



School Improvement Plan
2019-2020 School Year

TEAM		
Name	Job Title	Email
School	Denton Elementary School	
Title I School	<input type="checkbox"/> Yes or <input type="checkbox"/> No	
Christina Gorsuch	School Counselor; SIP Chair	gorsuch.christina@ccpsstaff.org
Sarah Jones	5th Grade Teacher	jones.sarah@ccpsstaff.org
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Beth Coxon	Reading Resource Teacher	coxon.elizabeth@ccpsstaff.org
Laura Ponsini	Math Resource Teacher	ponsini.laura@ccpsstaff.org
Jessica Jeschelnik	PreK Teacher	jeschelnik.jessica@ccpsstaff.org
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Cathy Heinsohn	1st Grade Teacher	heinsohn.cathy@ccpsstaff.org
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Matt Breedlove	Assistant Principal	Breedlove. matthew@ccpsstaff.org
Briana Walker	Assistant Principal	walker.briana@ccpsstaff.org

Lindsay Williamson	2nd Grade Teacher	williamson.Lindsay@ccpsstaff.org
Jodi McDaniel	Special Education Teacher	Mcdaniel.jodi@ccpsstaff.org

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
MCAP Math	<p><u>Overall</u> 4th Grade DES 43% State 39% 5th Grade DES 47% State 36%</p> <p><u>Modeling & Application</u> 3rd Grade DES 52% State 48% 4th Grade DES 54% State 43% 5th Grade DES 56% State 46%</p> <p><u>Expressing Mathematical Reasoning</u> 5th Grade DES 51% State 42%</p> <p><u>Major Content</u> 4th Grade DES 39% State 37% 5th Grade DES 51% State 33%</p> <p><u>Additional & Supporting Content</u> 4th Grade DES 50% State 38% 5th Grade DES 37% State 35%</p>	<p><u>Overall</u> 3rd Grade DES 25% State 42%</p> <p><u>Major Content</u> 3rd Grade DES 26% State 40%</p> <p><u>Expressing Mathematical Reasoning</u> 3rd Grade DES 42% State 48% 4th Grade DES 45% State 41%</p> <p><u>Additional & Supporting Content</u> 3rd Grade DES 35% State 42% Fluency standards-all four operations</p>
MCAP ELA	<p><u>Overall</u> 3rd Grade DES 45% State 43% 4th Grade DES 48% State 43%</p>	<p><u>Knowledge and use of language conventions</u> 4th Grade DES 36% State 37%</p>

	<p>5th Grade DES 57% State 39%</p> <p><u>Literary Text</u></p> <p>3rd Grade DES 49% State 43%</p> <p>4th Grade DES 49% State 42%</p> <p>5th Grade DES 57% State 39%</p> <p><u>Informational Text</u></p> <p>3rd Grade DES 44% State 38%</p> <p>4th Grade DES 47% State 42%</p> <p>5th Grade DES 57% State 39%</p> <p><u>Vocabulary</u></p> <p>3rd Grade DES 48% State 44%</p> <p>4th Grade DES 47% State 44%</p> <p>5th Grade DES 53% State 43%</p> <p><u>Written Expression</u></p> <p>3rd Grade DES</p> <p>4th Grade DES 44% State 44%</p> <p>5th Grade DES 58% State 48%</p> <p><u>Knowledge and Use of Language</u></p> <p><u>Conventions</u></p> <p>3rd Grade DES 46% State 40%</p> <p>5th Grade DES 55% State 40%</p>	Phonics Domain is weakest domain on iReady
iReady Math	<p><u>Tier 1:</u></p> <p>Kindergarten 16%</p> <p>1st Grade 12%</p> <p>2nd Grade 11%</p> <p>3rd Grade 16%</p> <p>4th Grade 21%</p> <p>5th Grade 33%</p>	<p><u>Tier 3:</u></p> <p>1st Grade 14%</p> <p>2nd Grade 31%</p> <p>3rd Grade 32%</p> <p>4th Grade 25%</p> <p>5th Grade 23%</p>
iReady ELA	<p>Fundations has been implemented this year as a requirement to address the weak phonics scores</p>	<p>Needs Analysis by Domain in <u>Phonics: Tier 1</u></p> <p>Kindergarten 75%</p> <p>1st Grade 15%</p>

	Needs Analysis by Domain in Phonics: Tier 3 Kindergarten 25% 1st Grade 19% 2nd Grade 17% 3rd Grade 46% 4th Grade 76% 5th Grade 89%	2nd Grade 57% 3rd Grade 44% 4th Grade 21% 5th Grade 11%
Intervention data:	3rd Grade Intervention System 44- 20 students 4th Grade Intervention System 44 - 17 students Read 180 - 4 students Wilson - 1 student 5th Grade Intervention System 44 - 6 students Read 180 - 12 students Failure Free Reading - 1 student Sonday System 1 - 1 student Edmark Reading- 1 student	
WIDA	Highest scores are in listening; lowest areas are speaking and writing.	Length of time that students are speaking and the lack of detail. (Share examples with the staff)
ELA; KRA		

Academic Achievement

	All Students	SWD	White	African American	Asian	Hispanic	Two or More	EL	FARMS	Am. Indian or Alaska Native
ELA 3 Level 4	45%	12%	45%	37%	Data Suppressed	Data Suppressed	42%	Data Suppressed	37%	N/A
ELA 4 Level 4	48%	8%	55%	20%	Data Suppressed	50%	25%	Data Suppressed	28%	N/A
ELA 5 Level 4	57%	35%	63%	29%	Data Suppressed	55%	55%	Data Suppressed	44%	N/A
Math 3 LEVEL 4	25%	12%	30%	10%	Data Suppressed	Data Suppressed	8%	Data Suppressed	15%	NA
Math 4 LEVEL 4	43%	0%	45%	Data Suppressed	Data Suppressed	60%	25%	Data Suppressed	21%	NA
Math 5 LEVEL 4	47%	24%	52%	14%	Data Suppressed	64%	36%	Data Suppressed	33%	NA

Other Data Sources

	All Students	SWD	White	African American	Asian	Hispanic	Two or More	EL	FARMS	Am. Indian or Alaska Native

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	EVIDENCED-BASED PRACTICE (STRATEGY)
DES will increase the overall student proficiency level in grades 3-5 based on the 2019-2020 ELA MCAP assessments by 5 %. Current Overall 3rd Grade DES 45% 4th Grade DES 48% 5th Grade DES 57%	STRATEGY #1 (Curriculum and Instruction) Teachers use iReady data and informal assessments for targeting students grouped by achievement levels and specific needs identified by the BOY/MOY diagnostic assessments. Teachers will collaboratively plan rigorous lessons based on the module lessons in the drive on a weekly basis and invite the RRT.
	STRATEGY #2 (Social/Emotional Wellness) Students participate in teaming and usage of E4L strategies based on data gathered from a variety of formative data.

	Leadership team will use Trend Tracker to track teachers' progress on teaming and student ownership.
	STRATEGY #3 (Communication) Students use monthly reading logs in which guardians sign at the end of each month in order to track their reading at home. The students that complete the assigned amount of reading for the month receive an incentive.
	Academic Nights where teachers will 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?
Level 4 Proficient	MCAP	Yearly
Projected Typical Growth Score	iReady	BOY, MOY, EOY
Outcome	Module Assessments	Mld Unit, End of Unit Assessments
Outcome	Foundations Unit Tests	Unit Tests, re-tests

RESULTS	
Date Data was reviewed	
Were the goals achieved?	<input type="checkbox"/> YES or <input type="checkbox"/> NO

Provide Data/Evidence to reflect on the goals	
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S.M.A.R.T. GOAL #2	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>DES will increase the overall student proficiency level in grades 3-5 based on the 2019-2020 Math MCAP assessments by 5%.</p> <p>Current Overall 3rd Grade DES 25% 4th Grade DES 43% 5th Grade DES 47%</p>	<p>STRATEGY #1 (Curriculum and Instruction) Teachers use iReady data and informal assessments for targeting students grouped by achievement levels and specific needs identified by the BOY/MOY diagnostic assessments.</p> <p>Teachers will collaboratively plan rigorous lessons on a weekly basis and invite the MRT.</p> <p>Teachers will use exemplar tasks and number talks regularly in the classroom.</p> <p>Teachers will receive on-going coaching sessions focussed on mathematical fluency of addition, subtraction, multiplication, and division.</p> <p>Teachers will use the Problem Solving procedures in order to address the modeling and reasoning standards.</p>
	<p>STRATEGY #2 (Social/Emotional Wellness) Students participate in teaming and usage of E4L strategies based on data gathered from a variety of formative data.</p> <p>Leadership team will use Trend Tracker to track teachers' progress on teaming and student ownership.</p>
	<p>STRATEGY #3 (Communication) Academic Nights where teachers will communicate content strategies to parents.</p> <p>Teachers will collaborate with their grade level team and MRT daily.</p> <p>Students will participate in number talks, teaming and usage of E4L strategies.</p>

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?
Level 4 Proficient	MCAP Math Data	Yearly
Projected Typical Growth Score	iReady	BOY, MOY, EOY
Benchmark Outcome Increase	PARCC Released Assessment	November, April
Benchmark Outcome Increase	Achieve the Core/Local Mini-Assessments	November, April

RESULTS

Date Data was reviewed	
Were the goals achieved?	<input type="checkbox"/> YES or <input type="checkbox"/> NO
Provide Data/Evidence to reflect on the goals	

PLAN**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 #3	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>Reduce the percentage of Tier 3 students on iReady ELA by 25%.</p>	<p>STRATEGY #1 (Curriculum and Instruction) Teachers will collaboratively plan rigorous lessons that focus on literature, informational, vocabulary, written expression, and knowledge and use of conventions.</p> <p>Teachers use iReady data and informal assessments for targeting students grouped by achievement level and specific needs identified by the BOY/MOY diagnostic assessments.</p>
	<p>STRATEGY #2 (Social/Emotional Wellness) Students use self selected, leveled readers during center time in order to increase reading fluency and comprehension.</p> <p>Leadership team will be using Trend Tracker to track teachers progress on teaming and student ownership.</p>
	<p>STRATEGY #3 (Communication) Students use monthly reading logs in which the parents sign off at the end of each month. Students receive an incentive at the end of every month for reading the assigned amount of time.</p> <p>Academic Nights where teachers will communicate content strategies to parents.</p>

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?
<p>Scores-80% of students in each class will score 80% or better on</p>	<p>Foundations Unit Tests</p>	<p>Following the completion of each unit taught</p>

each unit test		
Teacher Tracking	Tracking to Standards	Daily

RESULTS

Date Data was reviewed	
Were the goals achieved?	<input type="checkbox"/> YES or <input type="checkbox"/> NO
Provide Data/Evidence to reflect on the goals	

S.M.A.R.T. GOAL #4	EVIDENCED-BASED PRACTICE (STRATEGY)
Reduce the percentage of Tier 3 students on iReady Math by 25%.	<p>STRATEGY #1 (Curriculum and Instruction) Teachers will collaboratively plan rigorous lessons with their grade level team and MRT.</p> <p>Teachers use iReady data and informal assessments for targeting students grouped by achievement level and specific needs identified by the BOY/MOY diagnostic assessments.</p> <p>Teachers will receive on-going coaching sessions with the MRT focussed on mathematical fluency of addition and subtraction.</p> <p>Teachers will use the Problem Solving procedures in order to focus on the modeling and reasoning standards.</p>
	<p>STRATEGY #2 (Social/Emotional Wellness) Students use self selected math manipulatives during center time in order to increase math fluency and/or computer fluency.</p>

	Leadership team will be using Trend Tracker to track teachers progress on teaming and student ownership.
	<p>STRATEGY #3 (Communication) Academic Nights where teachers will communicate content strategies to parents.</p> <p>Teachers will collaborate with their grade level team and MRT daily.</p> <p>Students will participate in number talks, teaming and usage of E4L strategies.</p>

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?
Level 4 Proficient	MCAP	Yearly
Projected Typical Growth Score	iReady	BOY, MOY, EOY

RESULTS	
Date Data was reviewed	
Were the goals achieved?	<input type="checkbox"/> YES or <input type="checkbox"/> NO

Provide Data/Evidence to reflect on the goals	
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PLAN

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

S.M.A.R.T. GOAL #7	EVIDENCED-BASED PRACTICE (STRATEGY)	
DES will maintain or decrease chronic absenteeism below the 10% threshold with the overall goal of decreasing chronic absenteeism rate by 2% by the end of the school.	STRATEGY #1 (Curriculum and Instruction) Schoolwide classroom lessons to increase awareness of impact of chronic absenteeism. Attendance committee	
	STRATEGY #2 (Social/Emotional Wellness) Tier II and Tier III attendance interventions: targeted small group instruction; Check in-Check out for select students; SST meetings; PPW referral as needed.	
	STRATEGY #3 (Communication) daily power school absence parent notification, monthly recognition of perfect attendance by homeroom posted in building, posted in school newsletter and on webpage & facebook page	

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 each month	PowerSchool attendance data	Monthly

RESULTS

Date Data was reviewed	
Were the goals achieved?	<input type="checkbox"/> YES or <input type="checkbox"/> NO
Provide Data/Evidence to reflect on the goals	

S.M.A.R.T. GOAL #8	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>Discipline</p> <p>DES will decrease the number of referrals for physical contact/ aggression by ___% by June, 2020.</p>	<p>STRATEGY #1 (Curriculum and Instruction) SWIM-related lessons implemented by all staff; full-implementation of PBIS by all staff. Creation of Minor Incident Reports.</p> <p>PBIS committee to guide all PBIS related activities.</p> <p>Classroom/Student Dolphin-Treasure Shoutouts - read on the announcements about classroom and PBIS related accomplishments</p> <p>Discipline Data updates at faculty meetings to inform staff of discipline trends.</p> <p>Character Counts Coaches coming into various classrooms for Character Counts lessons.</p> <hr/> <p>STRATEGY #2 (Social/Emotional Wellness) Tier II and Tier III: includes Check-In/Check-Out; Behavior Plans; daily/weekly conferences with Guidance, SAC Monitor, and administration; SST Meetings</p> <p>Caroline County Mental Health counselor available Tues/Thurs for students enrolled in the program.</p>

	Review data to identify potential root causes that contribute to school discipline concerns. Revise school discipline policies / procedures to promote equity.
	STRATEGY #3 (Communication) Communicate discipline progress weekly schoolwide through school announcements, Faculty meetings Parent newsletters/social media communications CIT meetings DES Saturday Update for staff will contain a section on discipline data bi-weekly

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?
Each quarter will show a decrease from the previous quarter in discipline referrals for physical contact and/or aggression	ODR data and results	Weekly review Quarterly posting
Trend data from all locations will show a decrease in physical contact/aggression	ODR location data	Monthly

RESULTS	
Date Data was reviewed	
Were the goals achieved?	<input type="checkbox"/> YES or

	<input type="checkbox"/> NO
Provide Data/Evidence to reflect on the goals	

PLAN	
Focus Area #6: English Language Proficiency <i>(Percent of English learners demonstrating adequate progress on the English language proficiency learner assessment from the previous year)</i>	
S.M.A.R.T. GOAL #9	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>80% of English Language Learners that took the WiDA last year (2018-2019) will increase their Scale Score and Confidence Band by 10 points in each of the four language domains of listening, speaking, reading, and writing.</p>	<p>STRATEGY #1 (Curriculum and Instruction) Use of WiDA standards for instruction and assessment</p> <p>“Can Do” Descriptors of Proficiency Levels to describe student ability and needs.</p> <p>Use of Common Core State Standards which are mirrored in the general education classroom.</p> <p>Use of iReady teacher resources & toolbox for additional support and instruction.</p> <p>Use of CCPS English Language Arts website for...</p>

	<p>STRATEGY #2 (Social/Emotional Wellness) Teachers communicate with students on a weekly basis during opening conversations.</p> <p>Teachers communicate and check-in with School Counselors, SAC Monitor, or Mental Health Coordinator regarding any social/emotional concerns.</p>
	<p>STRATEGY #3 (Communication) Communicate weekly and/or as needed with co-teachers, EL Assistant, EL Specialist, EL Supervisor, MRT, RRT, and Administration.</p>

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?

RESULTS	
Date Data was reviewed	
Were the goals achieved?	<input type="checkbox"/> YES or <input type="checkbox"/> NO
Provide Data/Evidence to reflect on the goals	

S.M.A.R.T. GOAL #10	EVIDENCED-BASED PRACTICE (STRATEGY)
	STRATEGY #1 (Curriculum and Instruction)
	STRATEGY #2 (Social/Emotional Wellness)
	STRATEGY #3 (Communication)

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?

RESULTS	
Date Data was reviewed	
Were the goals achieved?	<input type="checkbox"/> YES or <input type="checkbox"/> NO
Provide Data/Evidence to reflect on the goals	

PLAN

Title I Focus Area: Parent, Family and Stakeholder Involvement

S.M.A.R.T. GOAL #11	EVIDENCED-BASED PRACTICE (STRATEGY)
<p>DES will minimally maintain the level of parent/stakeholder involvement and increase it by 2% over 2018-2019.</p>	<p>STRATEGY #1 (Curriculum and Instruction) DES will hold Family Engagement nights to support learning</p> <ul style="list-style-type: none"> • ELA and Math Night • Technology Night <p>Maintain active volunteer program</p>
	<p>STRATEGY #2 (Social/Emotional Wellness) DES will hold 5th grade Family nights to support transition</p> <p>Family Fun Nights with a focus on Wellness and Mindfulness Weekly food bags for identified families</p>
	<p>STRATEGY #3 (Communication) Weekly updates via School Messenger Monthly newsletter from school: Posted on social media and shared through School Messenger Monthly newsletters from grade level teams (sent home and posted on web page)</p>

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?
<p>Parent participation data</p>	<p>Raptor (visitor badge) logs</p>	<p>Quarterly</p>

Climate survey at the end of 2020		Annually
Evaluations from Family events will show positive input	Evaluations at all Family events	Periodically

RESULTS	
Date Data was reviewed	
Were the goals achieved?	<input type="checkbox"/> YES or <input type="checkbox"/> NO
Provide Data/Evidence to reflect on the goals	

IMPLEMENT				
	ACTIVITY(ies)	Who is involved?	When will it happen? Month/Year	What is the projected cost?
GOAL #1				

GOAL #2				
GOAL #3				
GOAL #4				
GOAL #5				
GOAL #6				
GOAL #7				
GOAL #8				
GOAL #9				
GOAL #10				
GOAL #11				

**Component IV: In Coordination with other Federal, State and Local Services, Resources,
and Programs**

(Please list if appropriate and applicable)

Title I: Family Engagement

Caroline County Mental Health