Preston Elementary School - School Improvement Plan
22-23 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

PES - School Wide Goal and SLO Goals 22-23	
PES School-Wide Equity Goal	● Will be a collaborative process with Shaughnessy Harris and her Equity Committee to commit to highlighting the diversity at PES, and we can support our diverse stakeholders.
PES Conscious Discipline Commitment	● In our CDAT we will be intentionally working with the larger PES staff to infuse CD in our school, and have school-wide commitments for the 22-23 School Year.
PES SLO 1 - Math	● **By the end of the '22-'23 school year PES will increase the number of students in tier 1(green) from 11% to 60% and will decrease the number of students in tier 3**

	(red) from 29% to 15% according to the RTI triangle from the iReady Beginning of Year (Placement definition - Standard View) diagnostic data.
PES SLO 2 - ELA	● **By the end of the '22-'23 school year, PES will increase the number of students, with 80% or better attendance, Composite Scores who are "at-benchmark" or "above-benchmark" from 50% to 60%, as measured on the DIBELS 8 benchmark assessment.**

School Information	
School	Preston Elementary School **(Title 1 School)**
Vision Statement	PES is a community of learners who trust each other and will work together to ensure that everyone is safe and successful.
PBIS Code of Conduct	**PAWS:** ● Practice Responsibility ● Act Respectfully ● Work Hard ● Stay Safe

TEAM		
Name	**Job Title**	**Email**
Antonio Angeloni	Principal	angeloni.antonio@ccpsstaff.org
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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 Westerman	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**
Math Content: i-Ready Check Points EOU Assessments	❖ Adoption of Illustrative Mathematics with use of Kendall Hunt platform ❖ Number Routines continue to be a important foundational piece of our core content and are embedded in the new IM curriculum daily ❖ MyPath encouraged 30 mins per	❖ Vertical planning with other math teachers is a challenge within the schedule ❖ Still maintaining disparity in learning loss during virtual and hybrid teaching experiences ❖ Pacing of new curriculum ❖ The lack of professional development of Illustrative

	week for independent leveled practice (or two passed lessons) ❖ Aligned Cool downs, Checkpoints, and end of unit Assessments for each Unit in IM ❖ Flexibility with math workshop structures and time allocation ❖ Consistent structure of the math block (Warm up, 2 Tasks, cool down) ❖ Optional meetings a minimum of once per month with curriculum coaches ❖ Flexible grouping of students and pre-SST concerns ❖ Intentionally scheduled tier 1, tier 2, and tier 3 interventions in math 30-45 minutes daily ❖ Optional CIT and curriculum planning meetings for MRT and Teachers weekly	Mathematics curriculum ❖ Scaffolding needed between and before Tasks in IM
ELA Content: i-Ready ELA, DIBELS	❖ New curriculum in core ELA grades K-2 that aligns with standards ❖ Piloting new curriculum in grades 3-5 to explore best options for teachers and students ❖ Intentionally schedule tier 1, tier 2, and tier 3 interventions in reading, writing (30-45 minutes daily) ❖ Grades 3-5 Pacing Guides with a focus on standards and added teacher units to allow for teacher	❖ Vertical planning with other ELA teachers is a challenge within the schedule ❖ Disparity in learning loss during the pandemic years continues to be a work in progress where grade levels have to continually reteach below grade level standards ❖ Disparity in teachers' confidence with using all ELA platforms ❖ Content time has been reduced

	autonomy ❖ Teachers working over the summer break to have professional development in Wonders from the company ❖ Student notebooks for each grade level to help improve handwriting ❖ Fundations Funhub - gives both teachers and students practice on a digital platform ❖ DIBELS mClass platform to quickly gather data with validity and target needs of students ❖ Focus on foundational skills during ELA blocks in our K-2 grades ❖ Optional meetings a minimum of once per month with curriculum coaches ❖ Flexible grouping of students and pre-SST concerns	and as a result ILS time in grades K-2 is only 30 minutes
Science: MISA Data	❖ Science is given near equal content time in master schedule (grades 3-5) ❖ Science teachers at PES not splitting time with other contents ❖ Adding in Supplemental activities as needed ❖ Hands on lab work is a focus point for all classrooms in 22-23	❖ Vertical planning with other Science teachers is a challenge within the schedule ❖ Disparity in learning loss during virtual and hybrid teaching experience during 20-21 SY ❖ Schoology concerns from teachers about access for younger students
ACCESS for EL Data	❖ Increased number in EL population is leading to greater awareness of the need for communication in the	❖ Increased EL population poses time restraints for explicit individualized instruction

	- home language - Increase of school-based Spanish language communication - Increase in classroom teachers utilizing Spanish translations on documents and parent communication - Dedicated EL teacher and EL IA - 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 - Weekly communication to parents from the EL teacher - EL parents have verbally shared their appreciation for receiving information in their home language - Classroom teachers share information and resources with EL Teacher and IA - Increased use of translation services for conferences, after school events, phone calls, meetings	- EL parents would like to hear more from the general education teacher about their student's progress - All teachers and staff need to be mindful and send communication home in English as well as the home language of any student. This is the law. - Planning with each grade level is not alway feasible
Discipline Data	- Shared communication document with administration, guidance, and SAC to track discipline - PAWS-itive Referrals - Panther PAWS - Check In/Check Out for Tier II students by SAC Monitor	- Not all teachers using mental health social/emotional checks - Some lack of district resources and support for Conscious Discipline professional development

	❖ Guidance Counselor meeting with students in small groups and one-on-one - Lunch Bunches ❖ Use of Restorative Practices ❖ Teachers using morning meetings for social/emotional checks ❖ School wide conscious discipline implementation	
Attendance Data	❖ Guidance Counselor placing phone calls to flagged student ❖ SST meets for chronic attendance issues ❖ Data from Powerschool identifying at risk and chronic attendance students (monthly) ❖ Attendance Committee to track and intervene for at risk and chronic student ❖ Involvement of PPW worker as necessary ❖ SEL Check-ins are a very positive force in a student's day. ❖ Staff using conscious discipline to facilitate family atmosphere and encourage students to attend school	❖ Method to gauge student emotional/mental health about school ❖ Teachers to be more proactive in reaching to families who have attendance issues
Interventions	❖ System 44 - focus on Phonics ❖ Read 180 - focus on comprehension ❖ Sonday focus on foundational skills ❖ Failure Free - focus on word recognition and fluency	❖ Fidelity in implementation of interventions ❖ Human Resources ❖ Technology not always working correctly ❖ Lack of MIT and time for MRT to

	❖ Wilson - letter and sound fluency ❖ OG+ focuses on phonemic awareness and foundational skills ❖ Do The Math resource available for Math intervention ❖ Targeted time in grade level schedules to accommodate small group needs and interventions ❖ Main way to target Tier III students ❖ Full time RIT	meet with Math T3 students consistently ❖ Time in schedule for students that need Math T3 as well as ELA T3
Equity	❖ Robust Equity Committee in place for 21-22 school year, continuing for 22-23 school year ❖ Working with EL Teacher to target equitable access for our EL families ❖ 1 to 1 device ratio for all students, with access to software platforms for in-class and at-home learning ❖ PES has a MTSS system in place to address needs of all students regardless of where they are academically ❖ Provide both ILS and T III interventions for ELA students identified for placement in a research based reading intervention ❖ SST process in place for students not making sufficient progress in T III interventions. ❖ PES provides all newsletters, phone calls, and send home materials in a	❖ A lot of in-house translating of district level documents to Spanish ❖ Translation takes time and tools available are not the most efficient ❖ Not enough staff are trained in specific TIII interventions that would be most appropriate for students. ❖ We need more professional development time to provide in-depth equity training to staff

	student's native language. ❖ Teachers provide all student feedback to families (ie: report card comments) in Spanish.			

Academic Achievement 21-22 - iReady Math/ELA (EOY)								
	All Students	**SWD**	**White**	**African American**	**Asian**	**Hispanic**	**EL**	**Am. Indian or Alaska Native**
Math - Green	185 (50%)	10 (25%)	167 (53%)	8 (32%)	N/A	13 (37%)	5 (26%)	0
Math - Yellow	139 (37%)	9 (23%)	113 (36%)	12 (48%)	N/A	15 (43%)	8 (42%)	2 (67%)
Math - Red	47 (13%)	20 (52%)	36 (11%)	5 (20%)	N/A	7 (20%)	6 (32%)	1 (33%)
ELA (2-5) - Green	206 (57%)	11 (29%)	179 (58%)	11 (44%)	N/A	11 (32%)	1 (5%)	0
ELA (2-5) - Yellow	111 (31%)	9 (24%)	94 (31%)	8 (32%)	N/A	19 (54%)	13 (68%)	1 (33%)
ELA (2-5) - Red	46 (13%)	18 (47%)	35 (11%)	6 (24%)	N/A	5 (14%)	5 (26%)	2 (66%)

i-Ready (K-5)	Math - BOY ELA - BOY	📄 MathMOYK-5 .pdf 📄 MOY K-5 ELA iReady '21-'…	📄 K-5EOY22Math.pdf 📄 ELA EOY K-5 '21-'22 Data.pdf
i-Ready - Grade K	Math - BOY ELA - BOY	📄 MathMOYK.pdf 📄 MOY K ELA iReady '21-'2…	📄 KEOY22Math.pdf 📄 ELA EOY K .pdf
i-Ready - Grade 1	Math - BOY ELA - BOY	📄 MathMOY1.pdf 📄 MOY 1st ELA iReady '21-'…	📄 1EOY22Math.pdf 📄 ELA EOY 1st Grade.pdf
i-Ready - Grade 2	Math - BOY ELA - BOY	📄 MathMOY2.pdf 📄 MOY 2nd ELA iReady '21…	📄 2EOY22Math.pdf 📄 ELA EOY 2nd Grade.pdf
i-Ready - Grade 3	Math - BOY ELA - BOY	📄 MathMOY3.pdf 📄 MOY 3rd ELA iReady '21-…	📄 3EOY22Math.pdf 📄 ELA EOY 3rd Grade.pdf
i-Ready - Grade 4	Math - BOY ELA - BOY	📄 MathMOY4.pdf 📄 MOY 4th ELA iReady '21-…	📄 4EOY22Math.pdf 📄 ELA EOY 4th Grade.pdf
i-Ready - Grade 5	Math - BOY ELA - BOY	📄 MathMOY5.pdf 📄 MOY 5th ELA iReady '21-…	📄 5EOY22Math.pdf 📄 ELA EOY 5th Grade.pdf
DIBELS (K-5)	📄 BOY K-5 Composite DIBELS …	📄 MOY Composite DIBELS.…	📄 EOY ELA DIBELS K-5.pdf
DIBELS - Grade K	📄 BOY K All Measures.pdf	📄 MOY K All Measures.pdf	📄 EOY Grade K.pdf
DIBELS - Grade 1	📄 BOY 1st All Measures.pdf	📄 MOY 1st All Measures.pdf	📄 Grade 1 EOY ELA.pdf
DIBELS - Grade 2	📄 BOY 2nd All Measures.pdf	📄 MOY 2nd All Measures.pdf	📄 Grade 2 EOY DIBELS ELA.pdf
DIBELS - Grade 3	📄 BOY 3rd All Measures.pdf	📄 MOY 3rd All Measures.pdf	📄 Grade 3 EOY DIBELS.pdf
DIBELS - Grade 4	📄 BOY 4th All Measures.pdf	📄 MOY 4th All Measures.pdf	📄 Grade 4 EOY DIBELS.pdf

DIBELS - Grade 5	📄 BOY 5th All Measures.pdf	📄 MOY 5th All Measures.pdf	📄 Grade 5 EOY DIBELS.pdf

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)	0	4	1	7	4	1

Read 180 21-22 Reading Inventory	Grade 5
Test 1 (BOY)	📄 Rd180_5_BOY_RI.pdf
Test 2 (MOY)	📄 Rd180_5_MOY_RI.pdf
Test 3 (EOY)	📄 Read180_5_EOY_R…

Systems 44 21-22 Reading Inventory &	Grade 3	Grade 4	Grade 5

Phonics Inventory			
Test 1 (BOY)	📄 **Sys44_3_BOY_PI.pdf** 📄 **Sys44_3_BOY_RI.pdf**	📄 Sys44_4_BOY_P… 📄 Sys44_4_BOY_R…	📄 Sys44_5_BOY_PI.pdf 📄 Sys44_5_BOY_RI.pdf
Test 2 (MOY)	📄 Sys44_3_MOY_PI… 📄 Sys44_3_MOY_RI…	📄 Sys44_4_MOY_… 📄 Sys44_4_MOY_…	📄 Sys44_5_MOY_PI.pdf 📄 Sys44_5_MOY_RI.pdf
Test 3 (EOY)	📄 **Sys44_3_EOY_PI.pdf** 📄 **Sys44_3_EOY_RI.pdf**	📄 Sys44_4_EOY_PI…. 📄 Sys44_4_EOY_RI….	📄 Sys44_5_EOY_PI.pdf 📄 Sys44_5_EOY_RI.pdf

Failure Free 21-22	**Grade 3**
	Failure Free Reading Progress Monitoring Data **EOY**

	All Students	SWD	White	African American	Asian	Hispanic	EL	Am. Indian or Alaska Native
Academic Achievement 22-23 - i-Ready Math/ELA - BOY								
Math - Green	11%	0%	11%	4%	n/a	6%	0%	0%
Math - Yellow	61%	44%	62%	42%	n/a	42%	27%	0%
Math - Red	28%	56%	26%	54%	n/a	52%	73%	100%
ELA - Green	20%	5%	20%	24%	n/a	13%	0%	0%
ELA - Yellow	45%	27%	46%	33%	n/a	37%	33%	0%
ELA - Red	35%	68%	34%	43%	n/a	50%	67%	100%

Academic Achievement 22-23 - i-Ready Math/ELA - MOY

	All Students	SWD	White	African American	Asian	Hispanic	EL	Am. Indian or Alaska Native
Math - Green								
Math - Yellow								
Math - Red								
ELA - Green								
ELA - Yellow								
ELA - Red								

Academic Achievement 22-23 - i-Ready Math/ELA - EOY								
	All Students	SWD	White	African American	Asian	Hispanic	EL	Am. Indian or Alaska Native

Math - Green							
Math - Yellow							
Math - Red							
ELA - Green							
ELA - Yellow							
ELA - Red							

Academic Achievement 22-23 - DIBELs + i-Ready Math/ELA DIBELS - BOY		
22-23 iReady ELA	22-23 iReady MATH	'22-'23 DIBELS 8

Academic Achievement 22-23 - DIBELs + i-Ready Math/ELA - MOY		
22-23 iReady ELA	22-23 iReady MATH	22-23 iReady DIBELS

Academic Achievement 22-23 - DIBELs + i-Ready Math/ELA - EOY		
22-23 iReady ELA	22-23 iReady MATH	22-23 iReady DIBELS

22-23	<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 22-23 Reading Inventory	Grade 5
Test 1 (BOY)	BOY RI Report
Test 2 (MOY)	
Test 3 (EOY)	

Systems 44 22-23 Reading Inventory & Phonics Inventory	Grade 3	Grade 4	Grade 5
Test 1 (BOY)	n/a	n/a	**BOY RI** **BOY PI**
Test 2 (MOY)			
Test 3 (EOY)			

Failure Free 22-23	
	BOY - n/a (no students currently enrolled)
	MOY
Current as of:	EOY

PLAN
Focus Area #1: Academic Achievement and Growth: Reading/English Language Arts, Mathematics, Science *(Percent of students meeting or exceeding expectations)*

English Language Arts **S.M.A.R.T. GOAL #1 (K-5th)** ● **Achievement** ● By the end of the '22-'23 school year, PES will	**EVIDENCED-BASED PRACTICE (STRATEGY)** **STRATEGY #1 (Curriculum and Instruction)** ● Teachers are implementing the standards aligned new curriculum, Wonders 2023, in grades K-2 and piloting two possible curriculum options in grades 3-5 with fidelity

increase the number of students who are "at-benchmark" or "above-benchmark", with 80% or better attendance, from 50% to 60% as measured on the DIBELS benchmark assessment. ● **Growth** ● By the end of the '22-'23 school year, 80-100% of K-5 students, with an attendance rate of 80% or better, exceed their overall "Growth Outcome Goal" for the year (or exceed growth on their NWF or ORF subtests), as measured on the DIBELS 8 benchmark assessment.	● Teachers have access to the "Wonders 2023" digital platform that includes online in addition to the paper materials/resources necessary for students to access grade level standards ● Teachers will take a prescriptive approach to closing learning gaps(DIBELS, iReady, ILS Tier 2 interventions, and Tier 3 interventions) while ensuring access to grade level standards for each student Tier 1 during core instruction ● Daily Heggerty phonemic awareness instruction in grades K-2 ● Daily Fundations phonics instruction in grades K-2 ● Reading Eggs is being utilized in the classroom for 30-45 minutes weekly ● ILS block with targeted small group rotations based on student needs ● Phonics decodables in grades K-3 ● Teacher tracking with Learning Targets and Success Criteria ● Targeted writing and word study instruction in grades 3-5 to develop student's writing process skills ● Common Unit Assessments in core ELA block in all CCPS schools
	STRATEGY #2 (Social/Emotional Wellness) ● Morning Meetings for emotional wellness in all classrooms ● SEL videos incorporated throughout Wonders curriculum in ELA grades K-2 and 3-5 pilot ● Teachers will use strategies to promote teamwork and student ownership of their learning ● Small group or targeted skill practice promotes open discussion among students with agreement and disagreement about reading strategies
	STRATEGY #3 (Communication) ● Schoology and PowerSchool utilized in all grade levels. This includes communication for families to monitor student achievement ● Family Support letters will be sent home at the start of each new Unit ● Academic Night and Back to School Night include curriculum tables and open discussion with parents ● RRT has optional planning available to work with teachers and to target specific student needs

	● Shared CCPS Google Drive and Schoology available to all teachers containing resources necessary for daily instruction ● Standing RRT Coaching meetings monthly
	STRATEGY #4 (Equity) ● All grade levels using DIBELS to evaluate student need ● Haeggerty utilized in grades K-2 to improve student phonemic awareness ● Teacher tracking to adjust teaching for student needs ● Support teachers and staff working to reinforce classroom ELA lessons ● EL teacher and I.A. pushing into classrooms to support language for EL students during ELA block, especially ILS small groups ● Teachers will use visuals and anchor charts regularly ● SPED teachers and IAs pushing in to classrooms to support SPED student goals during ILS small group instruction ● Text to Speech/teacher read aloud offered for assessments of reading skills ● Reading Eggs lessons customized for student need ● ILS small groups customized for student need

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	Weekly

	of 2x/week)	
Exact Path (Grades 4-5)	Lessons and quizzes completed (minimum of 2x/week)	Weekly
Fundations (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	
Date Data was reviewed	
Were the goals achieved?	☐ YES or ❏ NO
Provide Data/Evidence to reflect on the goals	

Mathematics	EVIDENCED-BASED PRACTICE (STRATEGY)
S.M.A.R.T. GOAL #2 (K-5) ● **Achievement** ● By the end of the '22-'23 school year PES will increase the number of students in	**STRATEGY #1 (Curriculum and Instruction)** ● Teachers are implementing the standards aligned and problem based IM curriculum with fidelity ● Teachers have access to the "Adaptation Packs" in IM to pre teach prior grade level standards that are necessary for students to access grade level

tier 1(green) from 11% to 60% and will decrease the number of students in tier 3 (red) from 29% to 15% according to the RTI triangle from the iReady Beginning of Year (Placement definition - Standard View) diagnostic data. **S.M.A.R.T. GOAL #5 (K-5)** ● **Growth** ● 80-100% of students that start the year in grouping 1 (2 or more grade levels below) will *exceed* their overall typical growth for the year (or improve their placement in the NO and ALG domains).	● Teachers are using Cool-Downs to gather formative data for reteaching and math workshop ● Teachers will take a prescriptive approach to closing learning gaps(iReady, Math workshop T2, and Moving with Math T3) while ensuring access to grade level standards for each student T1 during core instruction. ● MyPath is being utilized in the class for 30-45 minutes weekly. ● Math Workshop continues to be flexible and used at teacher's discretion, but should incorporate aligned centers and practice from IM. ● Number Talks and Routines continue in everyday math instruction. ● Common Unit Assessments and Checkpoints across CCPS ● Strict pacing guide with provided daily Learning Targets and Success Criteria (Learning Goals) ● Teachers are tracking Learning Targets (section goals) to monitor student needs and progress ● Teacher's SLOs will support the SMART goals with classroom strategies
	STRATEGY #2 (Social/Emotional Wellness) ● Teachers will use the problem based curriculum with fidelity, which includes guidance for student teams. ● Number Talks and Number routines promote open discussion among students with agreement and disagreement about math strategies at the start of every math lesson.
	STRATEGY #3 (Communication) ● Schoology and PowerSchool utilized in all grade levels. This includes communication for families to monitor student achievement. ● Family Support letters will be sent home at the start of each new Unit ● Academic Night and Back to School Night include curriculum tables and open discussion with parents ● MRT has optional planning available to work with teachers and to target specific student needs ● Shared CCPS Google Drive and Schoology available to all teachers containing resources necessary for daily instruction.

	STRATEGY #4 (Equity)
	• EL teacher and I.A. pushing into classrooms to support language for EL students during core and/or math workshop • Teachers will use visuals, diagrams, and anchor charts regularly • SPED teachers and IAs pushing in to classrooms to support SPED student goals during Math Workshop T2 instruction • Text to Speech/teacher read aloud offered for math problems • iReady MyPath customized for student need • Math Workshop time small groups customized for student need

TRACK		
How will it be known that progress is being made? (Benchmark/Outcome)	**What data will be used to measure progress?**	**How often will benchmark data be collected?**
iReady Diagnostic (Math)	1. BOY, MOY, EOY diagnostic growth (increase green, decrease red, typical and stretch growth points) 2. MyPath Usage (30-45 mins per week)	1. 3 times per year- Sept, January, May 2. Monitored weekly at the classroom level (unless the student has approved services in place of MyPath- SPED, EL, T3 workshop, etc)
Curriculum Assessments	1. Tracking Section Goals 2. Cool Downs 3. Section Checkpoints 4. Unit Assessments	1. Daily 2. Daily 3. At the end of each section (weekly) 4. At the end of each Unit (at least monthly)

Moving with Math intervention	1. Pre and Post Assessments 2. Independent Practice	1. Start and End of Session (30 lessons) 2. Daily

RESULTS	
Date Data was reviewed	
Were the goals achieved?	☐ YES or ❏ NO
Provide Data/Evidence to reflect on the goals	**Achievement-** **Growth-**

Science	EVIDENCED-BASED PRACTICE (STRATEGY)
S.M.A.R.T. GOAL #3 ● **Achievement** ● PES will increase the number of students in grades 3-5 that provide evidence based answers to science based inquiries. ● PES will increase the number of students in	**STRATEGY #1 (Curriculum and Instruction)** ● Teachers are tracking student progression through CER and Answer/Evidence teacher-made tasks and NGSS Science curriculum. ● Teachers will take a prescriptive approach to close learning gaps while ensuring access to grade level standards for each student. ● 2 Quarterly County Benchmark Assessments (Pre and Post Assessments) **STRATEGY #2 (Social/Emotional Wellness)** ● Teachers will use E4L strategies to promote teamwork, and student ownership of their learning. ● Small group or targeted skill practice promotes open discussion among

grades 3-5 that meet county expectations of 70% on the Post Assessment.	students with agreement and disagreement about scientific claims. ● Morning Meetings for emotional wellness in all CCPS schools. ● Chain discussions in classes to engage all students.
	STRATEGY #3 (Communication) ● Schoology is utilized in all grade levels. This includes resources for families. ● Conferences with parents to help parents with their student's learning. ● School and Staff newsletters to parents. ● Shared CCPS Website available to all teachers containing resources necessary for daily instruction.
	STRATEGY #4 (Equity) ● Teachers tracking student progress and adjusting teaching to meet student needs ● Teachers using flexible grouping to close learning gaps while ensuring access to grade level standards for each student

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?**
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
Date Data was reviewed	

Were the goals achieved?	☐ YES or ❏ NO
Provide Data/Evidence to reflect on the goals	- Teachers grade 3-5 reached full attainment on SLO Targets which were designed to monitor progress on CERs. - By the end of the school year 85% of 3rd grade students were able to provide a claim and evidence for science inquiry questions. - By the end of the school year 89% of 4th grade students were able to provide a claim and evidence for science inquiry questions. - By the end of the school year 75% of 5th grade students were able to provide a claim and evidence for science inquiry questions.

PLAN

Focus Area #2: School Quality and Student Success *(Chronic absenteeism and Discipline)*	
S.M.A.R.T. GOAL #4	**EVIDENCED-BASED PRACTICE (STRATEGY)**
Chronic Absenteeism PES will maintain a rate of chronic absenteeism at 10%, which is a harmless pattern from last year.	**STRATEGY #1 (Curriculum and Instruction)** - PBIS Attendance Committee committed to breaking down and studying the attendance data to make informed recommendations to administration on attendance issues. - Coordination with Pupil Services on attendance challenges and communication with families.

	● Weekly Attendance meetings from the Attendance Committee
	STRATEGY #2 (Social/Emotional Wellness) ● Emily Sherman, Guidance counselor, working with students both in small groups and individually to provide support for students who are chronically absent. ● Access to For All Seasons counselor with proper sign-up. ● SST process for students identified as chronically absent. ● PPW Referrals for chronically absent students.
	STRATEGY #3 (Communication) ● Letters sent home to families of students with borderline attendance ● Emily Sheman contacting parents and community partners to provide support for chronically absent students
	STRATEGY #4 (Equity) ● All students' attendance data examined and families are reached out to when necessary ● School/PPW offer individual supports to family based on need in order to improve student attendance

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	6/14/2022
Were the goals achieved?	☐ Yes or ❏ NO
Provide Data/Evidence to reflect on the goals	There are a total of 420 students currently enrolled at PES. There are only 21 students on the chronic absenteeism list - not due to quarantine. Therefore, only 5% of students are chronically absent. This is a result of all the above strategies that have been put into place this school year.

S.M.A.R.T. GOAL #5	EVIDENCED-BASED PRACTICE (STRATEGY)
Discipline At least 80% of PES students PreK4 - 5th will receive a positive referral in the 2021 - 2022 school year.	**STRATEGY #1 (Curriculum and Instruction)** ● Full implementation of PBIS strategies in our classrooms under the PAWS Code of Conduct. ● PBIS committee chaired by Jackie Murray and Emily Sherman to guide all PBIS related activities ● PAWSitive Referrals - involves contacting parents with the child to inform them of the positive acts they are doing, and posting their accomplishment on the school bulletin board and Facebook page. ● PAWSitive Shoutouts - read on the announcements about classroom and PBIS related accomplishments ● Discipline Data updates at Faculty Meetings to inform staff of discipline trends.
	STRATEGY #2 (Social/Emotional Wellness) ● Tier II and Tier III interventions - included Check In, Check Out; Behavior Plans, daily conferences with guidance and administration; SST meetings. ● SAC Monitor on staff to support students. ● For All Seasons Counselor available
	STRATEGY #3 (Communication)

	• Monthly Newsletters with HomeSchool Connection component • School Website with PBIS plan and information detailing positive behavior based incentives • Facebook page maintained by PES administration. • Parent conferences and phone calls to coordinate on behavior plans, discipline referrals,and positive behavior referrals.
	STRATEGY #4 (Equity) • Positive phone calls made home in students' families' native language

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	6/7/2022
Were the goals achieved?	NO
Provide Data/Evidence to reflect on the goals	36% of students PreK - 5 received at least one positive referral this year. ⊞ Positive Referrals

PLAN

Focus Area #3: 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 #6	**EVIDENCED-BASED PRACTICE (STRATEGY)**
By June 2023, 30% of EL students will make progress toward attaining English Language Proficiency with a focus on reading, writing, listening and speaking.	**STRATEGY #1 (Curriculum and Instruction)** ● Use of WiDA standards for instruction and assessment ● Use of the WiDA "Can Do" Descriptors of Proficiency Levels to describe current ability of students and plan instruction to meet individual needs to progress to the next proficiency level ● Use of Common Core State Standards which are mirrored in the general education classroom. ● Use of iReady data and resources, Wonders EL resources, Heggerty and Fundations for additional support and instruction. ● Use of ELLevation to help support and improve EL instruction ● Newcomer Access resources for teachers to use with non-English speaking students.
	STRATEGY #2 (Social/Emotional Wellness) ● Teachers communicate with students on a weekly basis during opening conversations/meeting ● Teachers communicate and check in with the EL teacher, guidance counselor and/or nurse regarding any social/emotional concerns.
	STRATEGY #3 (Communication) ● Communicate weekly and/or as needed with co-teachers, EL assistant, EL Specialist, EL Supervisor, MRT, RRT, guidance counselor, cafeteria manager and administration ● Translated documents and communication sent home to families and translators available for conferences with parents or use Language Links.
	STRATEGY #4 (Equity) ● Translated documents sent home to families and interpreters available for

	conferences with parents or use Language Link. • EL teacher works closely with families to lend support for needs outside of school

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 of each domain (Listening, Speaking, Reading and Writing) • Heart Words	• A minimum of biweekly • A minimum of quarterly
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	
Date Data was reviewed	
Were the goals achieved?	☐ YES or ❏ NO
Provide Data/Evidence to reflect on the goals	iReady Data EL & Math 2021 WiDA scores 2022 WiDA scores

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 opportunity for parents, families, and stakeholders to learn about the curriculum and pedagogy ongoing inside of the classrooms.	**STRATEGY #1 (Curriculum and Instruction)** ● Title I Night for October 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) ● Corsica Rivers - 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

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?**
Data collected after Title I Events	Evaluations after Title I events	Periodically based on timing of events
Parent Involvement Meeting Feedback	Meeting minutes and evaluations	Twice per year after meetings.

RESULTS	
Date Data was reviewed	6/7/22
Were the goals achieved?	☐ YES or ❏ NO
Provide Data/Evidence to reflect on the goals	- PES Wellness Committee focused on staff and student physical/mental health run by Emily Hammond with monthly goals, helpful tips, and contests - Morning Meetings in all grades with SEL focused discussion - PBIS embedded throughout the school with Panther Paws and daily following

	of the Code of Conduct ● Weekly Newsletters sent home to all families via Smore platform ● School Website updated and maintained with timely information via Blog and emails with blog links/information. ● Facebook is maintained by PES administration weekly. ● SchoolMessenger calls made each week with updates for families in both English and Spanish ● Mailings home detailing school events, curriculum announcements, and other important information during various quarters. ● Spirit Days for staff and students throughout the year

PLAN

Pre-K Programs Focus Area

S.M.A.R.T. GOAL #8	EVIDENCED-BASED PRACTICE (STRATEGY)
By June 2023, 60% of students will achieve Level 4 on the Language and Literacy and Math SKB s on the Early Learning Assessment (ELA).	**STRATEGY #1 (Curriculum and Instruction)** ● Pre-Kindergarten teachers will implement the Frog Street Curriculum through the use of CCPS enhanced Frog Street Lessons with fidelity.
	STRATEGY #2 (Social/Emotional Wellness) ● Pre-Kindergarten teachers will implement Conscious Discipline Greeting Circle and Closing Circle with fidelity.
	STRATEGY #3 (Communication) ● Pre-Kindergarten teachers will provide Family Engagement Materials for each Frog Street Curriculum Themes to students' families.
	STRATEGY #4 (Equity) ● Pre-Kindergarten teachers will track student progress toward grade-level goals and individualize teaching to student needs

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	
Date Data was reviewed	June 16, 2022
Were the goals achieved?	☐ YES or ❏ NO
Provide Data/Evidence to reflect on the goals	According to the Early Learning Assessment data, 23 out of 34 (68%) Pre-K students achieved a Level 4 on the Language and Literacy and Math SKBs. PreK EOY Data

IMPLEMENT - Title I Fund/Monies spent				
	ACTIVITY(ies)	Who is involved?	When will it happen? Month/Year	What is the projected cost?
GOAL #1	Title I Academic Night	Administration, MRT, RRT, Certificated teaching staff, support staff	10/26/2022	$2,364

GOAL #2	Attendance Committee Meetings, CIT Meetings	Attendance Committee, Classroom teachers	Bi-monthly for Attendance committee, full weeks for CIT Meetings	None
GOAL #3	PAWSitive Referrals, PBIS Incentives, Panther PAWS	Classroom Teachers, PBIS Administration, Guidance Counselor	Daily, Weekly, Monthly, Quarterly	Varies by incentive
GOAL #4	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
GOAL #5	Title 1 Curriculum Night - Admin Title I presentation/information table	Classroom Teachers and Parents	Oct 26, 2022	$2,364
GOAL #6	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)

Title I Parent Involvement Funds
Corsica Rivers - 2 days a week
Food Backpack Program for Food Needy Families

Choptank Wellness Nurse Practitioner - Weekly on Tuesdays and Thursdays
Idlewild Ruritan Club - Food Drive for Holiday Seasons
Channelmarkers - 1 day a week, meeting with at need students afterschool