School Improvement Plan
22 - 23 School Year

For more information, feedback, or input on the School Improvement Plan, please contact the school.

RES Vision
ONE SCHOOL, ONE TEAM!!!

RES Vision:
RES is a progressive community of learners collaboratively supporting each other through intentional planning in a risk-taking and trusting environment, leading to rigor, student autonomy, and mastery of content standards in all learning settings.

Learning Target:
Staff will have a basic understanding of the necessary information for the smooth and effective instructional program for the 2021 - 2022 school year.

Success Criteria:
Staff will be able to verbally summarize with team members important information presented during the faculty meeting.

Portrait of a Caroline Professional:
- Finds solutions
- Communicates effectively
- Stays engaged
- Collaborates with colleagues
- Actively listens before speaking
- Focuses on the future
- **Rises above**

TITLE I Information:

Parents Right to Know

The Federal Every Student Succeeds Act (ESSA) contains several provisions that promote a parent/school partnership through communication. One such provision gives parents the right to ask for and receive information about the professional qualifications of their child's classroom teachers. A parent may request the following information:

Any college or university degree, major or certification held by the teacher
Whether the teacher is certified by the State of Maryland to teach a particular grade level or subject area
Whether the teacher holds a conditional teaching certificate
The qualifications of the paraprofessionals serving the student

If you would like to request the professional qualifications of your child's classroom teachers or paraprofessionals, please submit a written request to the principal. The principal will provide the information to you within 30 business days of the date of your request.

Parents may also request information on the level of achievement and academic growth of their child, if applicable and available, on each of the State academic assessments.

Parents will receive timely notice if the student has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Parents May Request Teacher Information

The Every Student Succeeds Act (ESSA) of 2015 provides parents of students attending Title 1 schools the opportunity to request information about the professional qualifications of their child's teachers. Parents of elementary students may request in writing to the school principal information about their child's teacher including college/university degrees of certification held, subject area of the teacher's degree or certification, and Maryland certification status. Additionally, if your child is served by paraprofessionals, parents may request their professional qualifications.

Parent Information Resource Center

Parents are encouraged to visit our Parent Information Resource Center (PIRC) located in the lobby outside of the front office. The PIRC has a variety of parenting resources and informational brochures and flyers. These materials are all free. Parents can find the School Improvement Plan, RES School Family Engagement Compact, booklets from The Parent Institute on topics such as "Seven Habits of Highly Responsible Students; Help Your Child Balance School and Extracurricular Activities; and Helping Children Learn to Resolve Conflicts." Parents can also find information regarding Caroline County Recreation and Parks, Caroline County Library, Imagination Library and Maryland Department of Health . Please be sure to check out our Parent Information Resource Center next time you come to the school.

School	Ridgely Elementary School	
Title I School	Yes	
TEAM		
Name	**Job Title**	**Email**
Lee Sutton	Principal	sutton.lee@ccpsstaff.org
Brett Evans	Assistant Principal	evans.brett@ccpsstaff.org
Katie Allis-Fisher	Central Office Liaison	allisfisher.kathleen@ccpsstaff.org
Sara Howard	Math Resource Teacher/Coach	howard.sara@ccpsstaff.org
Laura Royer	Reading Resource Teacher/Coach	royer.laura@ccpsstaff.org
Jennifer Mayer	Parent/CAC Representative	mayer.jennifer.m@gmail.com
Math/Science/Social Studies Committee	Sara Howard - Math Resource Teacher - Chair Committee Members: ● Reeny Armiger ● Billie Mitchell ● Colby Baughman ● Mary Pauley ● Regan Fox ● Michelle Pearson ● Nicole Walls ● Amy Brian	

Reading Committee	Chair: Laura Royer - Reading Resource Teacher Committee Members: ● Stephanie Shirkey ● Suzanne Walk ● Lindsay Manship ● Chelsey Bledsoe ● Amy Riley ● Tabitha Frantum ● Kimberly Brown ● Teisha Combs	
PBIS/Discipline Committee	Chair: Anna Buffenmyer - School Counselor Committee Members: ● Erin Bonner ● Alexia Kelser ● Gabriel Schmidt ● Theresa Asbury-Sieler ● Ashley Weer ● Rachel Parks ● Ashley Grant ● Julie Maheux ● Cristi Fortner ● Faith Burton	
Attendance Committee	Chair: Lee Sutton - Principal Committee Members: ● Anna Buffenmyer - Counselor ● Melissa Creasy - Nurse ● Sloan Stafford - Attendance/Enrollment Secretary ● Brett Evans - Assistant Principal	

	● Bill Allen - Supervisor of Student Services	
EL/Equity Committee	Chair: Rebecca White Committee Members: ● Nikki Morris ● Kim Shirkey ● Paul Richardson ● Faith Burton	
Pre-K Committee	Chair: Stephanie Cava Committee Members: ● Missy McFayden ● Robin Valliant ● Jennifer Dennis	

ANALYZE/ROOT CAUSE ANALYSIS		
Data Source(s), Observations, and Data Trend Summary	**Root Cause Analysis (Include supporting and impeding factors)**	
	WHAT'S WORKING	**WHAT'S NOT WORKING**
ELA: I-ready, Mclass tracking, Fall MCAP Data (when available)	• Grade-level specific ELA shared folders in Drive • Common Core Companion resource • Daily Tracking • Grade-Level planning • Fundations Unit tracking • McGraw Hill Wonders k-2 (22-23) • ELA website • Heggerty in K-2 • Instructional Coach push-in support for groups demonstrating need in areas of phonics and phonemic awareness • Departmentalization in Grades 3-5	❖ Higher levels of thinking built in to regular classroom routines ❖ Curriculum is standards referenced ❖ Lessons are resource driven without the necessary teacher modifications/ misconceptions. ❖ Common understanding of what qualifies as higher levels of thinking or differentiation ❖ Pacing of scope and sequence ❖ Inconsistent use of data across grade levels.
Math: iready, tracking, unit assessments and MCAP Data (when available)	❖ IM Website- Kendall Hunt Platform/Schoology to guide planning and instruction (updated pacing guides for 22 - 23 school year) ❖ Daily Number Sense Routines in Warm Up portion of IM Lesson ❖ Cool Downs to gather formative data for reteaching and math workshop	❖ Time for vertical planning between teams and schools ❖ Disparity in learning loss during virtual and hybrid teaching experience in past years, attendance issues. ❖ Balance between independent practice and teaming. ❖ Common understanding of what qualifies as higher levels of thinking

	❖ Common Unit Assessments and Checkpoints across CCPS ❖ Provided daily LT/SC ❖ Consistent structure of math block ❖ Grade level planning ❖ Coaching Support ❖ Common Core Companion resource for standard unpacking ❖ Tracking- included in IM Unit Guides ❖ Using iReady data to guide instruction ❖ Math workshop- spiraled practice and teacher micro interventions for a minimum of 30 minutes daily. ❖ Flexible Math Block Structure Options to meet the needs of learners (must be pre-planned) ❖ Use of instructional coaches for content ❖ Instructional Coach push-in support for groups demonstrating need in iReady *or* Classroom tracking ❖ Spending time on critical grade level content during WS, acceleration model of covering missed skills from previous year. ❖ Using Adaptation Guides to scaffold instruction as needed. ❖ iReady weekly instruction to close gaps in learning (2 lessons per week guidance)- My Path ❖ Departmentalization in Grades 3-5 ❖ iReady Math Toolbox lessons for	or differentiation ❖ Students accessing grade level instruction when so many gaps in learning, ❖ Keeping up with pacing ❖ PD needed for IM Curriculum ❖ As we roll this out for the first year, scaffolding is needed before IM tasks

	targeted small group instruction	
Science	❖ Departmentalization in grades 3-5 - Teachers can focus on the science curriculum ❖ Implement tracking data ❖ Time for science	❖ Lack of data from the state in terms of breakdown of subgroups ❖ Lack of mid-cycle data - no benchmarking
ACCESS for EL/EQuity Data	❖ Flexible scheduling and low EL Numbers - leads to intense one on one and small group ❖ Dedicated EL teacher ❖ i-Pads and new materials via Title I EL Grant	❖ EL/Special Ed teacher/personnel required to teach System 44 and Failure Free Intervention due to lack of staff resources ❖ Phonics proficiency in EL students lags behind other data groups.
Classroom Walk Through Walk Data	❖ Learning Targets and Success Criteria (Math- in lesson plan and on slides) ❖ Target-Task Alignment ❖ Teachers tracking ❖ Small group instruction being utilized when appropriate	❖ Unbalanced time between teaching points and scaffolding tasks ❖ Inconsistent teaming in classrooms ❖ Frequency of rigorous tasks ❖ Higher level taxonomy built into classroom on a regular basis ❖ Allowing productive struggle
Discipline Data	❖ Monthly review of discipline data as a PBIS team. ❖ Conscious Discipline ❖ Check In/Check Out for Tier II students ❖ School Counselor and SAC monitor	❖ Not all teachers using mental health social/emotional checks ❖ Fidelity of behavior supports

	support ❖ Use of Restorative Practices ❖ SBMH (Caroline Behavioral Health) ❖ Class Meetings and check-ins	
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 (monthly meetings) to track and intervene for at risk and chronic student	❖ Method to gauge student emotional/mental health about school ❖ Need to implement and train more staff in mental health checks
Interventions	❖ System 44 focus on Phonics/Read 180 Vocab./Comprehension ❖ Failure Free Reading ❖ Sonday targets areas for students significantly below grade level ❖ OG + ❖ iSpire ❖ Main way to target Tier III students	❖ Time ❖ Human Resources ❖ Technology not always working correctly - takes time to fix ❖ Designated room/location for intervention classes ❖ Regular review of data to determine effectiveness.

i-Ready 2022 - 2023 Data

Amplify/Mclass **Dibels**	**BOY DIBELS**	**MOY DIBELS Data**	**EOY DIBELS Data**
I-ready (k-5) ELA	**BOY iREADY Data**	**MOY iReady Data**	**EOY iReady Data**
I-ready (k-5) Math	**BOY iREADY Data**	**MOY iREADY Data**	**EOY iReady Data**
i-Ready - Grade K			
i-Ready - Grade 1			
i-Ready - Grade 2			
i-Ready - Grade 3			
i-Ready - Grade 4			
i-Ready - Grade 5			

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

S.M.A.R.T. GOAL #1	Baseline Data	EVIDENCED-BASED PRACTICE (STRATEGY)
- Achievement: By June 2023, 100 % of students with 80% or greater attendance, will be at, or above benchmark as measured by average growth on the DIBELS 8 End of Year screener.	**Increase scores from 74.6% of students making typical or better progress to 80%.**	**STRATEGY #1 (Curriculum and Instruction)** ● Reading Resource Teacher/Coach as content leader to provide ELA support, teacher coaching, planning assistance. ● Reading Resource Teacher/Coach teaching small groups. ● Teachers will use Grade-level specific ELA shared folders in Drive and ELA website to support grade level instruction. ● Teachers will implement grade level standards in conjunction with strategies in the Common Core Companion resource. ● Teacher will track student progress in phonics through Fundations unit assessments ● Teachers will track student progress in phonemic awareness, fluency and accuracy and phonics toward grade level standards and accelerate learning using the DIBELS MClass/Amplify platform. ● Teachers will work collaboratively during established grade-Level planning dates. ● Teachers will implement the standards aligned lessons in the McGraw Hill Wonders k-2 (22-23) curriculum with fidelity. ● Teachers will implement and monitor phonemic awareness skills and strategies using Heggerty instruction in grades K-2. ● Teachers will use the data from the ELA platforms to drive instructional needs to flexibly group students in the ILS block. ● Instructional Coach will push-in support for groups

		demonstrating need in areas of phonics and phonemic awareness based on Dibels, Heggerty and Fundations assessments.
		STRATEGY #2 (Social/Emotional Wellness) Teachers will use strategies to promote teamwork, student ownership of their learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies. Leadership team will actively monitor teachers' progress on creating an environment of autonomy, where students transition to a greater awareness of their own and peers' emotions.
		STRATEGY #3 (Communication) Teachers will send home information to parents on student progress and standards covered. Teachers will post support and information in Schology Platform, --- **STRATEGY #4 (Equity)** All grade levels using DIBELS to evaluate student need Heggerty utilized in grades K-2 to improve student phonemic awareness. Grades 3-5 will utilize Heggerty Online curriculum and Bridge the Gap to build the phonemic awareness skills developed in K-2. . Teachers will progress monitor students on the Amplify Mclass platform and adjust teaching to meet the needs of the student.

		EL teacher and IA working to reinforce classroom ELA lessons. EL teacher and IA pushing in to classrooms to support language for EL students SPED teachers and IAs pushing in to classrooms to support SPED student goals

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?**
SST data and tracking process Meet every 4-6 weeks to review	Teachers will use daily short-cycle data, tracking to the standard of each lesson. Dibels, Heggerty data, i-ready data and Fundations Unit assessments.	As appropriate based on i-Ready timeline BOY, MOY, EOY DIBELS BOY,MOY,EOY
Teacher Tracking	Tracking to aligned Success Criteria	Daily/monthly progress monitoring
MCAP ELA Data 18-19 ONLY	MCAP ELA Data	After MCAP ELA scores are released

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

S.M.A.R.T. GOAL #2	EVIDENCED-BASED PRACTICE (STRATEGY)
Mathematics	**STRATEGY #1 (Curriculum and Instruction)** Teachers will take a prescriptive approach to closing learning gaps while ensuring

100% of students at RES (with an attendance rate of 80% or more) will aim to reach or exceed 100% median progress toward typical growth in the iReady Math Diagnostic by the end of the 22-23 school year.
 	
**Students scoring on or above grade level at BOY must score on or above level at EOY to meet.
 	
Student Grade   Median of
                Annual Typical
                Growth Measure
 	
K   32 points
1   29 points
2   26 points
3   26 points
4   23 points
5   18 points
	access to grade level standards for each student.
	
	Math Resource Teacher/Coach as content leader to provide Math support, teacher coaching, planning assistance.
	
	Math Resource Teacher/Coach teaching small groups.
	
	Teachers are implementing the standards aligned and problem based IM curriculum with fidelity.
	
	Teachers will track student progress toward grade level standards and accelerate learning when needed using the IM Adaptation Guide.
	
	Teachers will use the IM cool downs to gather formative data and plan for reteaching.
	
	MRT will focus on providing Targeted Group Interventions during the Math Workshop block based on available iReady data and teacher tracking.
	
	Teachers will utilize time during Math Workshop for targeted iReady instruction for students working below grade level to address unfinished learning, gaps and misconceptions.
	
	Math Workshop will continue to be flexible and used at teacher's discretion, but should incorporate aligned centers and practice from IM.
	
	Common Unit assessments and checkpoints used to guide instruction.
	Teachers will assign lessons to students on iReady as needed and based on tracking data.
	Teachers will review iReady instruction data and work with the MRT to monitor all student progress and make a plan for students not making progress.
	
	Students will work on their "My Path" in iReady with the weekly goal of 2 lessons per

week per student. Teachers will review this data.

Daily Number Sense Routines will take place in the math block as part of the IM Curriculum. .

Teachers will follow a countywide pacing guide with Learning Targets and Success Criteria for students provided.

STRATEGY #2 (Social/Emotional Wellness)
Teachers will check in with students on their progress and work with them to set goals for their instruction.

Teachers will monitor progress while students work, to make sure that the level of instruction is just right and intervene with a reteaching if needed.

Daily Number Sense routines to promote open discussion among students with respectful agreement and disagreement about math strategies.

Morning Meetings for emotional wellness.

IM Math Curriculum, to be used with fidelity, is problem based and includes guidance on student teams.

STRATEGY #3 (Communication)
Teachers will collaborate with their grade level team and MRT weekly
to analyze data and plan instructionally.

Teachers will utilize Schoology and PowerSchool to provide resources, support for learning, and grades/feedback to families.

	Data and instructional materials will be shared with parents at parent conferences.
	The CCPS Math Team has a Schoology Group and a Google Drive for teachers to access materials, strategies, and content reminders.
	Family Support Letters will be sent home at the start of each new unit.
	Weekly homework practice aligned to standards.
	Academic Night and Back to School Night includes curriculum information and discussions with parents.
	STRATEGY #4 (Equity) EL teacher to push into classrooms to support language for EL students SPED teachers and IAs push in to classrooms to support SPED student goals Text to Speech/teacher read aloud offered for math problems iReady MyPath and Teacher Toolbox lessons 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 Reports	Report of student diagnostic scores and growth towards EOY goal	BOY, MOY, EOY

Attendance Data	Report the students meeting attendance requirements	BOY, MOY, EOY

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

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 #3a/b	**EVIDENCED-BASED PRACTICE (STRATEGY)**
English Language Arts a. By June 2023, 100% of students in grades K-3 with 80% or greater attendance, who have not achieved benchmark and been designated as 'at-risk', or 'some-risk' by the DIBELS 8 Beginning of Year screener,	**STRATEGY #1 (Curriculum and Instruction)** **-Heggerty Instruction Daily** **-Fundations Units Daily**
	STRATEGY #2 (Social/Emotional Wellness) **-Instructional Routines, PBIS**
	STRATEGY #3 (Communication) **-parent communication** **-SST process if progress is not being made.**

will show an improvement by at least one risk level or zone of growth of 20 points or more in the area of letter sounds, nonsense word fluency- correct letter sounds. b. By June 2023, 100% of students in grades 4-5 with 80% or greater attendance, who have not achieved benchmark and been designated as 'at-risk', or 'some-risk' by the DIBELS 8 Beginning of Year screener, will show an improvement by at least one risk level or zone of growth of 20 points in the area of oral reading fluency or maze.	**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. Reading Resource Teacher/Coach as content leader to provide ELA support, teacher coaching, planning assistance. Reading Resource Teacher/Coach teaching small groups.

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?**
Heggerty Assessments: K students in beginning or developing range in the areas of	K students in beginning or developing range in the areas of blending and segmenting onset and rime.	Beginning, Middle and End of Year

blending and segmenting onset and rime. 1st grade students in beginning or developing range in the areas of adding initial phonemes, isolating medial sounds and deleting initial sounds.	1st grade students in beginning or developing range in the areas of adding initial phonemes, isolating medial sounds and deleting initial sounds. Teachers gather data and put in Google Drive	
Grade 2: Fundations Unit Assessments	Students scoring below 76% on Unit Assessments will be provided reteaching and retakes in order to demonstrate proficiency on assessments. Teachers will track	End of every Fundations Unit

RESULTS	
Date Data was reviewed	12/16/20, 6/13/22
Were the goals achieved?	❏ YES
Provide Data/Evidence to reflect on the goals	*ELA*

S.M.A.R.T. GOAL #4	Baseline Data	EVIDENCED-BASED PRACTICE (STRATEGY)
Mathematics Increase the percentage of Tier 1 students and decrease the percentage of Tier 3 students on iReady Math Diagnostics by 10% from BOY to EOY according to the RTI triangle	BOY iReady Math # of Students in Tier 3 (two or more grade levels below) K- n/a 1st- 9% 2nd- 36%	**STRATEGY #1 (Curriculum and Instruction)** Teachers will take a prescriptive approach to closing the learning gaps while ensuring access to grade level standards for each student. Teachers will utilize Math Workshop for targeted interventions based on short-cycle tracking and mid-cycle data, including

| from the iReady Beginning of Year (Placement definition - Standard View) diagnostic data. | 3rd- 31%
4th-45%
5th- 36%

Total RES students working in Tier 3
BOY: 27%

BOY iReady Math # of Students in Tier 1
K- 14%
1st- 3%
2nd- 10%
3rd- 13%
4th- 11%
5th- 15%

Total RES students working in Tier 1
BOY: 11%

—————————————
EOY iReady Math # of students in Tier 3:
1st-
2nd-
3rd-
4th-
5th-

Total RES students working in Tier 3 | i-Ready.

Teachers use iReady data and lessons for targeting students grouped by achievement level and specific needs identified by the BOY diagnostic assessments then MOY diagnostic assessments.

Teachers will use iReady My Path, fluency routines, independent practice time and number talk routings regularly in the classroom.

Teachers will use the IM Curriculum with fidelity, and supplement with approved resources as needed, to intentionally plan for core math instruction to include critical content and appropriate independent math practice.

Teachers will follow district pacing guides, use tracking data and common unit assessments.

Intentionally planning for accelerating learning, due to gaps in instruction, will be utilized. Scaffolding will occur as teachers utilize the IM adaptation pack.

Math Resource Teacher meets with individual teachers during recess planning monthly for data discussions and ideas to meet the needs of Tier 3 students.

MRT meets with grade level teams, as requested, at planning for support with implementation of IM Curriculum.

Use of the CCPS SST referral process.

Math Resource Teacher/Coach as content leader to provide |

	EOY: EOY iReady Math # of Students in Tier 1 K- 1st- 2nd- 3rd- 4th- 5th- Total RES students working in Tier 1 EOY:	ELA support, teacher coaching, planning assistance. Math Resource Teacher/Coach teaching small groups.
		STRATEGY #2 (Social/Emotional Wellness) Teachers will use strategies that promote teamwork/partners, student ownership of their learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies (Conscience Discipline).
		STRATEGY #3 (Communication) Teachers will collaborate with their grade level team to plan instructionally. Teachers will utilize the Schoology Platform and the IM Curriculum Website to provide resources and support for learning, Family Academic (Math) Night where teachers will communicate math games and activities to parents. Students will participate in partner and group conversations following the IM Lessons. **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?**
i-Ready Math Diagnostic Assessments	BOY, MOY and EOY i-Ready assessments	BOY, MOY and EOY
i-Ready My Path/Instruction Data	Instructional reports	BOY, MOY and EOY
Teacher Tracking	Tracking to aligned Learning Targets/Standards	Per Unit

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

PLAN
Focus Area #5: School Quality and Student Success *(Chronic absenteeism)*

S.M.A.R.T. GOAL #6	EVIDENCED-BASED PRACTICE (STRATEGY)
Chronic Absenteeism Meet or exceed overall attendance percentage of 94% for Kindergarten - Grade 5 RES will monitor 100% of all students on the chronic absentee list by documenting contacts and following the SST process in order to decrease the overall number by 5-10%.	**STRATEGY #1 (Curriculum and Instruction)** RES Attendance Committee is devoted to analyzing the attendance data to make informed decisions to decrease the absentee rate. Coordination with Pupil Services on attendance challenges and communication with families.
	STRATEGY #2 (Social/Emotional Wellness) Attendance incentive - send perfect attendance recognition to individual students quarterly Anna Buffenmeyer, Guidance counselor, working with students both in small groups and individually to provide support for students who are chronically absent. Access to For All Seasons counselor with proper sign-up. SST process for students identified as chronically absent.
	STRATEGY #3 (Communication) Letters discussing the benefits of consistent attendance. Anna Buffenmeyer 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?**
Monitor Percentage of chronically absent students at RES.	Powerschool Attendance Data	Monthly

RESULTS	
Were the goals achieved?	❏ YES or ❏ NO
Provide Data/Evidence to reflect on the goals	

S.M.A.R.T. GOAL #7	EVIDENCED-BASED PRACTICE (STRATEGY)
Discipline RES will reduce major referrals by	**STRATEGY #1 (Curriculum and Instruction)** Conscious Discipline PD and Implementation Full implementation of PBIS strategies in our classrooms under the RES Code of

10% from the 2021 - 2022 school year.	Conduct. PBIS committee chaired by Anna Buffenmyer to guide all PBIS related activities BEST IN SHOW awards given when classes demonstrate RES code of conduct. Discipline Data updates at PBIS meetings and to inform staff of discipline trends. PBIS "Pawsitive" phone calls home by teacher, administration. PBIS "Punch Cards for individual student incentives.
	STRATEGY #2 (Social/Emotional Wellness) Tier II and Tier III interventions - included Check In, Check Out; Behavior Plans; conferences with the school counselor; SAC monitor support; SST meetings; PPW support. School Based Mental Health (Caroline Behavioral Health) available full time for students enrolled in the program - referrals available through school counselor
	STRATEGY #3 (Communication) Weekly Family Update with relevant school information. School Website with PBIS plan and information detailing positive behavior based incentives PBIS Updates on RES Facebook Page Parent conferences and phone calls to coordinate on behavior plans, discipline referrals,and positive behavior referrals **STRATEGY #4 (Equity)** School-wide PBIS and classroom incentive program for all students

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?
Baseline Data: **21-22** PBIS School Major Referrals by Month Month Year Total 09 2021 2 10 2021 1 11 2021 6 12 2021 2 01 2022 4 02 2022 15 03 2022 10 04 2022 11 05 2022 7 06 2022 3 61 Total Data will be monitored monthly by the PBIS team, SIT Team will update quarterly.	Discipline referral data Bus referral data	Quarterly by SIT Monthly by PBIS Team

RESULTS	
Date Data was reviewed	
Were the goals achieved?	❏ YES or ❏ NO

Provide Data/Evidence to reflect on the goals	

PLAN

Focus Area #6: 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 #8	**EVIDENCED-BASED PRACTICE (STRATEGY)**
By June 2023, 20% of EL students will make progress towards attaining English Language Proficiency with a focus on reading, writing, listening or speaking.	**STRATEGY #1 (Curriculum and Instruction)** "Can Do" Descriptors of Proficiency Levels to describe student ability and needs. Use of Common Core State Standards which are mirrored in the general education classroom. Use of iReady teacher resources & toolbox for additional support and instruction. Use of mClass DIBELS Instructional Materials during ILS in small groups. Use of Wonders Curriculum in K-2 Grade 5 will be piloting the My View Curriculum in semester one and the Wonders Curriculum in semester two.
	STRATEGY #2 (Social/Emotional Wellness) Teachers communicate with students on a weekly basis during opening conversations

	Teachers communicate and check in with the guidance counselor 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 and administration Translated documents can be sent home to families and translators available for conferences with parents (translator may be in person or via the use of language links).
	STRATEGY #4 (Equity) Translated documents can be sent home to families and translators are available for conferences with parents by the use of 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	WIDA Access for ELL Scores	Annually

RESULTS
Date Data was reviewed

Were the goals achieved?	❏ YES or ❏ 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 #9	EVIDENCED-BASED PRACTICE (STRATEGY)
RES will continue to provide an opportunity for parents, families, and stakeholders to learn about the curriculum and pedagogy ongoing inside of the virtual classrooms.	**STRATEGY #1 (Curriculum and Instruction)** Academic Family Engagement Night Parent/Teacher conference days through Zoom, phone, and in-person.
	STRATEGY #2 (Social/Emotional Wellness) Weekly Family Update with relevant school information.
	STRATEGY #3 (Communication) Weekly Parent Updates provided to all families via Apptegy, e-mail, RES FaceBook, & RES website. School Website updated and maintained with timely information. Facebook Pages maintained by RES administration. Mailings home detailing school events, curriculum announcements, and other important information.

	STRATEGY #4 (Equity) Conference signs ups sent home both digitally and on paper (for families who may not have internet access) Conference choices - offered for Phone, Zoom or in person conference (parent choice) Language Links translation service used for conference as needed Appetegy communication delivered home from conference in family's native language

Date Data was reviewed	June 2022
Were the goals achieved?	❏ YES
Provide Data/Evidence to reflect on the goals	

PLAN
Pre-K Programs Focus Area

S.M.A.R.T. GOAL #10	EVIDENCED-BASED PRACTICE (STRATEGY)

By June 15, 2023, 75% of Pre-Kindergarten students at RES will demonstrate a Level 4 or higher on the Early Learning Assessment (ELA) in four domains - Social Foundations, Language and Literacy, Mathematics, and Physical Well-Being and Motor Development.	**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

Were the goals achieved?	❏ NO
Provide Data/Evidence to reflect on the goals	Pre-K SIP 2022 - 23 Social Foundations | SKB Name	Level 3	Level 4 or Higher
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Emotion Identification			

Conflict Resolution Strategies		
Self Control Strategies		
Persisting with Tasks		
Play/Work with Peers		
Information Recall and Connection		

Language and Literacy

SKB Name	Level 3	Level 4 or Higher
Responds to Questions About Text		
Retell a Text		
Uppercase Letters		
Lowercase Letters		
Purposes and Situations		
Writing to Convey Meaning		
Sentences		
Word Meanings		

Mathematics

SKB Name	Level 3	Level 4 or Higher
Number Words		
Object Counting		
Subitizing		
Numeral Identification/Writing		
Sorting and Classifying		
Two-Dimensional Shapes		

Physical Well-Being and Motor Development

SKB Name	Level 3	Level 4 or Higher
Locomotor Skills		
Tool and Object Manipulation		

	Personal Care and Basic Health		

PLAN
Equity

S.M.A.R.T. GOAL #11	**EVIDENCED-BASED PRACTICE (STRATEGY)**

Equity Commits from August retreat:	To use/refer to the equity lens in the school improvement process.
	To expand our understanding of race within our practices
	
	Goal -
	   1. Use the equity lens to develop school improvement goals.
	   2. Examine race equity in professional learning.
	   3. Staff awareness and growth through equity faculty updates and k-2 focus on reading, and regular review of subgroup data.

How will we monitor your equity commit/goal?	Data collection, staff discussion School improvement team - equity committee (lead the equity review) Professional learning through the book study/conversations by the Teach to Lead team -Include the school counselor with their ASCA goals
How to share equity information with staff?	CIT Faculty meetings
Are there specific equity concerns for your school? Your staff?	Interpreter and translation sharing with GES.

Does your school have a committee and/or a cohort? Is there an admin on the committee/cohort	Equity team -once a month and during SIT Admin - Yes School counselor Member: Rebecca White, Faith Burton, Chelsey Bledsoe, Paul Richardson, Kim Brown
	***Look at how to better communicate the function of SLO's so that they can be used to improve subgroup and whole school data/student outcomes.

IMPLEMENT				
	ACTIVITY(ies)	**Who is involved?**	**When will it happen? Month/Year**	**What is the projected cost?**
GOAL #1	1) CIT Meetings 2) Classroom Walkthroughs 3) Unit Assessment Data Dives/Summative Assessments 4) PD Days (School and Content)	Supervisors, administrators, coaches, ELA teachers, other content area teachers.	Normal Weeks At least once or twice a month End of Unit/I-Ready Window PD Days scheduled by CCPS	$2742.00 Title I Family Engagement Academic Night Funding Source $ RRT & MRT cost
GOAL #2	1) CIT Meetings 2) Classroom Walkthroughs 3) Unit Assessment Data Dives/Summative Assessments 4) PD Days (School and Content)	Supervisors, administrators, coaches, ELA teachers, other content area teachers.	Normal Weeks At least once or twice a month End of Unit/I-Ready Window PD Days scheduled by CCPS	$2742.00 Title I Family Engagement Academic Night Funding Source
GOAL #3	1) CIT Meetings 2) Classroom Walkthroughs 3) Unit Assessment Data	Supervisors, administrators, coaches, ELA teachers,	Normal Weeks At least once or twice a month	$2742.00 Title I Family Engagement

	Dives/Summative Assessments 4) PD Days (School and Content)	other content area teachers.	End of Unit/I-Ready Window PD Days scheduled by CCPS	Academic Night Funding Source
GOAL #4	1) CIT Meetings 2) Classroom Walkthroughs of ELA Teachers Lessons 3) Unit Assessment Data Dives/Summative Assessments 4) PD Days (School and Content)	Supervisors, administrators, coaches, ELA teachers, other content area teachers.	Normal Weeks At least once or twice a month End of Unit/I-Ready Window PD Days scheduled by CCPS	$2742.00 Title I Family Engagement Academic Night Funding Source
GOAL #5	NA			
GOAL #6	1) Review of reports identifying Chronically Absent Students 2) Discuss data within Attendance Committee 3) Involve teachers, parents, counselors, administrators, and PPW in working to build relationships with identified students. 4) PPW referrals for persistent attendance concerns	Administrators, Counselors, Teachers, PBIS Team, Equity Data Team	Ongoing throughout the school year.	$0
GOAL #7	1) PBIS incentives 2) Monthly reviews of discipline data within the PBIS and Equity Data team 3) Use of SST as a vehicle to move students through MTSS 4) Admin trainings with staff on classroom management and trauma sensitive classrooms	Administrators, Counselors, Teachers, PBIS Team, Equity Data Team	Ongoing throughout the school year. Monthly PBIS review of data	$250.00 - PBIS funding source

GOAL #8	1. Access WIDA 2. Tier II/Tier III intervention times 3. EL tutor and teacher	Administrators, Teachers	Ongoing and during designated data collection times.	$0
GOAL #9	1) Evening Family Events as permitted 2) Drive Through Meet the Teacher 3) Home/School Family Engagement Connection	Administrators, Counselors, Teachers	Ongoing throughout the school year.	$2742.00 Title I Family Engagement Academic Night Funding Source
GOAL #10	1. Prek PD 2. Raising a Reader 3. Implementation of Frog Street	Administrators, Counselors, Teachers, and teacher specialist	Ongoing and during designated data collection times.	$0
Goal #11	1. Equity Meetings both county and school based 2. PD 3. CIT Meetings.	Supervisor, administrators, teachers, equity liaison	Ongoing	$2742.00 Title I Family Engagement Academic Night Funding Source

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

Title I Family Engagement Academic Night Funding Source **Title I Funding for Math and Reading Resource Teachers/Coaches**
For All Seasons Counselor - 1 day a week

Food Backpack Program for Food Needy Families
Choptank Wellness Nurse Practitioner - Weekly on Monday/Wednesday
Caroline County Sheriff's Department
Caroline County Recreation/Parks Winter Basketball Program
Junior Achievement - Financial Literacy - Grades 3 & 4 **Shore United Bank - Financial Literacy grades 3 - 5**