Federalsburg Elementary School - School Improvement Plan
19-20 School Year

School	Federalsburg Elementary School	
Title I School	★ Yes	

TEAM		
Name	**Job Title**	**Email**
Yolanda Holloway	Principal	holloway.yolanda@ccpsstaff.org
Todd Nichols	Assistant Principal	nichols.toddf@ccpsstaff.org
Tracy Ward	Reading Resource Teacher	ward.tracy@ccpsstaff.org
Angela Guy	Math Resource Teacher	guy.angela@ccpsstaff.org
Debra Jones	Pre-K 4 Teacher	jones.debra@ccpsstaff.org
Hannah Gevaudan	Kindergarten Teacher	gevaudan.hannah@ccpsstaff.org
Angel Greene	1st Grade Teacher	greene.angel@ccpsstaff.org
Stacey Todd	2nd Grade Teacher	todd@ccpsstaff.org
Kimberly Marion Karie Nepert	3rd Grade Teacher (Math) 3rd Grade Teacher (ELA)	marion.kimberly@ccpsstaff.org nepert.karie@ccpsstaff.org
Cheryl Pinder Letitia Hopkins	4th Grade Teacher (Math) 4th Grade Teacher (ELA)	pinder.cheryl@ccpsstaff.org hopkins@ccpsstaff.org

Keli O'Connor Jacob Benczo	5th Grade Teacher (Math) 5th Grade Teacher (ELA)	oconnor.keli@ccpsstaff.org benczo.jacob@ccpsstaff.org
Krista King-Bennett	SPED Teacher	kingbennett.krista@ccpsstaff.org
Brittainy Simmons	Media Specialist	simmons.brittainy@ccpsstaff.org
Veronica Hayes	School Counselor	hayes.veronica@ccpsstaff.org
Elizabeth Harris	ELL Teacher	harris.elizabeth@ccpsstaff.org
Sharice Haapala	Parent Service Provide/Support Services	george.sharice@ccpsstaff.org
	Parent Representative	

ANALYZE/ROOT CAUSE ANALYSIS - FES Specific		
Data Source(s), Observations, and Data Trend Summary	**Root Cause Analysis** **(Include supporting and impeding factors)**	
	WHAT'S WORKING	**WHAT'S NOT WORKING**
MCAP Data - ELA	❖ Mid-Cycle iReady data ❖ Grade-level specific ELA shared folders in Drive ❖ Common Core Companion resource ❖ Daily Tracking ❖ Grade-Level planning ❖ RRT support	❖ Curriculum is standards referenced ❖ Lessons are resource driven with minimal room for teacher revision in lessons because lessons are grouped within a continuum and/or were revised within a module by different teachers ❖ Lessons are heavily teacher

	❖ iReady Teacher Toolbox ❖ iReady Writing	centered (grades K-2) due to texts being above students' grade/reading/lexile levels ❖ Pacing of scope and sequence ❖ K-2 Core ELA Curriculum has gaps in phonics instruction
MCAP Data - Math	❖ Math website ❖ MRT support ❖ Departmentalizing K-5 ❖ Grade level planning ❖ Common Core Companion resource ❖ Short cycle data: Tracking ❖ Mid cycle data: iReady data ❖ Math workshop- spiraled practice and teacher micro interventions	❖ Balance between independent practice and teaming/productive struggle ❖ Incorporating higher levels of thinking into classroom routines on a regular basis ❖ Common understanding of what qualifies as higher levels of thinking ❖ Connecting concepts to procedures on a regular basis
MISA Data	❖ Departmentalization - Teachers can focus on the science curriculum ❖ Teachers keeping tracking data	❖ Lack of data from the state in terms of breakdown of subgroups ❖ Lack of mid-cycle data - no benchmarking
ACCESS for EL Data	❖ Dedicated ELL teacher for Pk-2 and 3rd-5th grade ❖ Shared EL Assistants for Primary and Upper grades ❖ More "push in" instruction that keeps ELs in the room with their peers during whole class instruction	❖ Consistency in ELL staff (teacher and assistant changes for 3 years in a row)

Rigor Diagnostic/COP Walk Feedback Data	❖ Learning Targets and Success Criteria are accessible to students ❖ Building an environment of autonomy ❖ Target-Task Alignment ❖ Teachers tracking	❖ Peer and self- tracking (students) ❖ Use of student evidence
Discipline Data	❖ Falcon Feathers - PBIS ❖ Sticker Charts in classrooms - PBIS ❖ Positive Referrals ❖ Positive phone calls count ❖ Weekly & Monthly Attendance Incentives ❖ Check In/Check Out for Tier II students ❖ Use of SAC Monitor for working with students one-on-one ❖ Sensory Room/Calm-down room ❖ School Counselor meeting with students in small groups and one-on-one ❖ Use of Restorative Practices ❖ For-all-seasons - 5 days a week ❖ Beginning implementation of Trauma-Informed PD for staff (24) ❖ Consistent and more frequent SST meetings based on referrals	❖ Belief in traditional disciplinary approaches ❖ Succumbing to values violations in response to students' behavior
Attendance Data	❖ Monthly Attendance Incentives ❖ School Counselor placing phone calls to flagged student ❖ SST meets for chronic attendance issues ❖ Data from Powerschool identifying	❖ Parents need clear understanding of attendance policies and impact on their student ❖ Consistent expectation for teachers to call home and document for absent students (call after any 3)

	• at risk and chronic attendance students (monthly) ❖ Attendance Committee to track and intervene for at risk and chronically absent students	
Systems 44/Read 180	❖ System 44 focus on Phonics ❖ Read 180 focus on comprehension ❖ Main way to target Tier III students	❖ Time ❖ Human Resources ❖ Technology not always working correctly - takes time to fix

Academic Achievement 18-19 - Meet or Exceeds - 4 or a 5 attained on MCAP -

	All Students	SWD	White	African American	Asian	Hispanic	Two or More	EL	FARMS	Am. Indian or Alaska Native
ELA 3-5										
Math 3-5										

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

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

	<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)						

Academic Achievement 19-20 - MCAP									
	All Students	SWD	White	African American	Asian	Hispanic	Two or More	EL	FARMS	Am. Indian or Alaska Native
ELA 3-5										
Math 3-5										

Other Data Sources 19-20 - Ongoing (as of 10/17/19)									
	All Students	SWD	White	African American	Asian	Hispanic	Two or More	EL	FARMS	Am. Indian or Alaska Native
MISA (5th Grade)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Discipline Data										
Attendance										

Rate									
Read 180									

i-Ready (K-5)	ELA - BOY; Math - BOY	ELA - MOY; Math - MOY	ELA - EOY; Math - EOY
i-Ready - Grade K	ELA - BOY; Math - BOY	ELA - MOY; Math - MOY	ELA - EOY; Math - EOY
i-Ready - Grade 1	ELA - BOY; Math - BOY	ELA - MOY; Math - MOY	ELA - EOY; Math - EOY
i-Ready - Grade 2	ELA - BOY; Math - BOY	ELA - MOY; Math - MOY	ELA - EOY; Math - EOY
i-Ready - Grade 3	ELA - BOY; Math - BOY	ELA - MOY; Math - MOY	ELA - EOY; Math - EOY
i-Ready - Grade 4	ELA - BOY; Math - BOY	ELA - MOY; Math - MOY	ELA - EOY; Math - EOY
i-Ready - Grade 5	ELA - BOY; Math - BOY	ELA - MOY; Math - MOY	ELA - EOY; Math - EOY

	<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)						

		Phonics Inventory

Systems 44		
	Test 1	BOY Phonics Inventory
	Test 2	
	Test 3	

		Reading Inventory
Read 180		
	Test 1	BOY Reading Inventory
	Test 2	

PLAN

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

S.M.A.R.T. GOAL #1 (3rd-5th)	EVIDENCED-BASED PRACTICE (STRATEGY)
English Language Arts 40% (+5%) of all students in grades 3-5 will meet or exceed a 4 on the 2019-2020 ELA MCAP assessment	**STRATEGY #1 (Curriculum and Instruction)** Teachers will utilize ILS block for targeted interventions based on short-cycle tracking and mid-cycle data, including i-Ready. Every ELA teacher will use the 30 minute writing block to target specific writing skills to include the writing process, CUPS, and the forms of writing (narrative, argument, process).

	Teachers will implement the A.C.E. (Answer, Cite, Explain) strategy to teach students how to strongly support their writing. Teachers will use the CCPS ELA website and approved resources as they intentionally plan for a balance of team structures and independent practice.
	STRATEGY #2 (Social/Emotional Wellness) Students use self-selected books during independent reading, which increases their reading stamina, reading volume, and reading fluency. Teachers will use E4L strategies to promote teamwork, student ownership of their learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies. Teachers and Leadership Team will participate in trauma informed professional development and book study. Leadership team will be tracking teachers' progress on creating an environment of autonomy, where students transition to a greater awareness of their own and peers' emotions.
	STRATEGY #3 (Communication) Teachers will collaborate at CIT meetings with grade level content peers and the Reading Resource Teacher to plan instruction and analyze learning skills. Teachers will collaborate with K-5 reading content teachers following the school-based PD schedule. Students use monthly reading logs, which guardians sign off on, to track their reading at home. The reading logs are incentivized each month. Weekly Staff Update from principal highlighting E4L resources and updating on

instructional needs/challenges/strengths.

Monthly news letter home to parents highlighting math and ELA units of study.

Academic Nights will be held allowing teachers to communicate content strategies to parents.

TRACK		
How will it be known that progress is being made? (Benchmark/Outcome)	**What data will be used to measure progress?**	**How often will benchmark data be collected?**
MCAP ELA Data	MCAP ELA Data	After MCAP scores are released from the state
i-Ready Benchmark Assessments	BOY, MOY, and EOY i-Ready assessments	BOY, MOY, and EOY

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 (3rd-5th)	EVIDENCED-BASED PRACTICE (STRATEGY)
Mathematics 33.5% (+10%) of all students in grades 3-5 will meet or exceed a 4 on the 2019-2020 Math MCAP assessment	**STRATEGY #1 (Curriculum and Instruction)** Teachers will utilize Math Workshop for targeted interventions based on short-cycle tracking and mid-cycle data, including i-Ready. Every math teacher will use problem solving procedures in the classroom. Teachers will use exemplar tasks, weekly journaling, and number talks regularly in the classroom. Teachers will use the CCPS math website and approved resources as they intentionally plan for a balance of team structures and independent math practice.
	STRATEGY #2 (Social/Emotional Wellness) Teachers will use E4L strategies to promote teamwork, student ownership of their learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies. Teachers and Leadership Team will participate in trauma informed professional development and book study. Leadership team will be tracking teachers' progress on creating an environment of autonomy, where students transition to a greater awareness of their own and peers' emotions.
	STRATEGY #3 (Communication) Teachers will collaborate at CIT meetings with grade level content peers and the Math Resource Teacher to plan instruction and analyze learning skills. Teachers will collaborate with fellow K-5 math content teachers following the school-based PD schedule.

	Weekly Staff Update from principal highlighting E4L resources and updating on instructional needs/challenges/strengths. Monthly news letter home to parents highlighting math and ELA units of study. Academic Nights will be held allowing teachers to communicate content strategies to parents.

TRACK		
How will it be known that progress is being made? (Benchmark/Outcome)	What data will be used to measure progress?	How often will benchmark data be collected?
MCAP Math Data	MCAP Math Data	After MCAP scores are released from the state
i-Ready Benchmark Assessments	BOY, MOY, and EOY i-Ready assessments	BOY, MOY, and EOY

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 #3 (5th)	EVIDENCED-BASED PRACTICE (STRATEGY)
Science 34% (5% increase) of all 5th grade students will be proficient in the "Cross-Cutting Concepts" sub-domain of the 2020 MISA assessment.	**STRATEGY #1 (Curriculum and Instruction)** Teachers will utilize STEMscopes units to allow students to explore Next Gen science concepts. Teachers will utilize Claim-Evidence-Reasoning to evaluate student growth within the Cross-Cutting Concepts.
	STRATEGY #2 (Social/Emotional Wellness) Teachers will use E4L strategies to promote teamwork, student ownership of their learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies. Teachers and Leadership Team will participate in trauma informed professional development and book study. Leadership team will be tracking teachers' progress on creating an environment of autonomy, where students transition to a greater awareness of their own and peers' emotions.
	STRATEGY #3 (Communication) Teachers will collaborate at CIT meetings with grade level content peers to plan instruction and analyze learning skills. Teachers will collaborate with fellow K-5 science content teachers following the school-based PD schedule. Weekly Staff Update from principal highlighting E4L resources and updating on instructional needs/challenges/strengths. Academic Nights will be held allowing teachers to communicate content strategies to parents.

TRACK		
How will it be known that progress is being made? (Benchmark/Outcome)	**What data will be used to measure progress?**	**How often will benchmark data be collected?**
Growth on MISA Cross Cutting Concept scores	MISA Scores	After the MISA test results are sent from the state.

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 #4 (4th-5th)	**EVIDENCED-BASED PRACTICE (STRATEGY)**
English Language Arts	**STRATEGY #1 (Curriculum and Instruction)** Teachers will utilize ILS block for targeted interventions based on short-cycle

100% of students who met or exceeded grade level expectations for the previous grade level will meet or exceed grade level expectations for the current grade level. - *Level 4/5 will remain Level ⅘* Further, 50% of students who did not meet or exceed grade level expectations on the 2019 ELA MCAP will increase by one level on the 2020 ELA MCAP - i.e. *Level 1 will shift to Level 2, etc.*	tracking and mid-cycle data, including i-Ready. Every ELA teacher will use the 30 minute writing block to target specific writing skills to include the writing process, CUPS, and the forms of writing (narrative, argument, process). Teachers will implement the A.C.E. (Answer, Cite, Explain) strategy to teach students how to strongly support their writing. Teachers will use the CCPS ELA website and approved resources as they intentionally plan for a balance of team structures and independent practice.
	STRATEGY #2 (Social/Emotional Wellness) Students use self-selected books during independent reading, which increases their reading stamina, reading volume, and reading fluency. Teachers will use E4L strategies to promote teamwork, student ownership of their learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies. Teachers and Leadership Team will participate in trauma informed professional development and book study. Leadership team will be tracking teachers' progress on creating an environment of autonomy, where students transition to a greater awareness of their own and peers' emotions.
	STRATEGY #3 (Communication) Teachers will collaborate at CIT meetings with grade level content peers and the Reading Resource Teacher to plan instruction and analyze learning skills. Teachers will collaborate with K-5 reading content teachers following the school-based PD schedule.

Students use monthly reading logs, which guardians sign off on, to track their reading at home. The reading logs are incentivized each month.

Weekly Staff Update from principal highlighting E4L resources and updating on instructional needs/challenges/strengths.

Monthly news letter home to parents highlighting math and ELA units of study.

Academic Nights will be held allowing teachers to communicate content strategies to parents.

TRACK		
How will it be known that progress is being made? (Benchmark/Outcome)	**What data will be used to measure progress?**	**How often will benchmark data be collected?**
MCAP ELA Data	MCAP ELA Data	After MCAP scores are released from the state
i-Ready Benchmark Assessments	BOY, MOY, and EOY i-Ready assessments	BOY, MOY, and EOY
A.C.E. Response Rubric	BOY, MOY, EOY A.C.E. response writing prompts	BOY, MOY, EOY

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 #5 (5th)	EVIDENCED-BASED PRACTICE (STRATEGY)
Mathematics 100% of students who met or exceeded grade level expectations for the previous grade level will meet or exceed grade level expectations for the current grade level. - *Level 4/5 will remain Level ⅘* Further, 50% of students who did not meet or exceed grade level expectations on the 2019 Math MCAP will increase by one level on the 2020 Math MCAP - i.e. *Level 1 will shift to Level 2, etc.*	**STRATEGY #1 (Curriculum and Instruction)** Teachers will utilize Math Workshop for targeted interventions based on short-cycle tracking and mid-cycle data, including i-Ready. Every math teacher will use problem solving procedures in the classroom. Teachers will use exemplar tasks, weekly journaling, and number talks regularly in the classroom. Teachers will use the CCPS math website and approved resources as they intentionally plan for a balance of team structures and independent math practice.
	STRATEGY #2 (Social/Emotional Wellness) Teachers will use E4L strategies to promote teamwork, student ownership of their learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies. Teachers and Leadership Team will participate in trauma informed professional development and book study. Leadership team will be tracking teachers' progress on creating an environment of autonomy, where students transition to a greater awareness of their own and peers' emotions.

STRATEGY #3 (Communication)
Teachers will collaborate at CIT meetings with grade level content peers and the Math Resource Teacher to plan instruction and analyze learning skills. Teachers will collaborate with fellow K-5 math content teachers following the school-based PD schedule. Weekly Staff Update from principal highlighting E4L resources and updating on instructional needs/challenges/strengths. Monthly newsletter home to parents highlighting math and ELA units of study. Academic Nights will be held allowing teachers to communicate content strategies to parents.

TRACK		
How will it be known that progress is being made? (Benchmark/Outcome)	What data will be used to measure progress?	How often will benchmark data be collected?
MCAP Math Data - percentage of students at each level will shift towards proficiency	MCAP Scores for current 4th and 5th grade students	After MCAP scores are released from the state
i-Ready Benchmark Math Assessments for grade 4 and 5 students	BOY, MOY, and EOY i-Ready assessments	BOY, MOY, and EOY
Exemplars aligned to a rubric tied to modeling and reasoning	Student scores on exemplar rubrics tied to modeling and reasoning	Weekly, and then analyzed by teachers for lesson planning

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 #6 (K-3rd)	EVIDENCED-BASED PRACTICE (STRATEGY)
English Language Arts 100% of students in grades K-5 will meet their projected typical growth score on the end of the year ELA iReady assessment	**STRATEGY #1 (Curriculum and Instruction)** Teachers will utilize ILS block for targeted interventions based on short-cycle tracking and mid-cycle data, including i-Ready. Every ELA teacher will use the 30 minute writing block to target specific writing skills to include the writing process, CUPS, and the forms of writing (narrative, argument, process). Teachers will implement the A.C.E. (Answer, Cite, Explain) strategy to teach students how to strongly support their writing. Teachers will use the CCPS ELA website and approved resources as they intentionally plan for a balance of team structures and independent practice.
	STRATEGY #2 (Social/Emotional Wellness) Teachers will use E4L strategies to promote teamwork, student ownership of their learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies.

| | Teachers and Leadership Team will participate in trauma informed professional development and book study.

Leadership team will be tracking teachers' progress on creating an environment of autonomy, where students transition to a greater awareness of their own and peers' emotions. |
|---|---|
| | **STRATEGY #3 (Communication)**

Teachers will collaborate at CIT meetings with grade level content peers and the Reading Resource Teacher to plan instruction and analyze learning skills.

Teachers will collaborate with K-5 reading content teachers following the school-based PD schedule.

Students use monthly reading logs, which guardians sign off on, to track their reading at home. The reading logs are incentivized each month.

Weekly Staff Update from principal highlighting E4L resources and updating on instructional needs/challenges/strengths.

Monthly newsletter home to parents highlighting math and ELA units of study.

Academic Nights will be held allowing teachers to communicate content strategies to parents. |

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

i-Ready Benchmark ELA Assessments for grades K - 5 students	BOY, MOY, and EOY i-Ready assessments	BOY, MOY, and EOY

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 #7 (K-5)	EVIDENCED-BASED PRACTICE (STRATEGY)
Mathematics 100% of students in grades K-5 will meet their projected typical growth score on the end of the year Math iReady assessment	**STRATEGY #1 (Curriculum and Instruction)** Teachers will utilize Math Workshop for targeted interventions based on short-cycle tracking and mid-cycle data, including i-Ready. Every math teacher will use problem solving procedures in the classroom. Teachers will use exemplar tasks, weekly journaling, and number talks regularly in the classroom. Teachers will use the CCPS math website and approved resources as they intentionally plan for a balance of team structures and independent math practice.
	STRATEGY #2 (Social/Emotional Wellness) Teachers will use E4L strategies to promote teamwork, student ownership of their

| | learning, and self/peer advocacy through the use of protocols, including conflict-resolution strategies.

Teachers and Leadership Team will participate in trauma informed professional development and book study.

Leadership team will be tracking teachers' progress on creating an environment of autonomy, where students transition to a greater awareness of their own and peers' emotions. |
|---|---|
| | **STRATEGY #3 (Communication)**
Teachers will collaborate at CIT meetings with grade level content peers and the Math Resource Teacher to plan instruction and analyze learning skills.

Teachers will collaborate with fellow K-5 math content teachers following the school-based PD schedule.

Weekly Staff Update from principal highlighting E4L resources and updating on instructional needs/challenges/strengths.

Monthly newsletter home to parents highlighting math and ELA units of study.

Academic Nights will be held allowing teachers to communicate content strategies to parents. |

TRACK		
How will it be known that progress is being made? (Benchmark/Outcome)	**What data will be used to measure progress?**	**How often will benchmark data be collected?**
i-Ready Benchmark Math Assessments for grades K - 5	BOY, MOY, and EOY i-Ready assessments	BOY, MOY, and EOY

students		

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

PLAN	
Focus Area #3: School Quality and Student Success *(Chronic absenteeism and Discipline)*	
S.M.A.R.T. GOAL #8	**EVIDENCED-BASED PRACTICE (STRATEGY)**
Chronic Absenteeism FES will minimally maintain the current rate of chronic absenteeism (10%) from the previous year, with the goal of decreasing the chronic absenteeism rate by 2% to 8% by the end of the 19-20 school year.	**STRATEGY #1 (Curriculum and Instruction)** PBIS Attendance Committee studies attendance data to make informed recommendations to administration on attendance issues. Coordination with Pupil Services on attendance challenges and communication with families.
	STRATEGY #2 (Social/Emotional Wellness) Attendance incentives under the PBIS umbrella aimed at increasing whole class attendance.

	School counselor, working with students both in small groups and individually to provide support for students who are chronically absent. SST process for students identified as chronically absent.
	STRATEGY #3 (Communication) Letters talking about our attendance incentives and the benefits of consistent attendance. Contact parents to provide support for chronically absent 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?**
Percentage of chronically absent students at PES	Powerschool Attendance Data	Monthly

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 #9	EVIDENCED-BASED PRACTICE (STRATEGY)
Discipline FES will reduce major referrals by 10% from the 2018-2019 school year.	**STRATEGY #1 (Curriculum and Instruction)** Full implementation of PBIS strategies in our classrooms under the SOAR Code of Conduct. PBIS committee chaired by Robert Stark to guide all PBIS related activities Positive Referrals - parents informed of the positive acts students demonstrate SOAR recognition - Tier II top point earners on SOAR behavior monitoring sheet 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, SAC monitor, and administration; SST meetings. For All Seasons Counselor available full time - 5 days a week for students enrolled in the program. Channel Markers program working with several students after school hours
	STRATEGY #3 (Communication) Monthly Newsletters with HomeSchool Connection component School Website with PBIS plan and information detailing positive behavior based incentives Parent conferences and phone calls to coordinate on behavior plans, discipline

referrals,and positive behavior referrals.

TRACK		
How will it be known that progress is being made? (Benchmark/Outcome)	**What data will be used to measure progress?**	**How often will benchmark data be collected?**
Discipline Data monthly reports	PowerSchool Discipline Data	Monthly at faculty meetings

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

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 #10	**EVIDENCED-BASED PRACTICE (STRATEGY)**
100% of EL students, that took the WIDA last year (2018 -2019) and	**STRATEGY #1 (Curriculum and Instruction)** ➔ WiDA standards

scored at least a 3.8 will be proficient with the 2019-2020 WIDA administration.	➔ Can Do Descriptors of Proficiency Levels ➔ CCSS ➔ iReady teacher resources & toolbox ➔ Newcomer Access
	STRATEGY #2 (Social/Emotional Wellness) ❖ Students engage authentically with their English-speaking peers in a collaborative environment ❖ Communicate and check in with the grade level EL teacher 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

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 (anecdotal notes and running records)	Can Do Descriptors of Proficiency Levels	Per 2-3 weeks for Fountas & Pinnell reading
iReady assessment	iReady mid year data and end of year data growth	BOY, MOY, EOY

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 #11	EVIDENCED-BASED PRACTICE (STRATEGY)
FES will continue to provide the opportunity for parents, families, and stakeholders to learn about the curriculum and pedagogy ongoing inside of the classrooms.	**STRATEGY #1 (Curriculum and Instruction)** Two academic nights directly tied to the ELA, Math, Science, and Social Studies curricula. Parent and Grandparent Day to allow these significant stakeholders to visit FES for an entire day and follow their student's curricular schedule Parent/Teacher conference days.
	STRATEGY #2 (Social/Emotional Wellness) Monthly newsletter Trauma Informed/Mental Health "tid bit" to discuss social, emotional, nutritional, and physical wellness.
	STRATEGY #3 (Communication) Monthly Newsletters sent home to all families.

	School Website updated and maintained with timely information.
	Facebook/Twitter Pages maintained by FES administration.
	SchoolMessenger calls made for updates for families
	Mailings home detailing school events, curriculum announcements, and other important information.
	Family Engagement Meeting- Held during the Fall and the Spring semesters

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
Family Engagement Meeting Evaluation	Meeting minutes and evaluations	Twice per year after meetings.

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

PLAN

Pre-K Programs Focus Area

S.M.A.R.T. GOAL #12	EVIDENCED-BASED PRACTICE (STRATEGY)
(hold until first ELA given then calculate growth and proficiency targets)	**STRATEGY #1 (Curriculum and Instruction)** Teacher will use the Frog Street curriculum and resources that have been created for them, including daily power point.
	STRATEGY #2 (Social/Emotional Wellness) Classroom teachers/staff will practice Conscious Discipline as well as work from a Trauma-informed framework
	STRATEGY #3 (Communication) Pre-K newsletters and School Messenger calls to inform families; Parent Conference days

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?

Date Data was reviewed	
Were the goals achieved?	❏ YES or

	❑ NO	
Provide Data/Evidence to reflect on the goals		

IMPLEMENT				
	ACTIVITY(ies)	**Who is involved?**	**When will it happen? Month/Year**	**What is the projected cost?**
GOAL #1	Academic Night 1: FES "Adventures in Reading Night"	Administration, Teachers, Students, and Families,	October 10, 2019	$1000 (inclusive of stipends for teachers)
GOAL #2	Targeted instruction through ILS and Math Workshop ILT led PD and CITs	Teachers/Interventionists Administration and Reading and Math coaches	Daily Each month of school August-May	None
GOAL #3	Academic Night 2: FES STEAM Night	Administration, Instructional Tech. Facilitator, Teachers, Students, and Families	November 14, 2019	$1000 (inclusive of stipends for teachers)
GOAL #4	Academic Achievement Awards	School Counselor, Enrollment Secretary, PBIS committee	Quarterly with report card distribution	None

GOAL #5	STEAM night Makers Space in Media	FES Specialists, Instructional Technology Specialist Media Specialist	November 14, 2019 Weekly, during Media time	$1000 (inclusive of stipends for teachers)
GOAL #6	Content related PD Resource Teacher Coaching	Teachers, Resource Teachers	Oct. 31 Bi-weekly during Recess Planning	None
GOAL #7	Content related PD Resource Teacher Coaching	Teachers, Resource Teachers	Oct. 31 Bi-weekly during Recess Planning	None
GOAL #8	New Bike Giveaway	PBIS, Attendance Committee	June 10th	Donated
GOAL #9	Fantastic Falcons Fun Fest	PBIS Committee	Quarterly	$100
GOAL #10	School-wide Multicultural Night	February	February/March	$500
GOAL #11	Parent/Family Visitation	Full Staff	Nov. 8th-Nov 15th	$300

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

Nanticoke Masonic Lodge--donation of new bicycle for our attendance incentive

Caroline County Sheriff's Department--SRO who participates in PBIS related activities
Federalsburg Lions' Club--Monetary donations for testing incentives (academic support)