> <li>○ Sept. 13, Oct. 26, Nov. 30, Feb. 11, March 11, Apr. 5, May 23, June 8</li> <li>○ Resources distributed - Emergency Plan binder, Quick Reference Cards, Class lists for ID Badges, Updated Zoning Maps, Naming of Hallways to be carried over into the new building, following COVID 19 regulations</li> </ul> </li> <li>• Emergency Exits posted throughout the building, designated communicators from ICT with two-way radios, updated procedures while under construction, new buddy system when traveling to and from learning cottages outside, new location for recess (blacktop and playground; no</li> </ul>

	use of field) <ul style="list-style-type: none"> <li>• Health Safety protocol signage to remind staff/students of required Covid 19 practices</li> <li>• Sign-In temperature checks to establish non-expression of Covid symptoms</li> </ul>
	<b>STRATEGY #3 (Communication)</b> <ul style="list-style-type: none"> <li>• Crisis Team is comprised of one teacher from each grade/content team to ensure that our school safety is a collective, team effort (a sub committee of the Incident Command Team.</li> <li>• Drill days determined and posted on the GES school calendar, and safe procedures enforced and practiced with students on and off drill days.</li> </ul>

PLAN	
Equity	
S.M.A.R.T. GOAL #12	EVIDENCED-BASED PRACTICE (STRATEGY)
Greensboro Elementary School will increase equitable educational opportunities for all students regardless of race, gender or national origin (English learners).	<b>STRATEGY #1 (Curriculum and Instruction)</b> Equity google classroom - County Level Recruiting and retaining diverse educators and staff Office translators/El translators Speak Up PD Exact Path, Reading Eggs, and iReady opportunities for students with large gaps due to lack of educational access Diversity (including BIPOC and LGBTQIA+) in instruction (i.e. books, etc.)

	<b>STRATEGY #2 (Social/Emotional Wellness)</b> Morning Meetings Character Counts Use of breakout rooms as needed to allow speakers a smaller space to voice concerns Conscious Discipline PD and implementation
	<b>STRATEGY #3 (Communication)</b> EL teachers at each grade level Office translators/El translators Materials to go home being translated for parents Google Voice to text or call parents S'Mores Newsletter in English or Spanish Equity Google Classroom - GES

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?
The number of diverse educators/staff	Staffing Statistics	Annually
Teachers Communication Logs	The number of communications	Bi-annually
Kajeet Numbers	Spreadsheet of students with limited access	Updated as school moves to and from virtual learning

<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				
	ACTIVITY(ies)	Who is involved?	When will it happen? Month/Year	What is the projected cost?
<b>GOAL #1</b>	The Greensboro Elementary "To Go" Academic and Community Involvement Event	Classroom Teachers, Math Resource Teacher, Reading Resource Teacher, Rec & Parks, Greater Impact	May of 2022	
<b>GOAL #2</b>	The Greensboro Elementary "To Go" Academic and Community Involvement Event	Classroom Teachers, Math Resource Teacher, Reading Resource Teacher, Rec & Parks, Greater Impact	May of 2022	

<b>GOAL #3</b>	CIT Meeting attended by Classroom Teachers and Science Specialist or Supervisor	Specialist or Supervisor of Science, Classroom teachers	<a href="#">October 20, 2021</a>	
<b>GOAL #4</b>	The Greensboro Elementary "To Go" Academic and Community Involvement Event	Classroom Teachers, Math Resource Teacher, Reading Resource Teacher, Rec & Parks, Greater Impact	May of 2022	
<b>GOAL #5</b>	The Greensboro Elementary "To Go" Academic and Community Involvement Event	Classroom Teachers, Math Resource Teacher, Reading Resource Teacher, Rec & Parks, Greater Impact	May of 2022	
<b>GOAL #6</b>	Bi-Weekly Attendance Meetings	Guidance, Attendance Secretary, Pupil Personnel Worker	Bi-weekly throughout the year.	
<b>GOAL #7</b>	PBIS Incentives and Positive Referrals (Announcements and Incentive Cart Days)	Classroom Teachers, Support Staff, PBIS Committee members, students	Daily	
<b>GOAL #8</b>				
<b>GOAL #9</b>	The Greensboro Elementary "To Go"	Classroom Teachers,	May of 2022	



	Academic and Community Involvement Event	Math Resource Teacher, Reading Resource Teacher, Rec & Parks, Greater Impact		
<b>GOAL #10</b>	Fire and Crisis Drills	Certified and support staff, students	Sept. 13, Oct. 26, Nov. 30, Feb. 11, March 11, Apr. 5, May 23, June 8	
<b>GOAL #11</b>				

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

<b>Title 1</b>
<b>Judy Center</b>
<b>Choptank Community Health</b>
<b>Parks and Recreation</b>
<b>Channel Markers</b>

<b>Greater Impact Church</b>
<b>Caroline County Mental Health</b>
<b>Hospice - Compass Regional</b>
<b>Caroline County Sheriff's Department - School Resource Officer</b>
<b>Greensboro Police Department</b>